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KEY STAGE 2 SATS

2017 KS2 Grammar, Punctuation & Spelling

Answers Explained

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How to beat each question type

Tick the correct answer

1. Ask the child to read all the options carefully before choosing, as the options are often very similar to one another.
 2. Encourage the child to try each option in turn by saying it aloud or in their head to see which sounds correct.
 3. Remind the child to tick only one box unless the question says 'tick two'.
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Insert punctuation (G5)

1. Ask the child to read the whole sentence aloud first so they can hear where natural pauses or breaks fall.
 2. Encourage the child to think about what job the missing punctuation does (for example, a semi-colon joins two closely related main clauses, a comma separates a fronted adverbial, brackets add extra information).
 3. Remind the child to check their answer by reading the sentence again with the punctuation in place to see whether it makes sense.
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Circle or identify a word class (G1)

1. Ask the child to recall the definition of the word class being tested (for example, an adverb tells us how, when or where something happens; a determiner comes before a noun to introduce it).
 2. Encourage the child to look at the role the underlined or target word plays in the sentence rather than just what it looks like, as the same word can belong to different classes depending on context.
 3. Suggest the child checks their choice by substituting a known example of that word class to see whether the sentence still makes sense.
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Choose the correct verb form or tense (G4)

1. Ask the child to read the whole sentence and decide whether the action is happening in the past, present or future, and whether it is a one-off event or an ongoing one.
 2. Encourage the child to try each option aloud in the sentence to hear which tense sounds consistent with the rest of the sentence.
 3. Remind the child to check subject-verb agreement (for example, whether the subject is singular or plural) once they have chosen their answer.
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Rewrite or complete a sentence (G4)

1. Ask the child to read the original sentence carefully and identify exactly what needs to change or be added (for example, converting passive to active voice, or changing to the present progressive).
 2. Encourage the child to draft their answer and then read it back to check that the meaning of the original sentence has been kept and the grammar is correct throughout.
 3. Remind the child to check punctuation in their rewritten sentence, including capital letters and full stops.
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Identify synonyms or antonyms (G6)

1. Ask the child to remind themselves of the difference: synonyms mean roughly the same thing, antonyms mean the opposite.
 2. Encourage the child to read the whole passage so they can see each word in context before deciding which pair matches the definition given.
 3. Suggest the child checks by substituting one word for the other to confirm they are genuinely similar or opposite in meaning.
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Identify or use clauses (main, subordinate, relative) (G3)

1. Ask the child to find the main verb in each clause, as every clause must contain one; this helps children spot where one clause ends and another begins.
 2. Encourage the child to test whether a clause could stand alone as a complete sentence: if it can, it is likely to be a main clause; if it depends on the rest of the sentence to make full sense, it is likely to be subordinate.
 3. For relative clauses specifically, remind the child to look for relative pronouns such as who, which, that, whose or where introducing the clause.
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Question 1 (1 mark)

Answer: Children should tick the third option: 'When are your cousins expected to arrive'.

Before checking, ask the child to read each sentence aloud and decide whether it is genuinely asking something or just making a statement. Ask: "Which one of these sentences is actually asking a question?"

Sentences that must end with a question mark are genuine direct questions - ones where the speaker is actually asking something and expects an answer. '**When are your cousins expected to arrive**' is a direct question. The other three options all begin with question words ('Why', 'What', 'How') but are embedded questions acting as statements - for example, 'Why he went there was a mystery' is not a question but a statement about a mystery.

Watch out: A child might tick 'Why he went there was a mystery' because it starts with 'Why', but this sentence is a statement, not a direct question - it makes no demand for an answer.

Question 2 (1 mark)

Answer: The semi-colon should be placed after the word 'tomorrow': 'Come and see me tomorrow; I will not have time to see you today.'

Before checking the answer, ask your child to read the sentence aloud and find the point where one complete thought ends and a new one begins. Ask: "Where does the first idea finish and the second idea start?"

A **semi-colon** joins two closely related main clauses without using a conjunction. Children need to identify where one complete idea ends and another begins. The first clause is 'Come and see me tomorrow' and the second is 'I will not have time to see you today' - both could stand alone as sentences, and they are closely linked in meaning, so the semi-colon sits between them, after '**tomorrow**'.

Watch out: A child might place the semi-colon after 'me' or 'today' instead of after 'tomorrow' - but only placing it between the two complete clauses is correct.

Question 3 (1 mark)

Answer: The third option should be ticked: 'We went to Manchester for Kajal and Jamal's party.'

Before checking the options, ask your child to think about which types of words always need a capital letter in a sentence. Ask: "Can you tell me which kinds of words always start with a capital letter?"

Capital letters are required for proper nouns - names of specific places and people. Children need to check that **Manchester** (a city name) has a capital M, that **Kajal** and **Jamal** (people's names) have capitals, and that **party** does not, as it is a common noun. Only the third option gets all of these right.

Watch out: A child might tick the last option ('Jamal's Party') because it looks formal, but 'party' is a common noun and should not be capitalised.

Question 4 (1 mark)

Answer: The child should tick 'to read incorrectly'.

Before your child looks at the options, cover them up and ask: "What do you think the word 'mis' at the start of a word usually tells you about how something is done?"

The prefix **mis-** means 'wrongly' or 'badly', so misread means to read something incorrectly. Children should recognise that **mis-** does not mean 'again' (that would be re-), 'before' (that would be pre-), or 'quickly' (no prefix carries that meaning). Matching the prefix to its meaning is the core skill being tested here.

Watch out: A child might be tempted by 'to read again', perhaps thinking of 're-read', but the prefix 'mis-' never means 'again' - that is the job of the prefix 're-'.

Question 5 (1 mark)

Answer: The answer children need to tick is 'had collected'.

Before looking at the options, ask your child to think carefully about the order of events in the sentence - which happened first, collecting the medal or giving the interview? Ask: "Which of these things happened first - getting the medal or talking to the television reporter?"

The sentence reads: After Disha ___ her medal, she gave a television interview. The word after signals that collecting the medal happened **before** giving the interview - both events are in the past, but one precedes the other. Children should recognise this as the **past perfect** tense, formed with had + past participle. 'Had collected' is the only option that correctly places the medal collection as the earlier completed past action.

Watch out: A child might be tempted to tick 'has collected' because it also uses a past participle, but 'has collected' is present perfect and does not correctly show that the action was completed before another past event.

Question 6 (1 mark)

Answer: Children should circle 'was' in the first sentence, 'were' in the second sentence, and 'were' in the third sentence.

Before checking, ask the child to find the subject (who or what is doing the action) in each sentence and decide whether it is singular or plural. Ask: "Is the thing you've found one thing or more than one thing?"

Standard English subject-verb agreement is being tested here. In the first sentence, the subject is 'the last place' (singular), so **was** is correct. In the second sentence, 'many interesting exhibits' is the real subject (plural), making **were** correct. In the third sentence, 'the bikes' is plural, so **were** is correct. All three must be right to earn the mark.

Watch out: A child might choose 'was' for the second sentence because it begins with 'there', making 'there was' feel natural - but the actual subject is 'many interesting exhibits', which is plural and requires 'were'.

Question 7 (1 mark)

Answer: The correct option to tick is 'In 1998, snowboarding became' (the fourth option, with a comma after 1998).

Before checking the answer, ask your child to find the part of the sentence that tells us when something happened. Ask: "Where does the introductory time phrase end, and where should the comma go?"

A **fronted adverbial** such as 'In 1998' must be followed by a comma when it opens a sentence. Children need to recognise that the phrase 'In 1998' is the introductory time adverbial, and the comma belongs directly after it, before the subject 'snowboarding'. The other options either place the comma in the wrong position - after 'snowboarding' or after 'In,' - or omit it entirely, none of which follows the correct rule for punctuating a fronted adverbial.

Watch out: A child might be tempted to tick 'In 1998 snowboarding, became' because they can hear a natural pause before 'became', but the comma must follow the fronted adverbial 'In 1998', not the subject.

Question 8 (1 mark)

Answer: The fourth option should be ticked: 'Joe went upstairs, turned on his computer, took out his homework and started.'

Ask your child to read each option aloud and think about where the natural pauses fall in the list of things Joe did. Ask: "Which sentence sounds right when you read the list of actions out loud?"

Commas in a list of actions should separate each item except the last two, which are joined by 'and'. The sentence lists four actions: went upstairs, turned on his computer, took out his homework, and started. Children need to place commas after the first and second actions only. The correct version reads: '**Joe went upstairs, turned on his computer, took out his homework and started.**' The other options place commas incorrectly, either after 'upstairs' (splitting subject from verb) or omitting a necessary comma.

Watch out: A child might tick the second option ('Joe went upstairs turned on his computer, took out his homework, and started') because it contains commas, but the missing comma after 'upstairs' makes the list incorrectly punctuated.

Question 9 (1 mark)

Answer: The word 'immediately' is an adverb.

Before revealing anything, ask your child to look at the underlined word and think about what it is doing in the sentence. Ask: "What does the word 'immediately' tell us about the action of jumping?"

Immediately modifies the verb jumped, telling us how Jamal jumped out of bed - that is the defining job of an adverb. Children should rule out the other options: conjunction joins clauses (words like 'and' or 'because' do that); verb is the action word, which here is 'jumped'; determiner introduces a noun ('the' or 'a'). Only adverb fits a word modifying a verb in this way.

Watch out: A child might tick 'verb' because 'immediately' sits right next to 'jumped', but 'jumped' is the verb - 'immediately' describes how the jumping happened.

Question 10 (1 mark)

Answer: The colon should be placed after the word 'homework', between 'homework' and 'it'.

Before revealing the answer, point the child to the sentence and ask them to find where one complete thought ends and a second thought begins. Ask: "Where in this sentence does a new idea start?"

The question tests children's understanding of how a **colon** can join two independent clauses when the second explains or follows on from the first. The sentence reads: 'Tom needed to think carefully about his homework it looked very difficult.' The second clause ('it looked very difficult') explains why careful thought was needed, making this the correct position for a colon. Children should tick the box that appears after the word homework.

Watch out: A child might tick the box after 'carefully', as it feels like a natural pause, but that position splits an adverbial phrase and does not separate two independent clauses.

Question 11 (1 mark)

Answer: Children should tick 'determiners'. The underlined words are 'The', 'a', and 'an'.

Before looking at the options, ask the child to look at the underlined words and think about what job they are doing in the sentence. Ask: "What type of word do you think 'the', 'a', and 'an' are?"

The question asks children to identify the word class of the three underlined words: The, a, and an. These are all **determiners** - words that introduce a noun phrase and indicate whether it is definite or indefinite. A child might be tempted by 'adjectives' because determiners sit before nouns, just as adjectives do, but adjectives describe nouns whereas determiners simply signal which or what kind of noun phrase follows.

Watch out: A child might be tempted by 'adjectives' because these words appear before nouns, but adjectives describe or modify nouns, whereas 'the', 'a', and 'an' are determiners that introduce noun phrases.

Question 12 (1 mark)

Answer: The correct sentence to tick is: 'The man grabbed his coat – it looked cold and windy outside.'

Before looking at the options, ask your child to think about what a dash does in a sentence. Ask: "What do you think a dash is used for, and where would it make sense to put a pause in this sentence?"

The dash (en-dash) in this question must separate two complete, independent clauses where the second adds an explanation or afterthought. Children should spot that '**The man grabbed his coat – it looked cold and windy outside**' is the only option where the dash follows a complete main clause. In the other options, the dash interrupts the flow mid-clause, which is grammatically incorrect. The dash works like a pause that introduces a related thought, so both sides must make sense on their own.

Watch out: A child might tick the option 'The man grabbed his coat it looked – cold and windy outside' because it still contains a dash, but the dash there splits an adjective phrase unnaturally and does not separate two meaningful units.

Question 13 (1 mark)

Answer: The answer children need to tick is 'The castle had a round tower.'

Before checking, ask your child to think about what an adjective does in a sentence. Ask: "What is the word 'round' doing in each of these sentences - is it describing something, or doing a different job?"

Adjectives describe nouns. In 'The castle had a **round** tower', the word 'round' tells us what kind of tower it is, modifying the noun 'tower' - that is the classic adjective role. In the other options, 'round' functions differently: 'ran round in circles' uses it as a preposition; 'a round of applause' uses it as a noun; 'the final round' also uses it as a noun. Children should ask what job the word is doing in each sentence.

Watch out: A child might tick 'There was a round of applause' because 'round' feels descriptive, but here it is actually a noun (a 'round' is a thing), not an adjective describing another noun.

Question 14 (1 mark)

Answer: The correct sentence to tick is: 'The town is ten miles (16 kilometres) away.'

Before checking the answer, ask your child to think about what job the brackets do in this sentence, and where the full stop should go relative to them. Ask: "Should the full stop go inside or outside the closing bracket, and why?"

Brackets are used to add extra information within a sentence without breaking its flow. The bracketed information (**16 kilometres**) is an additional detail about the distance, and the full stop belongs outside the closing bracket because the bracket is not the end of a separate sentence - it sits inside the main sentence. Children should check that only the conversion figure is bracketed, and that the full stop follows the closing bracket.

Watch out: A child might tick the last option 'The town is ten miles (16 kilometres away).' because brackets do appear, but here 'away' is incorrectly trapped inside the brackets and the full stop is inside too - both errors mean it does not score.

Question 15 (1 mark)

Answer: The sentence that uses capital letters correctly is: 'He is trying to swim the English Channel.'

Before checking, ask your child to look at each option and spot which words have been given capital letters in the middle of the sentence. Ask: "Which of those words is actually the name of a specific place or person?"

Capital letters are needed at the start of a sentence and for proper nouns. '**English Channel**' is the name of a specific place, so both words need capitals. The other three options each contain an unnecessary capital letter on a common noun: Play, Doctor, Hospital, and Class Visit are all ordinary words, not proper nouns, so they should not be capitalised.

Watch out: A child might be drawn to the option with 'Shakespeare' capitalised, but that sentence also wrongly capitalises 'Play', which is an ordinary common noun and needs no capital letter.

Question 16 (1 mark)

Answer: A subordinating conjunction such as 'because', 'since', or 'as' should be written in the gap.

Before looking at the answer, ask the child to think about what kind of word links the two parts of the sentence together and explains why Tracey walked. Ask: "What word could go in the gap to show the reason why Tracey decided to walk?"

A **subordinating conjunction** connects a main clause to a subordinate clause that depends on it. In 'Tracey decided to walk ___ it was a lovely day', the second part explains the reason for walking, so children need a word that signals a cause-and-effect relationship. The official answer gives because, since, and as as correct options. Words such as 'but' or 'and' are coordinating conjunctions, not subordinating ones, so they would not score.

Watch out: A child might write 'and' or 'but', but these are coordinating conjunctions, not subordinating conjunctions, so they would not be accepted.

Question 17 (1 mark)

Answer: The answer children need to tick is 'What a spectacular sunset that is'.

Before looking at the options, ask the child what they know about exclamation sentences - particularly which word they usually start with. Ask: "Can you remember what word an exclamation sentence has to begin with?"

An **exclamation sentence** has a very specific grammatical structure at KS2: it must begin with What or How and contain a subject and a verb. 'What a spectacular sunset that is' meets both requirements - it starts with 'What', has the subject 'that' and the verb 'is'. The other options beginning with 'What' or 'She said' are a question, a statement, and another statement respectively, not grammatical exclamations.

Watch out: A child might tick 'What time did the sun set last night' because it begins with 'What', but this is a question, not an exclamation, and would need a question mark.

Question 18 (1 mark)

Answer: The child should tick the first option: 'We decided to book tickets for the football match.'

Before the child looks at the options, cover them and ask: "Can you think of a sentence where 'book' is something you do, not something you hold?"

Children need to identify which sentence uses book as a **verb** rather than a noun. In the first option, to book is an infinitive verb meaning to reserve - it describes an action. In the other options, book or Book functions as a noun (a physical book, or book club as a compound noun). Children should ask whether the word is doing something or naming something.

Watch out: A child might tick 'Book club meets every Wednesday in the library' because 'Book' appears at the start and could seem like a verb command, but here it is part of the noun phrase 'Book club', naming a thing.

Question 19 (1 mark)

Answer: The two commas should go after 'bedroom' and after 'small', giving: I enjoy sitting in my bedroom, even though it is quite small, and listening to music.

Before checking, ask the child to read the sentence aloud and spot the part that could be lifted out without breaking the sentence. Ask: "Can you find the part in the middle that gives extra information, which you could remove and still have a sentence that makes sense?"

The sentence contains a **parenthetical phrase** - 'even though it is quite small' - that is dropped into the middle of the main clause. A pair of commas is needed to bracket it off, one after 'bedroom' and one after 'small'. Children should check that removing the phrase between the commas still leaves a

complete, sensible sentence: 'I enjoy sitting in my bedroom and listening to music.' Both commas must be correctly placed to score the mark.

Watch out: A child might place only one comma, or put them in the wrong positions. Both commas are required and both must be in the correct places for this question to score.

Question 20 (1 mark)

Answer: The first box should say 'they' and the second box should say 'him'.

Before looking at the answer, cover the second half of the sentence. Ask: "If we don't repeat 'his grandparents' and 'James', which short words could we swap in instead?"

Pronouns must replace nouns without changing meaning or creating ambiguity. '**His grandparents**' is the subject of the second clause, so it is replaced by '**they**' (a plural subject pronoun). '**James**' is the object of 'took', so it is replaced by '**him**' (a singular object pronoun). Children should check that the pronouns agree in number and grammatical function with the nouns they are replacing.

Watch out: A child might write 'he' instead of 'him' for the second box, but 'James' is the object of the verb 'took', so the object pronoun 'him' is required, not the subject pronoun 'he'.

Question 21 (1 mark)

Answer: The correctly punctuated sentence is: Abdul called out, "Will you come and help me?"

Before checking, ask your child to think about where the question mark belongs when someone asks a question inside speech marks. Ask: "Where do you put a question mark when the words being spoken are a question?"

Direct speech punctuation is what children need to apply here. The reporting clause **Abdul called out** must be followed by a comma before the opening speech mark. The spoken words begin with a capital letter (**Will**), and because the speech is a question, the question mark sits inside the closing speech mark. The option with a lowercase 'will' loses the capital needed to open speech; the option placing the question mark outside the closing speech mark is incorrectly formed.

Watch out: A child might choose the option ending '...help me"?' because the question mark looks natural at the end of the sentence, but the question mark must sit inside the closing speech mark, not outside it.

Question 22 (1 mark)

Answer: The answer children need to tick is 'Your presence is requested at the wedding of our daughter.'

Before looking at the options, ask your child to think about what kind of language is used in formal letters or official invitations compared with messages to friends. Ask: "Which of these sounds most like something you might read on a formal written invitation rather than a message to a friend?"

Formality in language means avoiding contractions, colloquial phrases, and casual tone. Children should consider which option sounds most like an official written invitation. The correct sentence uses full, formal vocabulary ('Your presence is requested') and a structured noun phrase ('the wedding of our daughter'), whereas the other options use contractions ('We'd'), tag questions ('wouldn't you?'), or informal punctuation and phrasing ('please come!'). The most formal register avoids all of those features.

Watch out: A child might be tempted by 'You would like to come to our daughter's wedding, wouldn't you?' as it is polite, but the tag question ('wouldn't you?') makes it informal and conversational.

Question 23 (1 mark)

Answer: The child should tick 'We change places when the bell rings.' because 'when the bell rings' is the subordinate clause.

Before checking, ask your child to read each underlined group of words on its own and decide which one does not make sense without the rest of the sentence. Ask: "Which group of underlined words wouldn't make sense if you said it on its own?"

A **subordinate clause** depends on a main clause to make full sense and is typically introduced by a subordinating conjunction. In the third option, 'when the bell rings' is introduced by the subordinating conjunction 'when' and cannot stand alone as a sentence - it depends on 'We change places'. Children should check each underlined group: the first option's underlined section is a main clause; the second and fourth underlined sections are also main clauses or noun phrases, not subordinate clauses.

Watch out: A child might tick the first option ('you can walk with us') because it follows 'If you want to', but the underlined words in that sentence form the main clause, not the subordinate clause.

Question 24 (1 mark)

Answer: Children should circle both 'worthless' and 'valuable' - these are the two antonyms in the sentence.

Before your child looks at the sentence, remind them what an antonym is - a word that means the opposite of another word. Ask: "Can you find two words in the sentence that mean the complete opposite of each other?"

Antonyms are words with opposite meanings. The sentence describes a collection that looked worthless but turned out to contain valuable jewellery - the contrast between **worthless** and **valuable** is precisely what makes them antonyms. Children should circle both words to score the mark; circling only one, or including any surrounding words, does not score.

Watch out: A child might circle 'rusty' and 'ancient' as they both describe the metal, but these words are not opposites of each other and do not score.

Question 25 (1 mark)

Answer: The table should be ticked as follows: 'Karen's pen' - possession; 'Joshua's hungry' - contracted form; 'dog's dinner' - possession; 'cat's outside' - contracted form.

Before checking, cover the answer and ask your child to look at each sentence one at a time. Ask: "For each one, can you replace the apostrophe and the 's' with the word 'is' and still have it make sense?"

Each apostrophe in this question is either replacing missing letters (contraction) or showing ownership (possession). **'Karen's pen'** - Karen owns the pen, so this is possession. **'Joshua's hungry'** - this means 'Joshua is hungry'; the apostrophe replaces the letter 'i', so this is a contraction. **'The dog's dinner'** - the dinner belongs to the dog, so possession. **'The cat's outside'** - this means 'the cat is outside', so contraction. Children should ask themselves: can the apostrophe be replaced by 'is'? If yes, it is a contraction.

Watch out: A child might confuse 'Joshua's' (contraction of 'Joshua is') with possession, as it looks the same as a possessive apostrophe - the test is whether substituting 'is' makes sense in the sentence.

Question 26 (1 mark)

Answer: The answer children need to tick is 'The boy who I met at the park is in my class.'

Before looking at the options, ask the child to recall what word a relative clause usually starts with. Ask: "Can you remember any of the special words that introduce a relative clause?"

A **relative clause** is introduced by a relative pronoun such as who, which, that, whose, or where, and gives extra information about a noun. In the first option, 'who I met at the park' begins with the relative pronoun who and provides further detail about 'the boy', making it a genuine relative clause. The other options contain subordinate clauses or noun clauses, but none introduced by a relative pronoun modifying a noun in this way.

Watch out: A child might tick 'Sue said that she wanted to learn to play the drums' because it contains 'that', but here 'that' introduces a reported-speech clause, not a relative clause modifying a noun.

Question 27 (1 mark)

Answer: The child should tick 'You can copy the pattern from a book' - this is the only statement in the list.

Before looking at the options, remind the child of the four sentence types. Ask: "Can you tell me what a statement sentence does - what makes it different from a question or a command?"

Statements are sentences that give information. Children should ask whether each option is making a direct claim or doing something else. '**Be careful when you use the glue**' is a command; '**Do you use glitter to decorate the edges**' is a question; '**Do not touch the paint until it is dry**' is also a command. Only '**You can copy the pattern from a book**' simply states a fact, making it the correct statement.

Watch out: A child might tick 'Be careful when you use the glue' because it sounds informative, but it is giving an instruction, which makes it a command, not a statement.

Question 28 (1 mark)

Answer: Children need to insert two full stops and make two letters into capital letters. The corrected passage reads: 'Declan has always been fascinated by animals. He has read many books about exotic creatures. Jellyfish interest him the most and he would like to study them when he is older.'

Before revealing anything, ask your child to read the passage aloud and decide how many separate sentences it contains. Ask: "Where do you think each sentence ends in this passage?"

Three sentences are run together without any end punctuation. Children need to spot where one sentence ends and the next begins: after animals and after creatures. A full stop goes in each place,

and the following word must begin with a capital letter - **He** and **Jellyfish**. Both full stops and both capital letters must be correct to earn the mark.

Watch out: A child might add only one full stop and miss the second sentence break, or correctly place the stops but forget to capitalise the following words. Both changes are needed together.

Question 29 (1 mark)

Answer: A pair of commas should be placed after 'Jenna' and after 'singer', so the sentence reads: Jenna, a very gifted singer, won the talent competition that was held in her local theatre.

Ask your child to find the part of the sentence that gives extra information about Jenna, and to think about what punctuation can be used to separate that extra information. Ask: "If you took out the description of Jenna, would the sentence still make sense?"

The phrase a very gifted singer is a parenthetical noun phrase giving extra information about Jenna. Children need to recognise that a pair of commas must enclose this phrase, one immediately after **Jenna** and one immediately after **singer**, separating it from the rest of the sentence. Removing the phrase should leave a grammatically complete sentence: Jenna won the talent competition - which confirms the commas are in the right places.

Watch out: Children may place only one comma or put the commas in the wrong positions. Both commas are needed, one after 'Jenna' and one after 'singer'; a single comma does not earn the mark.

Question 30 (1 mark)

Answer: The two gaps need: 'had finished' or 'finished' (for the first sentence) and 'wakes' (for the second sentence). Both must be correct to score the mark.

Before looking at the answers, ask your child to read each sentence carefully and think about whether the action is happening now, usually, or in the past. Ask: "Which words in each sentence give you a clue about when the action is happening?"

Both sentences must have the correct tense to score. In the first sentence, '**The visitors left after they ___ their coffee**', the main verb 'left' is simple past, so the gap needs either **had finished** (past perfect) or **finished** (simple past) - both are acceptable. In the second sentence, '**Jo usually ___ up early**', the adverb 'usually' signals a habitual present action, so children should write **wakes**. A common error is writing 'wake' (missing the -s) or mixing tenses incorrectly.

Watch out: Misspellings of verb forms are not accepted - 'wakes' must be spelled correctly to score.

Question 31 (1 mark)

Answer: A command that could be a first step in making a sandwich, starting with an imperative (bossy) verb and punctuated correctly with a capital letter and a full stop or exclamation mark. For example: 'Take the bread out of the cupboard.' or 'First, butter the bread.'

Before your child writes anything, remind them what a command sentence is - a sentence that tells someone to do something. Ask: "What is the very first thing someone would need to do when making a sandwich, and how would you tell them to do it?"

Commands use an **imperative verb** at the start - a bossy verb that tells someone what to do. Children need to write a sentence that begins with such a verb (e.g. 'Take', 'Get', 'Spread', 'Cut') and relates logically to making a sandwich. Correct punctuation is also required: a capital letter at the start and a full stop or exclamation mark at the end. A sentence like 'We should get some bread' would not count, as it is not a command.

Watch out: A child might write a sentence such as 'You should get some bread out' - this is not a command because it does not start with an imperative verb. The sentence must open directly with a bossy verb.

Model answer: Take the bread out of the cupboard.

Question 32 (1 mark)

Answer: Label 'When the bell rang' as S (subordinate), 'we dashed into the playground' as M (main), and 'we started a game of football' as M (main).

Before looking at the answer, ask your child to find each chunk of the sentence that has been bracketed and decide whether it could stand alone as a full sentence or not. Ask: "Which part of this sentence could NOT stand on its own as a complete sentence?"

Three clauses are bracketed in the sentence. '**When the bell rang**' is a subordinate clause because it begins with the subordinating conjunction when and cannot stand alone as a sentence. '**We dashed into the playground**' and '**we started a game of football**' are both main clauses - each makes complete sense independently. Children need all three labels correct to earn the mark.

Watch out: A child might label 'we dashed into the playground' as subordinate because it comes directly after 'when the bell rang', but it is a fully independent main clause joined by 'and'.

Question 33 (1 mark)

Answer: Children should circle 'when' in the first sentence, 'Although' in the second sentence, and 'so' in the third sentence.

Before checking, ask your child to read each sentence aloud and find the word that joins the two parts together. Ask: "Can you find the joining word in each sentence?"

Each of the three sentences contains one conjunction that joins clauses together. In the first sentence, **when** links 'We like to eat popcorn' to 'we go to the cinema'. In the second, **Although** connects the two contrasting preferences. In the third, **so** links the brother's dislike to his decision to buy sweets. All three must be correctly circled to earn the mark.

Watch out: A child might circle 'at all' in the third sentence, thinking it describes the brother's feeling, but it is not a conjunction - it does not join clauses.

Question 34 (1 mark)

Answer: The two sentences that contain a preposition are 'She ran around the games field' and 'The old man walked past the door'.

Before checking, ask your child to think about what a preposition does - it often shows where something is or the direction of movement. Ask: "Can you find any words in these sentences that tell you where or in which direction someone or something is moving?"

Prepositions show a relationship between a noun or pronoun and another word, often indicating place or direction. In 'She ran **around** the games field', around shows the path of movement in relation to the field. In 'The old man walked **past** the door', past shows movement in relation to the door. Children should check each sentence: really and happily are adverbs, not prepositions, so those two sentences do not qualify.

Watch out: A child might tick 'The horse munched his hay happily' thinking 'happily' describes position, but 'happily' is an adverb describing how the munching happened, not a preposition.

Question 35 (1 mark)

Answer: The subject of the sentence is Mary. Children should tick the box next to 'Mary'.

Before looking at the options, ask the child to find the doing word (the verb) in the sentence and then ask who or what is performing that action. Ask: "Who is actually doing something in this sentence?"

The **subject** of a sentence is the person or thing that performs the action of the main verb. In 'On Tuesday, Mary plans to meet Aidan in Liverpool', the verb is plans - children should ask themselves who is doing the planning. The answer is Mary. 'Tuesday' and 'Liverpool' are when and where; 'Aidan' is the object (the person being met). Mary is the one carrying out the action.

Watch out: A child might tick 'Tuesday' because it comes first in the sentence, but it is an adverbial phrase saying when - not the person performing the action.

Question 36 (1 mark)

Answer: A comma goes after the word 'school', and a dash goes after the word 'garden'.

Ask your child to read the sentence carefully and find the two places where the writer pauses to add extra information. Ask: "Where do you think the sentence needs to be broken up, and what punctuation mark would you use at each of those two places?"

Two different punctuation marks are needed in one sentence. The comma separates the introductory subordinate clause 'Before we leave school' from the main clause, so it sits after **school**. The dash introduces a parenthetical aside - 'the first in our school's history' - that adds extra information, so it sits after **garden**. Both marks must be placed correctly for the single mark; one correct and one incorrect would not score.

Watch out: A child might place the dash after 'school' instead of the comma, confusing the two punctuation jobs; a dash cannot mark the end of a subordinate clause opener here.

Question 37 (1 mark)

Answer: The child should circle the word 'which'.

Before looking at the answer, point your child at the sentence and ask them to find the word that introduces extra information about the mountain. Ask: "Which word in the sentence introduces the describing clause about the mountain?"

Relative pronouns introduce relative clauses that give more information about a noun. In the sentence 'The mountain, which could be seen in the distance, had snow on top of it', the word **which**

introduces the clause that tells us more about the mountain. Children should recognise that **which**, **who**, **whose**, **whom**, and **that** are the relative pronouns to look for.

Watch out: A child might circle 'it' as it is also a pronoun, but 'it' is a personal pronoun, not a relative pronoun - it does not introduce a clause giving extra information about a noun.

Question 38 (1 mark)

Answer: The three gaps should be filled with: 'played', 'knew', and 'was'.

Before filling in the gaps, ask the child to read the whole sentence aloud and decide whether it is describing something happening now or something that already happened. Ask: "What tense are these sentences written in - past, present, or future?"

All three sentences describe past events, so children need the **simple past tense** of each verb. 'To play' becomes played; 'to know' becomes knew (an irregular past tense - not 'knowed'); 'to be' becomes was. All three must be correct for the mark. The official answer also notes that misspellings of these verb forms are not accepted, so children should take care with 'knew' in particular.

Watch out: A child might write 'knowed' instead of 'knew', as it follows the regular pattern of adding -ed. However, 'know' is an irregular verb and its simple past form is 'knew'. Misspellings of verb forms are not accepted.

Question 39 (1 mark)

Answer: The brackets should go around '1,344 metres', giving: The highest mountain in Great Britain is Ben Nevis (1,344 metres) in Scotland.

Before looking at the answer, ask your child to find the part of the sentence that gives extra, bonus information that could be removed without breaking the sentence. Ask: "Which bit of information in this sentence feels like it has been added in as an extra detail?"

Brackets are used here to add a parenthetical detail - the height in metres - that is extra information rather than essential to the main clause. Children need to place the opening bracket immediately before **1,344** and the closing bracket immediately after **metres**, so the sentence reads 'Ben Nevis (1,344 metres) in Scotland.' The bracketed phrase can be removed and the sentence still makes complete sense, which is the key test for correct bracket placement.

Watch out: A child might place the brackets around 'in Scotland' instead, but that phrase is not the added parenthetical detail - the height measurement is the extra information being inserted.

Question 40 (1 mark)

Answer: The prefix children should write in the box is 'in', making 'insecure', 'inactive', and 'incomplete'.

Before revealing the answer, encourage the child to try adding different prefixes to all three words mentally. Ask: "Can you find one prefix that makes the opposite of all three words at the same time?"

All three words – secure, active, and complete – need the same prefix added to create their opposites (antonyms). Children should work through each word and test which single prefix fits all three. The official answer is **in**: insecure, inactive, and incomplete all work. A common error is writing 'un', which works for some words but not all three simultaneously.

Watch out: A child might write 'un', as 'unsecure' and 'uncomplete' can seem plausible, but the official answer requires one prefix that correctly and conventionally forms the antonym of all three words, and 'un' does not work for all three.

Question 41 (1 mark)

Answer: Children should circle the words 'noon' and 'midday' - these two words mean the same thing and are therefore synonyms.

Before your child writes anything, ask them to read the passage aloud and think about whether any two words seem to describe exactly the same thing. Ask: "Can you find two words in the passage that mean exactly the same thing?"

Synonyms are words that share the same meaning. The passage uses '**noon**' at the end of the first sentence and '**midday**' at the start of the second. Both words refer to twelve o'clock in the middle of the day, making them synonyms of each other. Children need to spot that the writer is referring to the same time of day using two different words. Both words must be circled to earn the mark.

Watch out: A child might circle 'delicious' and 'hot' as they both describe food, but those words describe different qualities and are not synonyms.

Question 42 (1 mark)

Answer: The child should circle the word 'his' at the end of the passage.

Before your child answers, ask them to think about the difference between a word that owns something and a word that simply describes ownership before a noun. Ask: "Can you find a word in the passage that replaces a whole noun phrase rather than sitting next to a noun?"

Possessive pronouns stand alone - they replace a noun phrase rather than sitting before a noun. In the passage, 'his' appears at the end of the sentence 'pointed out which classroom was **his**', where it replaces 'his classroom' entirely. Children should distinguish this from a possessive determiner such as 'his' before a noun (e.g. 'his school'); here it stands alone, making it a possessive pronoun.

Watch out: A child might circle 'He' or 'me', as both are pronouns, but neither is a possessive pronoun - they are personal pronouns.

Question 43 (1 mark)

Answer: The correct answer is 'semi-colon'. Children should tick the semi-colon option.

Before checking, ask your child to look at the two parts of the sentence either side of the arrow and think about what kind of punctuation joins two complete thoughts that are closely linked. Ask: "What punctuation mark do we use to join two complete sentences that are closely related?"

The sentence reads 'Josh was excellent at languages he spoke French and Spanish.' The arrow sits between **languages** and **he**, which is exactly where two closely related main clauses meet. A **semi-colon** links two independent but connected clauses without a conjunction. A comma would be too weak here; a hyphen joins words, not clauses; and a full stop, while not wrong, is not one of the given options accepted by the official answer.

Watch out: A child might be tempted to tick 'full stop' because both parts of the sentence are complete clauses, but the official answer is specifically semi-colon, which is the only option listed that correctly joins two linked main clauses.

Question 44 (1 mark)

Answer: The first gap needs 'thoughtful' or 'thoughtless'; the second gap needs 'thoughtfully' or 'thoughtlessly'. Both words must be spelled correctly.

Before looking at the answers, ask the child to think about what type of word each blank needs - one describes a person, the other describes an action. Ask: "What ending could you add to the word 'thought' to describe what kind of girl someone is, and what ending would describe how someone looked at something?"

Both blanks must be filled with a word built from the root word **thought**. The first sentence describes what kind of girl Olisa was, so the blank needs an adjective - either **thoughtful** or **thoughtless**. The second sentence describes how the children looked at the poster, so the blank needs an adverb - either **thoughtfully** or **thoughtlessly**. Both answers within a pair must be consistent, and correct spelling is essential: misspellings do not score.

Watch out: Misspellings of either word, such as 'thoughtful' or 'thoughtfully', do not score - correct spelling is required for both answers.

Question 45 (1 mark)

Answer: The word children need to write is 'encouragement'.

Before checking the answer, remind your child what a noun is, then ask: "Can you think of a word made from 'encourage' that names a thing someone can offer or give?"

The question tests whether children can form a **noun** from the verb encourage. Adding the suffix -**ment** to encourage gives encouragement, which fits the sentence 'My friends offered me lots of encouragement to meet my targets.' The official answer specifically states that misspellings of encouragement are not accepted, so children must spell it correctly to gain the mark.

Watch out: Misspellings such as 'encoragement' or 'encouragment' are not accepted - the correct spelling must be given in full.

Question 46 (1 mark)

Answer: Two hyphens are needed: one in 'sugar-free' and one in 'well-known'.

Before looking at the answer, ask the child to read the sentence aloud and spot any pairs of words that are working together to describe something. Ask: "Can you find two places where two words are joined together to describe a thing?"

Hyphens join compound modifiers placed before a noun. In this sentence, **sugar-free** is a compound adjective modifying 'snacks', and **well-known** is a compound adjective modifying 'traditional songs'. Children should recognise that both pairs of words work together to describe a noun, which is precisely when a hyphen is required. Both hyphens must be correctly placed to receive the mark.

Watch out: A child might place a hyphen after 'healthy' or elsewhere in the sentence; hyphens are only needed where two words combine to modify a noun directly - 'sugar-free' and 'well-known'.

Question 47 (1 mark)

Answer: The detective discovered the vital clues. The sentence must begin with a capital letter and end with a full stop.

Before your child writes anything, ask them to identify who is doing the discovering in the original sentence. Ask: "Who is actually doing the discovering, and can you say that as a sentence starting with that person?"

The original sentence is in the **passive voice**: 'The vital clues were discovered by the detective.' Children need to flip this to the **active voice**, making the detective the subject who performs the action. The official answer is The detective discovered the vital clues. The punctuation must also be correct: capital letter at the start and a full stop at the end. Misspellings of the words do not prevent the mark, but missing punctuation does.

Watch out: Misspellings of individual words will not cost the mark, but if a child omits the capital letter at the start or the full stop at the end, the answer will not score.

Model answer: The detective discovered the vital clues.

Question 48 (1 mark)

Answer: Children should write 'is learning' in the first box and 'is planning' in the second box.

Before looking at the answer, remind the child that the present progressive describes something happening right now or around now, using a helper verb plus an -ing word. Ask: "Can you tell me how you would change 'he learns' to show that something is happening at this very moment?"

Present progressive is formed with **is/are + the -ing form** of the verb. The sentence gives 'learns' (to learn) and 'plans' (to plan) as the base verbs to transform. Children need to change 'learns' to is learning and 'plans' to is planning. Both must be correct for the mark, and spellings of the verb forms must be accurate - misspellings do not score.

Watch out: Misspellings of the verb forms are not accepted - 'is learnin' or 'is planing' (with one 'n') would not score.

Question 49 (1 mark)

Answer: A noun phrase of at least three words that could be the subject of the sentence, for example: 'The famous athlete', 'The young sprinter', or 'The school sports team'.

Before your child writes anything, ask them to think about what a noun phrase is and how many words it needs to have. Ask: "Can you think of a group of words - at least three - that names who was preparing for the competition?"

Children need to construct a **noun phrase** of three or more words to fill the blank before 'was preparing for an important athletics competition.' A noun phrase built around a head noun, with at least one modifier before or after it, is required. Examples such as The famous athlete or The young

sprinter work well. The sentence must remain grammatically correct and be accurately punctuated with a capital letter at the start.

Watch out: A child might write a single noun such as 'She' or 'Tom', but the question specifically requires a noun phrase containing at least three words.

Model answer: The famous athlete was preparing for an important athletics competition.

Question 50 (1 mark)

Answer: The child should circle the word 'best'.

Ask your child to look at all the describing words in the sentence and think about which one tells us more about the action (the liking), not about a thing. Ask: "Which word in the sentence tells us how much the rabbit was liked compared with everything else?"

The sentence contains several descriptive words, so children need to distinguish between adjectives and adverbs. **Best** is the adverb here because it modifies the verb liked, telling us how much or in what degree Karl's brother liked the rabbit compared with other toys. Words like large and little are adjectives modifying nouns, not verbs, so children should not circle those.

Watch out: A child might circle 'little' or 'large' because both are descriptive words, but these are adjectives modifying nouns ('brother' and 'collection'), not adverbs modifying the verb.

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