



ExamNinja

REVISION GUIDES • WORKBOOKS • PRACTICE PAPERS

KEY STAGE 2 SATS

2018 KS2 Grammar, Punctuation & Spelling

Answers Explained

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How to beat each question type

Insert punctuation in the correct place (G5)

1. Read the whole sentence aloud with the child and ask where a natural pause or change in meaning occurs.
 2. Remind the child of the rule being tested (e.g. a comma after an introductory clause, a colon before a list, a pair of commas around extra information) and ask them to find the spot where that rule applies.
 3. Check the answer by reading the sentence again with the punctuation in place to see whether it makes sense and sounds right.
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Tick the correct answer (multiple choice) (G1)

1. Encourage the child to read all the options carefully before choosing, rather than stopping at the first one that looks possible.
 2. Help the child use a process of elimination: cross out any option that is clearly wrong, then compare what remains against the definition or rule being tested.
 3. Remind the child that only one box should be ticked, so if two look right they should think again about which one best fits the question.
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Complete the table (sentence functions, active/passive, singular/plural) (G2)

1. Ask the child to read each row separately and decide what feature is being tested (e.g. is this a question, statement or command? is the noun singular or plural? is the verb active or passive?).
 2. Work through one column heading at a time so the child builds a habit of checking every option before committing to a tick.
 3. Remind the child that every row needs exactly one tick, so if a row is left blank or has two ticks, something needs to be reconsidered.
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Match prefixes or conjunctions / draw lines (G6)

1. Ask the child to try each prefix or conjunction with each word aloud to hear whether it makes a real word or a grammatically correct sentence.
 2. Remind the child that each prefix or option is used only once, so once a match is drawn it should not be used again.
 3. Check by reading all four completed combinations together to confirm every one produces a recognisable, correctly spelled word or phrase.
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Write a word, phrase or short explanation (G4)

1. Ask the child to re-read the question carefully to identify exactly what type of word or explanation is needed (e.g. a noun formed from a verb, the simple past tense, an explanation of how a modal verb changes meaning).
 2. Encourage the child to say their answer aloud first to check it sounds natural and grammatically correct before writing it down.
 3. Remind the child to check spelling carefully for questions involving specific word forms such as verb tenses, suffixes or prefixes, as misspellings are not accepted on those questions.
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Underline or circle a specific word or phrase (G3)

1. Make sure the child knows exactly what they are looking for (e.g. the subject, an adverbial, a relative clause, a preposition, a relative pronoun) before scanning the sentence.
 2. Ask the child to identify the grammatical role of each part of the sentence in turn until they find the one that matches the description in the question.
 3. Remind the child to underline or circle only the words specified and not include extra surrounding words, as the official answer requires precision.
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Rewrite or compose a sentence (direct speech, co-ordinating conjunction, question writing) (G5)

1. Ask the child to identify the exact grammatical requirement (e.g. a direct speech sentence with inverted commas and a question mark, or two clauses joined by a co-ordinating conjunction) before putting pen to paper.
 2. Encourage the child to draft the sentence aloud first, then write it down, checking it is a complete, grammatically correct sentence.
 3. Remind the child to read back what they have written and check all punctuation is present and correctly placed, as both grammar and punctuation must be accurate.
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Question 1 (1 mark)

Answer: The comma should go after 'youngest': Although he was the youngest, Tom was one of the tallest.

Ask your child to find the part of the sentence that gives the background information before the main point about Tom. Ask: "Where does the opening part of the sentence end and the main point about Tom begin?"

A comma is needed after the subordinate clause Although he was the youngest to separate it from the main clause. When a subordinating clause comes at the start of a sentence, a comma marks where it ends and the main clause begins. Children should identify that 'youngest' is the last word of the opening clause, so the comma belongs directly after it.

Watch out: A child might place the comma after 'youngest Tom' (i.e. between 'Tom' and 'was'), but this splits the subject from its verb and does not score.

Question 2 (1 mark)

Answer: The sentence that must end with a question mark is 'What really happened that day' - this is the only one that is a direct question.

Before looking at the options, ask your child to think about what makes a sentence a question rather than a statement. Ask: "Which of these sentences is actually asking something directly?"

Four sentences are given and children must identify which **must** end with a question mark. A question mark is only obligatory when a sentence is a genuine question. 'What really happened that day' is a direct question - it asks something outright. The other options contain question words ('what') but function differently: 'What happened that day might never be known' is a statement about uncertainty, and the remaining two are also statements expressing wishes or possibilities rather than asking directly.

Watch out: A child might tick 'What happened that day might never be known' because it begins with 'What', but the sentence is a statement about uncertainty, not a direct question.

Question 3 (1 mark)

Answer: The answer children need to tick is 'to play again'.

Before showing the options, cover them and ask your child to think about what the prefix 're-' means on its own. Ask: "If 're-' is added to a word, what do you think it does to the meaning?"

The prefix **re-** means 'again' or 'back'. Children should recognise that adding re- to a root word repeats the action - so replay means to play again. The other options ('together', 'later', 'badly') match different prefixes: co-, post-, and mis- respectively. Only 'to play again' correctly reflects what re- contributes to the word.

Watch out: A child might tick 'to play later' because replaying something can happen after the original event, but 'later' is not what the prefix re- means - it means again.

Question 4 (1 mark)

Answer: The table should be ticked as follows: 'In autumn, many trees lose their leaves' = Statement; 'Look at the trees carefully' = Command; 'Scientists are studying how trees can live for thousands of years' = Statement; 'How can you tell a tree's age' = Question.

Before looking at the answer, ask your child to think about what each sentence is doing. Ask: "Can you tell me whether each sentence is telling you something, asking something, or telling you what to do?"

Each sentence needs to be matched to its function. A **statement** gives information; a **command** tells someone to do something and usually starts with a verb; a **question** asks something. Children should notice that 'Look at the trees carefully' begins with an imperative verb ('Look'), making it a command. 'How can you tell a tree's age' asks something directly, so it is a question. The remaining two sentences both give factual information, making them statements. All four rows must be correct to earn the mark.

Watch out: A child might tick 'How can you tell a tree's age' as a statement because it contains information, but the word 'How' signals that it is asking a question, not stating a fact.

Question 5 (1 mark)

Answer: The two commas should go after 'camping' and after 'holidays', giving: Ana's favourite things are camping, holidays, cycling and swimming.

Before looking at the answer, ask your child to count how many favourite things Ana is supposed to have, then read the sentence aloud and ask: "Where do you need to pause to make it clear there are four separate things?"

Commas in a list separate each item so readers can tell where one ends and the next begins. The question specifically tells children that Ana has **four** favourite things: camping, holidays, cycling, and swimming. Without any commas, 'camping holidays' reads as a single compound item. Children need to place one comma after camping and one after holidays to make all four items distinct. Both commas must be correctly placed to receive the mark.

Watch out: A child might place only one comma, perhaps after 'holidays', but the question requires exactly two correctly placed commas - both are needed for the mark.

Question 6 (1 mark)

Answer: The answer is 'loudly' - it is the adverb in the sentence.

Before looking at the options, ask the child to find the verb (the doing word) in the sentence first, then think about which word tells us how that action was done. Ask: "Can you find the word that tells you how the crowd cheered?"

An **adverb** modifies a verb, adjective, or other adverb. In this sentence, 'lively' modifies the noun 'crowd' (making it an adjective), 'when' introduces a time clause, and 'began' is a verb - none of these are the adverb. Children should spot that loudly tells us **how** the crowd cheered, directly modifying the verb 'cheered'. That is the defining feature of an adverb here.

Watch out: A child might tick 'lively' because it sounds descriptive, but 'lively' is an adjective describing the crowd (a noun), not an adverb modifying the verb.

Question 7 (1 mark)

Answer: The two commas should go after 'father' and after 'museum': My father, who works at the museum, gave my class a guided tour.

Before checking the answer, ask the child to find the part of the sentence that gives extra information about the father, and to say where that extra bit begins and ends. Ask: "If you took out some words in the middle of this sentence, which words could you remove without breaking the main meaning?"

Commas used to mark a **relative clause** (or any parenthetical phrase) must come in a pair, one either side of the inserted information. Here, 'who works at the museum' is additional information about the father; it is not essential to the main clause. Children should place the first comma after father and the second after museum, so that both commas bracket the phrase neatly. If only one comma is inserted, or the commas are placed elsewhere, the point is not awarded.

Watch out: A child might place only one comma, for example just after 'father', thinking that is sufficient. Both commas are required for the point to be awarded.

Question 8 (1 mark)

Answer: The correct sentence to tick is 'In three weeks' time, I will be on holiday.'

Before checking, ask the child to look at the time word at the start of each sentence and then at the verb - are they pointing to the same time? Ask: "Which sentence has a time word and a verb that both point to the same moment?"

Tense consistency is what this question tests. The sentence uses a future time marker ('In three weeks' time') paired correctly with the future tense verb 'will be'. The three wrong options all mix tenses: 'Tomorrow we went shopping' pairs a future time word with a past tense verb; 'Next weekend, we had gone' pairs a future marker with past perfect; 'Last summer, we swim' pairs a past marker with a present tense verb. Only the correct option is internally consistent.

Watch out: A child might tick 'Tomorrow we went shopping at the sales' because 'tomorrow' and 'went' both seem like familiar, everyday words, but 'tomorrow' is future and 'went' is past, so the tenses clash.

Question 9 (1 mark)

Answer: The correct tick is 'make' - it means the same as 'produce'.

Before looking at the options, ask your child what the word 'produce' means when used as a verb - can they think of a word that means the same thing? Ask: "What does it mean to produce something?"

Synonym questions ask children to find the word with the closest meaning. Produce means to create or manufacture something, so **make** is the closest match. The other options - buy, sell, and trade - all involve exchanging or obtaining goods rather than creating them, so they are not synonyms. Children should recall that a synonym is simply another word for the same thing.

Watch out: A child might tick 'trade' because trade involves goods, similar to produce, but trade means to exchange things, not to create them.

Question 10 (1 mark)

Answer: The answer children need to tick is 'Bring a coat in case it rains.' - it is the only true command.

Before looking at the options, ask the child to think about what makes a command different from a statement. Ask: "What kind of sentence tells someone to do something directly, without saying 'you should' or 'I am'?"

A **command** is a sentence that gives a direct instruction, typically starting with a verb in its base form. Only 'Bring a coat in case it rains' opens with a verb ('Bring') directed straight at the reader with no subject. The other options all begin with a subject pronoun ('You' or 'I'), making them statements rather than commands. Children should recognise that the absence of a subject and the imperative verb form are the defining features.

Watch out: A child might tick 'You should bring a coat' because it is giving advice, but the word 'should' makes it a statement about what someone ought to do, not a direct imperative command.

Question 11 (1 mark)

Answer: Draw lines to match: im-mature, in-correct, en-able, mis-fortune. All four must be correct to score the point.

Before looking at the answers, ask the child to try each prefix with each word aloud and decide which combinations make real English words. Ask: "Can you match each prefix on the left to the word on the right that it goes with?"

Knowing which prefix pairs with which root word is the key skill here. **im** attaches to mature (immature), **in** to correct (incorrect), **en** to able (enable), and **mis** to fortune (misfortune). Children should test each combination by saying it aloud; if it sounds like a real word with a sensible meaning, the pairing is likely right. All four lines must be correctly drawn to earn the mark.

Watch out: A child might match in-mature (as 'inmature' sounds plausible) but the correct pairing is im-mature, because 'im' is the standard form before words beginning with 'm'.

Question 12 (1 mark)

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

Before looking at the options, ask the child to think about which tense uses the word 'had' with another verb. Ask: "Can you remember what the past perfect tense looks like - what little word does it always need?"

The past perfect tense is formed with **had** + past participle. The sentence reads 'Soon after a Frenchman ____ the first land speed record, it was broken.' The word broken later in the sentence is also past, and the past perfect signals that the setting of the record happened before something else

in the past. Only **had set** achieves this. 'Has set' is present perfect; 'set' is simple past; 'was setting' is past progressive - none of these form the past perfect.

Watch out: A child might tick 'set' because it is a simple past form and sounds natural in the sentence, but 'set' alone does not form the past perfect tense that the question specifically requires.

Question 13 (1 mark)

Answer: The correct sentence to tick is 'My friend was tidying the classroom.'

Before checking, ask your child to read each sentence carefully and think about whether the verb sounds correct and matches the subject. Ask: "Which sentence sounds correct and follows the rules of formal, written English?"

Standard English requires correct subject-verb agreement and appropriate verb forms. Each distractor contains a non-Standard English error: 'Two sports teams come to our school yesterday' uses present tense with a past time marker; 'Today the children done their school play' uses 'done' instead of 'did'; 'The teachers was going' uses a singular verb with a plural subject. Only '**My friend was tidying the classroom**' is grammatically correct in Standard English, with subject and verb agreeing and the past progressive formed properly.

Watch out: A child might tick 'Two sports teams come to our school yesterday' as it seems straightforward, but 'come' should be 'came' to match the past time marker 'yesterday'.

Question 14 (1 mark)

Answer: The first sentence should be ticked: 'I find baking tricky – there are too many things to go wrong.'

Before checking the answer, ask your child to read each option aloud and decide where a natural pause or break in meaning occurs. Ask: "Which sentence feels like it splits into two sensible parts, with the second part explaining the first?"

A **dash** is used to introduce a closely related explanation or afterthought that follows a complete idea. In the correct option, 'I find baking tricky' is a complete statement, and the dash introduces the reason: 'there are too many things to go wrong'. Children should check that the dash divides the sentence at a natural boundary where the second part expands on the first. In the other options, the dash breaks the sentence mid-phrase, splitting words that belong together.

Watch out: A child might be tempted by the last option ('there are –') because the dash still comes after several words, but it interrupts the phrase 'there are too many things', which should stay together.

Question 15 (1 mark)

Answer: The answer to tick is 'a main clause'. The underlined part is 'Charlie spilt his juice'.

Before checking, ask your child to look at the underlined words and decide whether they could stand alone as a complete sentence. Ask: "Could 'Charlie spilt his juice' work as a sentence all by itself?"

The underlined section is '**Charlie spilt his juice**'. Children need to recognise that this is a main clause - it contains a subject ('Charlie') and a verb ('spilt') and makes complete sense on its own. The second part, 'but it didn't go on his shirt', is joined by a co-ordinating conjunction. Both parts are main clauses, but the question asks only about the underlined portion.

Watch out: A child might tick 'a subordinate clause', thinking that because the sentence has two parts, the first must be the lesser one - but a subordinate clause cannot stand alone, whereas this underlined part clearly can.

Question 16 (1 mark)

Answer: The sentence 'Was the ending funny' must end with a question mark.

Before checking the answer, ask the child to look at each sentence and think about whether it is actually asking something or expressing a feeling. Ask: "Which of these sentences is actually asking a question?"

Children need to distinguish between sentences that look like questions and those that grammatically are questions. A true question requires a question mark. 'Was the ending funny' is a direct question – it uses an auxiliary verb ('Was') before the subject ('the ending'), which is the classic question word order. The other options, such as 'What a hilarious film that was' and 'I loved the opening scene', are exclamations or statements that happen to begin with question-style words. 'I have never laughed so much' is a statement. Only 'Was the ending funny' **must** end with a question mark.

Watch out: A child might tick 'What a hilarious film that was' because it starts with 'What', but that is an exclamation, not a direct question, and must end with an exclamation mark instead.

Question 17 (1 mark)

Answer: The colon should go after the word 'visit': There are two places that I have always wanted to visit: the Arctic and Antarctica.

Before looking at the answer, ask your child to find the part of the sentence that feels like a complete thought on its own, before the places are named. Ask: "Where does the sentence feel finished before it tells you the actual places?"

A colon is used to introduce a list or further information that follows on from a complete main clause. Children need to spot that 'There are two places that I have always wanted to visit' is a complete statement, and the colon then introduces what those places are. Placing it anywhere else breaks the grammatical logic, so the **only** correct position is directly after 'visit'.

Watch out: A child might place the colon after 'places' or after 'visit the', but neither position follows a complete main clause, which is required for a colon to be used correctly here.

Question 18 (1 mark)

Answer: The answer children need to tick is 'We heard thunder, but we did not see any lightning.' - the word 'thunder' is used as a noun here.

Before revealing the answer, ask your child to think about what a noun actually is - a naming word for a person, place or thing. Ask: "In each sentence, what job is the underlined word doing - is it naming something, describing something, or showing an action?"

Each sentence uses an underlined word; children must identify which sentence uses that word as a **noun**. In 'Dancers must be very fit', 'fit' is an adjective. In 'Can I help you', 'help' is a verb. In 'The ocean is grey', 'grey' is an adjective. Only 'thunder' in the third sentence functions as a noun - it names a thing (a sound), acting as the direct object of 'heard'.

Watch out: A child might tick 'The ocean is grey' because 'grey' can sometimes be a noun (e.g. 'a shade of grey'), but in this sentence it is describing the ocean, making it an adjective.

Question 19 (1 mark)

Answer: The correctly punctuated sentence is: 'Lately, the days have been growing noticeably longer and warmer.'

Before checking the answer, ask your child to read each option aloud and decide where any natural pause falls in the sentence. Ask: "Which of these sentences has a comma only where you would naturally pause – and nowhere else?"

Commas in a sentence like this should mark off a fronted adverbial ('Lately') with one comma after it, and then no further commas are needed because the remaining clause flows without interruption. Children should spot that only one comma is required – placed after 'Lately' – and that no comma belongs between 'longer and warmer' (those two adjectives are joined by 'and'). The final option places the comma correctly and nowhere else, making it the only accurately punctuated version.

Watch out: A child might be tempted by the first option ('longer and, warmer') because it has a comma after 'Lately', which is correct, but it wrongly adds a second comma before 'warmer', splitting two adjectives that are correctly joined by 'and'.

Question 20 (1 mark)

Answer: The child should explain that the word 'might' makes the swimming uncertain or possible rather than definite. For example: 'In the second sentence, they are not definitely going swimming' or 'it means they may or may not go.'

Before looking at the answer, ask your child to look at the two sentences carefully and spot the one word that is different between them. Ask: "What difference does that one word make to whether they are definitely going swimming?"

The **modal verb** 'might' is the key word here. In sentence 1, Yusuf and his sister go swimming - it is presented as a definite, certain event. Adding 'might' in sentence 2 introduces uncertainty or possibility: they may go, but it is not guaranteed. Children should express this contrast clearly. The official answer also accepts responses that only comment on sentence 1 ('they are definitely going') or use a different modal verb such as 'could' to show understanding.

Watch out: A child might simply copy back 'might' without explaining what it means - a one-word response does not show understanding of how the meaning changes.

Question 21 (1 mark)

Answer: The word 'an' is a determiner.

Before looking at the options, ask the child to think about what job the underlined word does in the sentence. Ask: "Does the word 'an' describe something, or does it introduce something?"

Children need to identify the word class of an in the sentence 'My brother thinks that football is an amazing game.' The word **an** is a determiner because it introduces the noun phrase 'amazing game', specifying that it refers to one unspecified thing. A child might be tempted by 'adjective' since 'an'

sits next to 'amazing', but 'an' does not describe the noun - it introduces it, which is the defining function of a determiner.

Watch out: A child might tick 'adjective' because 'an' appears next to 'amazing', but 'an' does not describe the noun - it introduces the noun phrase, making it a determiner.

Question 22 (1 mark)

Answer: Children should write a subordinating conjunction that shows two things happening at the same time, such as 'while', 'whilst', 'as', or 'when'.

Before revealing the answer, remind the child that the sentence must show two things happening together at the same moment. Ask: "What small word could you put in the gap to show that the music was playing at exactly the same time as the meal?"

The question tests knowledge of **subordinating conjunctions** that express simultaneity. The key constraint is in the instruction: the conjunction must show that listening to music and eating lunch happened at the same time. Words like **while**, **whilst**, **as**, and **when** all work because they link two simultaneous actions. Children should note that spelling counts here - a misspelled conjunction will not be accepted.

Watch out: A child might write 'because' or 'so', but those words show cause and effect, not two things happening at the same time, so they do not fit the instruction.

Question 23 (1 mark)

Answer: The child needs to write 'invention' or 'inventions' (or 'inventor'/'inventors') in the gap - a noun formed from the verb 'invent'.

Before showing the answer, ask your child to look at the word 'invent' and think about what ending they could add to turn it into a thing rather than an action. Ask: "What noun can you make by adding a suffix to the word 'invent'?"

The question tests whether children can form a **noun** from the verb invent by adding a suffix. The gap sits between 'latest' and 'would solve the problem', so the word must be a noun that fits that sentence position. Adding **-ion** gives invention (or the plural inventions); adding **-or** gives inventor. Both are accepted. Correct spelling is required - misspellings do not score.

Watch out: Misspellings such as 'invension' or 'inventtion' do not score - correct spelling is required for this type of question.

Question 24 (1 mark)

Answer: The three boxes should contain 'him', 'He', and 'it' - one pronoun in each box, in that order.

Before revealing the answers, point the child at each underlined word in turn and ask: "If you didn't want to repeat that name or phrase, what single word could you use instead?"

Children need to identify which pronoun replaces each underlined word or phrase. **Jack** (first box) is the object of 'gave', so the pronoun is him. **Jack** (second box) starts the next sentence as the subject, so the pronoun is He (capital letter required). **The new game** (third box) is a thing, so the pronoun is it. Misspellings of pronouns are not accepted, though these are simple words unlikely to cause spelling difficulty.

Watch out: A child might write 'him' in the second box (where 'He' is needed) because Jack appears twice - but the second occurrence starts a new sentence and is the subject, so 'He' (capital H) is required there, not 'him'.

Question 25 (1 mark)

Answer: The most formal sentence is 'Watching too much television should be avoided.'

Before checking the answer, ask your child to think about which option sounds most like something they might read in a formal report or a school leaflet. Ask: "Which sentence sounds the most serious and formal to you, and why?"

Formality is shown through vocabulary choices and sentence construction. The official answer is the passive construction '**Watching too much television should be avoided**' - it uses full, formal vocabulary ('television', 'avoided') and the passive voice, which avoids addressing anyone directly. The other options use contractions ('shouldn't', 'isn't'), informal abbreviations ('TV'), colloquial words ('telly', 'loads'), or direct address ('you'), all of which signal informal register.

Watch out: A child might tick 'You shouldn't watch too much TV' as it contains the formal word 'should', but the abbreviation 'TV' and the direct 'you' make it informal.

Question 26 (1 mark)

Answer: A correctly formed question asking whether the band is playing at the festival, ending with a question mark. For example: 'Is the band playing at the festival?'

Before your child writes anything, ask them to think about what a question sentence looks like compared with a statement. Ask: "How would you turn the information 'the band is playing at the festival' into a question that Jane could actually ask someone?"

Children must write an original question sentence – not simply copy the prompt. The sentence needs to ask, in grammatically correct English, whether the band is playing at the festival, and must end with a question mark and begin with a capital letter. A child might write 'Is the band playing at the festival?' or 'Are they playing at the festival this year?' Both would be correct. A question enclosed in inverted commas is also acceptable.

Watch out: A child might write 'Jane asked, "Is the band playing at the festival?"' – this is a statement with a question inside it, not a standalone question, and does not score.

Question 27 (1 mark)

Answer: Children should underline 'The tightrope walker' - this is the subject of the sentence.

Ask your child to find the verb (the doing word) in the sentence first, then ask: "Who or what is doing that action?"

The **subject** of a sentence is the noun or noun phrase that performs the action of the verb. In 'The tightrope walker carried a balancing pole', the verb is carried, and the question to ask is: who carried? The answer is **The tightrope walker**. Children should underline either 'The tightrope walker' or 'tightrope walker' - both are acceptable according to the official answer.

Watch out: A child might underline 'a balancing pole' as it seems important, but that is the object - the thing being carried - not the subject doing the carrying.

Question 28 (1 mark)

Answer: Dashes or brackets would work instead of the commas in that sentence.

Before giving the answer, ask your child to look at the words between the two commas and think about what other punctuation can be used to add extra information in the middle of a sentence. Ask: "What other punctuation marks do we sometimes use to add a bit of extra information into a sentence?"

The sentence 'Somehow, after much swaying and rocking, the tightrope walker managed to regain his balance' uses two commas to enclose the parenthetical phrase '**after much swaying and rocking**'. Children need to know that a pair of dashes or a pair of brackets can perform exactly the same job as a pair of commas around a parenthesis. Either 'dashes' or 'brackets' is accepted; the official answer notes there are no spelling requirements, so rough spelling is fine here.

Watch out: A child might write 'inverted commas' or 'colons', but neither of these can replace a pair of commas used for parenthesis.

Question 29 (1 mark)

Answer: Children should circle 'celebration' in the first box, 'momentous' in the second box, and 'commence' in the third box.

Before looking at the options, ask your child to think about what kind of language would appear in a formal written invitation. Ask: "Which words sound like something you might read in an official letter, and which ones sound like something a friend might say?"

Formality is tested here by asking children to identify the most formal word from each group of three options. In the first box, **celebration** is more formal than 'catch-up' or 'get-together', which are both informal, conversational phrases. In the second box, **momentous** is a sophisticated adjective, while 'fab' and 'really cool' are colloquial. In the third box, **commence** is a formal verb meaning 'begin', whereas 'start up' and 'kick off' are informal phrasal verbs. All three must be correct to earn the mark.

Watch out: A child might circle 'celebration' correctly but then choose 'really cool' or 'fab' in the second box, not recognising these as informal slang. All three boxes must have the correct word circled.

Question 30 (1 mark)

Answer: Customers' = plural, princess's = singular, boys' = plural. All three rows must be correct.

Before checking the answers, ask your child to look at where the apostrophe sits in each underlined word - before or after the letter s. Ask: "What does the position of the apostrophe tell you about how many owners there are?"

Possessive apostrophe placement reveals whether the owner is singular or plural. **customers'** has the apostrophe after the s, showing multiple customers - plural. **princess's** has the apostrophe before a second s, showing one princess - singular. **boys'** has the apostrophe after the s, showing multiple boys - plural. Children should ask: does the apostrophe come before or after the s? All three rows must be ticked correctly to earn the mark.

Watch out: A child might mark princess's as plural because it has two s letters, but the apostrophe before the second s shows it belongs to one princess.

Question 31 (1 mark)

Answer: For 'beautiful', the word class is adjective. For 'beautifully', the word class is adverb. Children need to give both answers correctly.

Before checking the answers, ask the child to look at each underlined word and think about what job it is doing in the sentence. Ask: "Is the underlined word describing a noun or describing how an action is done?"

Both sentences contain the same root word in two different forms. In Josef has beautiful writing, **beautiful** describes the noun 'writing', making it an **adjective**. In Josef writes beautifully, **beautifully** tells us how Josef writes, modifying the verb, so it is an **adverb**. Children need to recognise that adding -ly changes the word class. Both must be correct to gain the mark.

Watch out: A child might write 'adjective' for both words, not noticing that 'beautifully' ends in -ly and modifies the verb 'writes' rather than a noun. Misspellings of 'adjective' or 'adverb' are accepted as there are no spelling requirements for this question.

Question 32 (1 mark)

Answer: The most formal sentence is 'She suggested that her mother be present.'

Before checking, ask the child to think about which sentence sounds most like something in an official letter or formal document. Ask: "Which sentence sounds the most serious and formal, as if it came from a letter or a report?"

Formality in grammar includes the use of the **subjunctive mood**, which is a feature of formal and official writing. The phrase 'that her mother be present' uses the subjunctive form 'be' rather than the informal 'is' or 'was' - a hallmark of formal register. The other options all contain contractions, colloquial vocabulary ('really', 'Johnny's'), or informal constructions that reduce the level of formality considerably.

Watch out: A child might tick 'She really hopes to be ready on time' as it uses full words rather than contractions, but the word 'really' is informal and the sentence lacks the elevated, impersonal tone of formal writing.

Question 33 (1 mark)

Answer: Children should circle the four prepositions: 'On', 'across', 'along', and 'over'.

Before your child circles anything, ask them to remind themselves what a preposition does - it usually tells us where, when, or how something moves or sits in relation to something else. Ask: "Can you find the words in this sentence that tell us how the cyclist moves in relation to the ground or paths?"

Prepositions show the relationship between a noun and another part of the sentence, usually indicating position, direction, or movement. In the sentence 'On a mountain bike, you can cycle across rocky ground, along muddy paths and over harsh terrain', all four prepositions signal direction or movement: **On** (position on the bike), **across** (movement over ground), **along** (movement beside/through paths), and **over** (movement above terrain). Children must circle all four correctly to earn the mark.

Watch out: A child might circle 'rocky', 'muddy', or 'harsh' because they stand out as descriptive words, but those are adjectives, not prepositions.

Question 34 (1 mark)

Answer: Insert a hyphen between 'ballroom' and 'dancing', and a comma after 'champion'. The sentence should read: My grandmother is a ballroom-dancing champion, poet and singer.

Before checking, ask the child to read the sentence aloud and identify what kind of dancer grandmother is, and how many different things she is. Ask: "Where do you think a hyphen and a comma should go, and why?"

The sentence contains two separate punctuation tasks. The hyphen joins **ballroom** and **dancing** to form a compound modifier ('ballroom-dancing') that describes the noun 'champion' - without it, 'dancing' reads oddly as a separate item. The comma goes after 'champion' to separate the first item in the list of three things grandmother is: a ballroom-dancing champion, a poet, and a singer. Both must be correct for the point.

Watch out: A child might place the comma between 'poet' and 'and singer', but the official answer puts it after 'champion' to separate the list items clearly from the compound modifier.

Question 35 (1 mark)

Answer: In the second sentence, there is more than one brother (the apostrophe after 'brothers' shows it is plural, meaning the toys belong to more than one brother).

Before revealing the answer, ask your child to look carefully at exactly where the apostrophe sits in each sentence. Ask: "What does the position of the apostrophe tell us about how many brothers there are?"

The apostrophe position is the key distinction here. In sentence 1, **brother's** shows one brother owns the toys (the apostrophe comes before the 's'). In sentence 2, **brothers'** shows the apostrophe has

moved to after the 's', signalling a plural noun - more than one brother. Children should explain that the second sentence refers to multiple brothers, not just one.

Watch out: A child might simply say 'the apostrophe moved' without explaining what that change in meaning is - the explanation must show understanding that the second sentence involves more than one brother.

Model answer: In the second sentence there is more than one brother.

Question 36 (1 mark)

Answer: Children should tick the first sentence (dashes: 'There are some books – including story books – in the cupboard') and the third sentence (commas: 'Our classroom, at the end of the corridor, has a red door').

Before checking, ask your child what parenthesis means and what punctuation can be used to show it. Then ask: "Can you find a sentence where a pair of punctuation marks wraps around some extra information that you could take out?"

Parenthesis means extra information inserted into a sentence that could be removed without breaking the main clause. In the first option, the phrase including story books is enclosed between two dashes, marking it as a parenthetical insertion. In the third option, the phrase at the end of the corridor is enclosed between two commas, doing the same job. Children should check each sentence to see whether a pair of matching punctuation marks wraps around a removable chunk of information.

Watch out: A child might tick the second option ('chairs, tables and the boxes of games') because it contains commas, but those commas separate items in a list rather than enclosing a parenthetical phrase.

Question 37 (1 mark)

Answer: Children should underline the relative clause in each of the three sentences: 'that came to our town', 'who lives in Australia', and 'whose rabbit I look after'.

Before your child underlines anything, ask them to identify the word that introduces the extra information in each sentence. Ask: "Can you spot a special word like 'who', 'that' or 'whose' and find the part of the sentence it belongs to?"

A relative clause gives extra information about a noun and is introduced by a relative pronoun such as that, who, or whose. In the first sentence, '**that came to our town**' tells us which funfair; in the second, '**who lives in Australia**' describes the uncle; in the third, '**whose rabbit I look after**' describes the friend. All three marks require all three underlines to be correct.

Watch out: A child might underline too much, for example including 'My uncle' or 'My friend' - but those are the main clause subjects, not part of the relative clause.

Question 38 (1 mark)

Answer: The two boxes should contain 'did' (replacing 'does') and 'were' (replacing 'are').

Before looking at the answer, ask your child to read the sentence aloud and think about whether it sounds like it is happening now or in the past. Ask: "What would these verbs look like if this sentence was describing something that happened a long time ago?"

The question tests **simple past tense**. The sentence is currently in the present tense: does and are. Children need to convert both underlined verbs to their simple past equivalents. Does becomes **did**, and are becomes **were**. Both must be correct to earn the mark. Misspellings are not accepted, so children should take care writing each form clearly.

Watch out: A child might write 'was' for the second verb ('the days was'), but 'days' is plural, so 'were' is the correct past tense form here.

Question 39 (1 mark)

Answer: The answer is 'noun phrase' or 'expanded noun phrase'.

Before checking, ask the child to look at the underlined words and think about what type of word is at the heart of that group. Ask: "What is the main naming word in the underlined part, and what do all the other words do to it?"

The underlined words are **a fluffy green pencil case with a gold zip**. This is a **noun phrase** - a group of words built around a noun ('pencil case') and expanded with adjectives ('fluffy', 'green') and a prepositional phrase ('with a gold zip'). Children need to recognise that the whole underlined section acts as a noun phrase, naming the prize. Both 'noun phrase' and 'expanded noun phrase' are accepted, but spelling must be correct.

Watch out: A child might write 'adjective phrase' because there are several adjectives present, but the whole group is built around a noun, so the correct term is noun phrase or expanded noun phrase.

Question 40 (1 mark)

Answer: The lost dog was found by the children = Passive. Everyone heard the thunder = Active. Nicole was riding her bike = Active.

Before filling in the table, ask your child to identify who is doing the action in each sentence. Ask: "In each sentence, is the subject doing something, or is something being done to them?"

Active vs passive voice is being tested here. In an **active** sentence, the subject does the action; in a **passive** sentence, the subject receives it. 'The lost dog was found by the children' is passive because the dog (subject) was acted upon. 'Everyone heard the thunder' and 'Nicole was riding her bike' are both active because the subjects perform the actions themselves. Children should tick all three rows correctly to earn the mark.

Watch out: A child might mark 'Nicole was riding her bike' as passive because it contains 'was', but 'was riding' is past progressive active voice - not the passive construction 'was ridden'.

Question 41 (1 mark)

Answer: Children need to rewrite the sentence as direct speech, starting with 'I asked,' and adding the spoken question inside inverted commas with correct punctuation. For example: I asked, "Do you need any help?"

Before looking at the answer, ask your child what the person actually said out loud in that moment. Ask: "If you turned 'I asked her if she needed any help' into the actual words spoken, what question would you say?"

Punctuating direct speech is what this question tests. The starter 'I asked,' is already printed on the paper, so children need to complete it with the spoken words inside inverted commas. The original sentence is reported speech ('I asked her if she needed any help'), so children must convert this into a question: **"Do you need any help?"** The question mark must sit inside the closing inverted commas. A capital letter is needed at the start of the spoken words, and the comma after 'asked' is already provided.

Watch out: Children must not leave the sentence as reported speech (e.g. 'I asked, if she needed any help') - the spoken words must be a direct question inside inverted commas with a question mark before the closing inverted commas.

Model answer: I asked, "Do you need any help?"

Question 42 (1 mark)

Answer: Children should circle the word 'mine'.

Before looking at the answer, ask the child to read the sentence aloud and find the word that means 'the ones belonging to me' without being followed by a noun. Ask: "Can you find a word in the sentence that shows ownership but stands completely on its own, without a noun after it?"

A **possessive pronoun** replaces a noun phrase and shows ownership without needing an apostrophe. In the sentence, 'mine' stands alone to mean 'my gloves' - it replaces the noun phrase entirely. Children should distinguish it from 'Oliver's', which is a possessive noun (not a pronoun), and from 'I' and 'she', which are personal pronouns, not possessive pronouns.

Watch out: A child might circle 'Oliver's' because it clearly shows possession, but 'Oliver's' is a possessive noun, not a possessive pronoun - it is followed by a noun ('gloves').

Question 43 (1 mark)

Answer: The two sentences joined into one using a co-ordinating conjunction such as 'but' or 'and', with correct punctuation. For example: 'We have time to play a game, but we will have to finish it before dinner.'

Before revealing the answer, point the child at the two separate sentences and ask them to think about what kind of joining word links two ideas that are in contrast with each other. Ask: "What word could you put in the middle to join these two sentences into one?"

Co-ordinating conjunctions (such as **but**, **and**, or **so**) join two main clauses of equal weight. The contrast between having time to play and needing to finish before dinner makes **but** the most natural choice. A comma before the conjunction is acceptable but not required. Children must produce a grammatically correct, accurately punctuated single sentence; a full stop at the end is essential.

Watch out: If a child uses 'because' or 'although', those are subordinating conjunctions, not co-ordinating ones, and the question specifically asks for a co-ordinating conjunction.

Model answer: We have time to play a game, but we will have to finish it before dinner.

Question 44 (1 mark)

Answer: Children should underline 'On Wednesday' as the adverbial in the sentence.

Before looking at the answer, ask your child to find the word or phrase in the sentence that tells us **when** the appointment happens. Ask: "Which part of the sentence tells you when Felix is going to the dentist?"

Adverbials are words or phrases that give information about when, where, or how something happens. In the sentence 'On Wednesday, Felix has a dental appointment', the phrase '**On Wednesday**' tells us when Felix has his appointment - it modifies the whole clause and is therefore the adverbial. Children should underline just those two words, not the comma that follows.

Watch out: A child might underline 'a dental appointment' as it sounds important, but that is a noun phrase (the object), not the adverbial.

Question 45 (1 mark)

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

Before looking at the answer, ask the child to find the part of the sentence that gives extra information about the boy. Ask: "Which word connects that extra information back to the boy?"

Relative pronouns introduce relative clauses and link them to the noun they describe. In the sentence 'The boy who knocked on our door was at the wrong house', the word who refers back to 'the boy' and introduces the relative clause 'who knocked on our door'. Children should recognise that who is doing this linking work, making it the relative pronoun. The other words ('knocked', 'on', 'door') are a verb, a preposition, and a noun respectively.

Watch out: A child might circle 'knocked' thinking it is the most important word in that part of the sentence, but 'knocked' is a verb, not a relative pronoun.

Question 46 (1 mark)

Answer: The two words children need to write are 'equality' (from 'equal') and 'additional' (from 'addition').

Before looking at the answer, ask the child to read each sentence aloud, pausing at the gap, and think about what form of the word in the box would fit. Ask: "What do you need to add to the word in the box to make a new word that fits the sentence?"

Both gaps require a child to add a suffix to a given root word. For the first sentence, **equal** needs the suffix -ity to make **equality**. For the second, **addition** needs the suffix -al to make **additional**. Both answers must be spelt correctly to receive the mark - misspellings are not accepted. Children should check that the new word fits the sentence grammatically.

Watch out: A child might write 'equalness' or 'equally' for the first gap, as these are real words formed from 'equal', but only 'equality' fits the sentence correctly.

Question 47 (1 mark)

Answer: Children should circle five words: 'the', 'Zanzibar', 'Indian', 'Ocean', and 'Africa'. These all need capital letters because they are either the start of a sentence or proper nouns (names of specific places).

Before circling anything, ask the child to read the sentence carefully and think about which words are names of specific places. Ask: "Can you find all the words in this sentence that are names of specific places or things?"

Capital letters are required for the start of a sentence and for all proper nouns. In this sentence, **'the'** starts the sentence, **'Zanzibar'** is the name of a specific island, **'Indian Ocean'** is the name of a specific body of water (two words, so both need capitals), and **'Africa'** is a continent name. Children must circle all five correctly to earn the mark.

Watch out: A child might miss one of the two words in 'Indian Ocean', circling only one of the pair, which would mean not all five are correctly identified and the mark would not be awarded.

Question 48 (1 mark)

Answer: The four verbs to circle are 'were', 'circling', 'gathered', and 'searching'.

Before looking at the answer, ask your child to read the passage aloud and point to every word that shows what something is doing or being. Ask: "Can you find all the doing or being words in those two sentences?"

Verbs are words that express actions or states of being. Children need to identify all four in the two-sentence passage. **'Were'** and **'gathered'** are finite verbs showing what the gulls did; **'circling'** and **'searching'** are present participles acting as verbs within the verb phrases 'were ... circling' and 'searching for scraps'. All four must be circled correctly to earn the mark.

Watch out: A child might circle 'hundreds' or 'scraps' as they are prominent nouns, or miss 'circling' and 'searching' because they end in '-ing' and can look like adjectives. All four verb forms must be correctly identified.

Question 49 (1 mark)

Answer: The child should write 'am teaching' in the box.

Before looking at the answer, remind the child that 'taught' is in the past tense. Ask: "How would you say this is happening right now, at this very moment?"

The present progressive tense is formed with a present-tense form of 'to be' plus the '-ing' form of the main verb. The original sentence uses **taught**, which is simple past. To convert it to present progressive, children need **am teaching**. The official answer accepts only this form; misspellings of the verb form are not accepted.

Watch out: A child might write 'am teach' or 'is teaching' - the first is grammatically incomplete and the second uses the wrong subject agreement for 'I'.

Question 50 (1 mark)

Answer: Children should underline 'as we missed the bus' - this is the subordinate clause in the sentence.

Before revealing the answer, point the child to the sentence and ask them to find the word that shows the reason why they will be late. Ask: "Which part of this sentence tells us the reason they are going to be late?"

The sentence contains two main clauses joined by a semicolon, followed by a subordinate clause introduced by the subordinating conjunction **as**. Children need to identify that **'as we missed the bus'** depends on the preceding clause for its meaning and cannot stand alone as a complete sentence - these are the hallmarks of a subordinate clause. The rest of the sentence ('Hassan and I are going to our dance class; we are going to be late') contains the main clauses.

Watch out: A child might underline 'we are going to be late' as it sounds like extra information, but it is a main clause that can stand alone - only 'as we missed the bus' is genuinely subordinate.

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