



# ExamNinja

REVISION GUIDES • WORKBOOKS • PRACTICE PAPERS

KEY STAGE 2 SATS

# 2019 KS2 Grammar, Punctuation & Spelling

Answers Explained

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# How to beat each question type

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## Tick the correct answer (G1)

1. Ask the child to read all the options carefully before choosing, as more than one might look plausible at first glance.
  2. Encourage the child to test each option by reading it aloud in context, listening for what sounds grammatically or grammatically correct.
  3. Remind the child to tick only one box unless the question specifically asks for more, and to check the answer has not been changed without crossing out the first tick clearly.
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## Insert punctuation in the correct place (G5)

1. Ask the child to read the whole sentence aloud first, listening for natural pauses or places where meaning shifts, such as after a fronted adverbial or between two main clauses.
  2. Discuss what punctuation mark is needed and what job it does: for example, a semi-colon joins two closely related main clauses, a colon introduces a list or explanation, and brackets enclose extra information.
  3. Encourage the child to re-read the sentence with the punctuation inserted to check it sounds right and that the mark is clearly formed and placed in the correct gap.
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## Identify word class or grammatical term (G1)

1. Ask the child to look closely at the underlined or highlighted word and think about the job it is doing in the sentence, not just what it looks like.
  2. Work through the options together: for example, a pronoun replaces a noun, an adverb modifies a verb or adjective, and a conjunction joins clauses or words.
  3. Remind the child to check the answer by substituting the grammatical term back into the question: does the sentence still make sense with that label applied?
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## Draw a line to match words to prefixes or suffixes (G6)

1. Ask the child to try each prefix or suffix with every word in turn, saying them aloud to check whether they make a real, recognisable English word.
  2. Remind the child that each prefix or suffix can only be used once, so once a correct match is found it can be ruled out for the remaining words.
  3. Check that the completed words are spelt correctly in the child's head: for example, 'accomplish' plus 'ment' gives 'accomplishment', not 'accomplishment'.
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### **Write a short answer or complete a sentence (G3)**

1. Ask the child to read the whole sentence carefully, including any words already printed around the gap, so they understand exactly what is missing.
  2. Discuss what the question is asking for, such as a relative pronoun, a verb in the simple past, or a relative clause, and talk through what features that answer must have.
  3. Encourage the child to write the answer and then read the complete sentence back from the beginning to check it is grammatically correct and makes sense.
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### **Explain how punctuation or a conjunction changes meaning (G5)**

1. Ask the child to read both sentences slowly and think about what is different: who is involved, when things happen, or how ideas are connected.
  2. Encourage the child to put the difference into their own words before writing, focusing on what specifically has changed in meaning rather than just noting that a punctuation mark or word has been added.
  3. Remind the child that a brief, clear explanation is all that is needed: one or two sentences that directly address how the meaning has shifted are better than a long, vague answer.
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### **Rewrite a sentence using a different grammatical form (G4)**

1. Ask the child to identify the key verb or verbs in the original sentence and think about how they need to change: for example, moving from active to passive, or changing to simple past tense.
  2. Talk through what the rewritten sentence must include: in a passive sentence, the thing that was acted upon comes first; in a past-tense rewrite, the correct past-tense form of the verb is essential.
  3. Remind the child to check punctuation in the rewritten sentence, ensuring it starts with a capital letter, ends with a full stop, and does not introduce any spelling errors in the verb forms.
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### Question 1 (1 mark)

**Answer:** The child should tick 'Did she play tennis on your team last year'.

Before revealing the answer, encourage your child to read each sentence aloud and think about whether it is actually asking a direct question or just reporting/wondering. Ask: "Which of these sentences is actually asking a question directly?"

A **question mark** is only required when a sentence is a direct question - one that asks something and expects an answer. 'Did she play tennis on your team last year' begins with the interrogative auxiliary 'Did' and is a genuine direct question, so it must end with a question mark. The other three sentences are all indirect or reported speech ('He asked if...', 'I wonder...', 'The teacher asked...') and end with full stops, not question marks.

**Watch out:** A child might tick 'The teacher asked them what they were doing' because it sounds like a question, but it is an indirect (reported) question and ends with a full stop, not a question mark.

### Question 2 (1 mark)

**Answer:** The lines should be drawn as follows: accomplish-ment, forgive-ness, joy-ful, fool-ish.

Before drawing any lines, ask your child to say each word aloud and try adding each suffix in turn to see which sounds like a real word. Ask: "Can you think of which ending goes with each word to make a proper English word?"

Each word can only take one of the four suffixes to make a real English word. Children should work through each pairing: **accomplish + ment** gives 'accomplishment'; **forgive + ness** gives 'forgiveness'; **joy + ful** gives 'joyful'; **fool + ish** gives 'foolish'. All four lines must be correct to earn the mark, so a child who gets three right but muddles one will not score.

**Watch out:** A child might pair 'joy' with 'ment' (joyment) or 'fool' with 'ful' (foolful), as these might seem plausible, but neither is a real English word.

### Question 3 (1 mark)

**Answer:** The correct table has: 'Do your stretches before you exercise' = Command; 'Do you prefer tennis or cricket' = Question; 'Do the boys always go running in the morning' = Question; 'Do take some water with you to football practice' = Command.

Before looking at the table, ask your child to read each sentence aloud and decide whether it is telling someone to do something or asking them something. Ask: "Which of these sentences are giving an instruction, and which ones are asking for an answer?"

All four sentences begin with 'Do', which makes this question particularly tricky. Children need to distinguish between sentences that ask something and sentences that tell someone to do something. A question expects an answer ('Do you prefer tennis or cricket?'), whereas a command issues an instruction ('Do your stretches'). The phrase 'Do take some water' uses 'do' for emphasis in a command - a subtle but important point. All four rows must be correct to receive the mark.

**Watch out:** A child might tick 'Do your stretches before you exercise' as a Question because it starts with 'Do', but it is actually a command - it tells someone to perform an action rather than asking them anything.

#### Question 4 (1 mark)

**Answer:** The comma should go after 'night': Every night, Dad and my brother take the dog for a walk.

Before revealing the answer, ask your child to find the part of the sentence that tells us when the dog walk happens. Ask: "Where does the 'when' part of this sentence end?"

A **fronted adverbial** is a time, place, or manner phrase placed at the start of a sentence. Here, 'Every night' tells us when the action happens and comes before the main clause. When a fronted adverbial opens a sentence, a comma is needed directly after it to separate it from the rest. Children should place the comma after 'night' - nowhere else in the sentence is correct.

**Watch out:** A child might place the comma after 'Dad' (separating the names in the list), but the question asks for the comma that separates the opening time phrase from the main clause.

#### Question 5 (1 mark)

**Answer:** Draw lines to match: inter - action, dis - approval, semi - circle, anti - social.

Before drawing lines, ask your child to say each prefix aloud and think of a word they already know that starts with it. Ask: "Can you think of a real word that begins with each of these prefixes?"

Each prefix must be matched to the one word that makes a real English word. **Inter** + action = interaction; **dis** + approval = disapproval; **semi** + circle = semicircle; **anti** + social = antisocial. Children should check that each prefix is used exactly once. All four must be correct to earn the mark.

**Watch out:** A child might match 'inter' with 'social' (thinking 'intersocial') but the correct pairing is 'anti' + social = antisocial.

### Question 6 (1 mark)

**Answer:** The sentence that must end with a question mark is 'What is the temperature now' - this should be ticked.

Before checking the answer, ask your child to think about the difference between actually asking a question and just talking about a question. Ask: "Which of these sentences is actually asking something directly, rather than just describing someone asking?"

Sentences that must end with a question mark are those that are **direct questions** - ones that genuinely ask something and require a question mark grammatically. 'What is the temperature now' is a direct question beginning with 'what', so it cannot function as a statement. The other options - 'The teacher asked them what they were doing', 'I wonder what time the next train arrives', and 'He asked if he could use my pen' - are all **reported (indirect) questions**: they describe someone asking or wondering, but do not themselves ask directly, so they end with full stops.

**Watch out:** A child might tick 'Did she play tennis on your team last year' because it starts with 'Did', but this sentence is a direct question too - the catch is that 'What is the temperature now' is the only one that must have a question mark (it cannot be a statement), whereas some others could arguably be punctuated differently in context.

### Question 7 (1 mark)

**Answer:** Children should circle 'those' in the first box, 'well.' in the second box, and 'did' in the third box.

Before looking at the options, ask your child to read each sentence aloud and think about whether each word sounds like formal, correct English. Ask: "Which word in each box sounds right for careful, formal speech?"

Standard English requires the correct pronoun, adverb and verb form in each case. **'Those'** is correct because it modifies a noun ('cartons'); 'them' cannot do this. **'Well'** is correct because it is an adverb modifying the verb 'sang'; 'good' is an adjective and cannot modify a verb in Standard English. **'Did'** is correct because 'always did' is standard past tense; 'done' requires an auxiliary verb (e.g. 'had done'). All three must be correct for the mark.

**Watch out:** A child might circle 'good' in the second box, as it is commonly used informally ('sang really good'), but in Standard English only 'well' can modify a verb.

### Question 8 (1 mark)

**Answer:** Children should write either 'that' or 'which' in the gap.

Before looking at the answer, ask your child to think about the words we use to connect a describing clause to a noun (a thing, not a person). Ask: "What word could go in the gap to link 'the music' to 'was played last night'?"

A **relative pronoun** introduces a relative clause that gives more information about a noun. In the sentence 'Everyone loved the music \_\_\_ was played last night', the gap follows the noun 'music' and introduces a clause describing it. Children need to choose a pronoun that can refer to a thing: **that** or **which** both work correctly here. The official answer does not accept misspellings, so the word must be written accurately.

**Watch out:** A child might write 'who', but that relative pronoun is used for people, not things like 'music'. Misspellings of the correct answer are not accepted.

### Question 9 (1 mark)

**Answer:** The child should tick the second option: 'Make sure you lock the gate before you leave.'

Before revealing the answer, ask your child to think about how the word 'lock' is being used differently in each sentence. Ask: "In which sentence is 'lock' something you do, rather than something you have or own?"

The question tests whether children can identify when a word is being used as a **verb** rather than a noun. In the sentence 'Make sure you lock the gate before you leave,' the word lock is doing the action - it is what the person is being told to do. In the other three sentences, lock is a thing (a physical object you fasten or buy), making it a noun in each of those cases.

**Watch out:** A child might tick 'Aisha closed the box and fastened the lock' because 'fastened' sounds like an action, but 'the lock' there is still a thing being fastened - it is a noun, not a verb.

### Question 10 (1 mark)

**Answer:** The semi-colon goes after the word 'summer': 'Frank would like to go to Cornwall next summer; he might also visit France in the spring.'

Before checking, ask your child to find where the sentence could be split into two separate sentences - that is where the semi-colon belongs. Ask: "Where does the first complete idea end and the second one begin?"

A **semi-colon** joins two independent clauses that are closely related in meaning but could each stand alone as a sentence. The sentence splits naturally into two complete clauses: 'Frank would like to go to Cornwall next summer' and 'he might also visit France in the spring'. Children should spot that the break falls after 'summer', where one idea ends and a new but connected idea begins. Placing the semi-colon anywhere else would cut across a clause mid-thought, which would be incorrect.

**Watch out:** A child might place the semi-colon after 'Cornwall' or 'also', but neither of those points divides two complete, independent clauses correctly.

### Question 11 (1 mark)

**Answer:** Brackets should be placed around the words 'such as buses and trains', giving: Using public transport (such as buses and trains) can reduce pollution.

Before looking at the answer, ask the child to read the sentence and find the part that gives examples rather than the main idea. Ask: "Which part of the sentence could you remove and still have a sentence that makes sense?"

Brackets are used to add **extra, parenthetical information** that could be removed without changing the main meaning of the sentence. The phrase such as buses and trains is a non-essential example inserted mid-sentence - it can be lifted out cleanly, making it the correct place for a pair of brackets. Children should check that both the opening and closing bracket are present; a single bracket scores nothing.

**Watch out:** A child might place only one bracket, or put the brackets in the wrong position (for example, around 'public transport'). Both brackets must be correctly placed around 'such as buses and trains' only.

### Question 12 (1 mark)

**Answer:** The answer children need to tick is 'many'.

Before revealing the answer, ask your child to think about what each of the three example words means. Ask: "What do you think the word 'multicoloured' means - and what does that tell you about what 'multi-' means?"

The prefix **multi-** comes from Latin meaning 'many'. Children should think about each example given: multicultural means involving many cultures, multipurpose means having many purposes, and multicoloured means having many colours. The consistent meaning across all three words confirms that **multi-** means 'many', not 'all', 'some', or 'few'.

**Watch out:** A child might be tempted to tick 'all' because 'multicoloured' could suggest every colour, but the prefix consistently means 'many' rather than 'all' across all three examples.

### Question 13 (1 mark)

**Answer:** The correct sentence to tick is: 'I will be running a half marathon – 13 miles – next week!'

Before checking, ask your child to look at each option and think about which part of the sentence feels like extra information that could be removed without breaking the sentence. Ask: "Which pair of dashes seems to add extra detail without breaking what the rest of the sentence is saying?"

Dashes used in pairs work like brackets, inserting extra information into the middle of a sentence. Here, **– 13 miles –** is the parenthetical phrase adding detail about the distance. Children should check that the dashes sit neatly around that inserted information, leaving the main clause 'I will be running a half marathon... next week!' intact on either side. The other options place the dashes in positions that break the sentence illogically.

**Watch out:** A child might tick 'I will be – running a half marathon – 13 miles next week!' because it also uses a pair of dashes, but here the dashes wrongly cut off the main verb, making the sentence structure incorrect.

### Question 14 (1 mark)

**Answer:** The answer to tick is 'easy'. It means the opposite of difficult.

Before revealing the answer, remind your child what an antonym means, then read the question aloud. Ask: "Which of these four words means the opposite of difficult?"

An **antonym** is a word that means the opposite. Children need to identify which of the four options is the opposite of difficult. The word 'easy' is the only true antonym here. Children might pause over 'hard' and 'challenging', but both of those are synonyms of difficult, not opposites. 'Impossible' means something cannot be done at all, which is closer in meaning to difficult than opposite to it.

**Watch out:** A child might tick 'hard' because it is a common, simple word - but 'hard' actually means the same as difficult, making it a synonym, not an antonym.

### Question 15 (1 mark)

**Answer:** The child should tick 'The team were defeated due to mistakes that they made.'

Ask your child to read all four sentences aloud and think about which one sounds most like something written in a formal letter or report, rather than something said to a friend. Ask: "Which sentence sounds the most official or serious?"

Formality in English avoids contractions, colloquial phrases, and informal address. Children should read each option and ask whether it sounds like written, formal English. The first three options all use informal features: 'wasn't it?' is a question tag typical of casual speech; 'they'd' and 'would've' are contractions; 'a little more effort' and 'a bit harder' are informal expressions. Only '**The team were defeated due to mistakes that they made**' uses formal vocabulary, no contractions, and a passive construction typical of formal writing.

**Watch out:** A child might tick the third option ('If only they'd tried a bit harder, they would've won') because it is a longer sentence, but the contractions 'they'd' and 'would've' make it informal.

### Question 16 (1 mark)

**Answer:** The child should tick the box beneath the word 'behaved', showing the hyphen belongs between 'well' and 'behaved' to make the compound modifier 'well-behaved'.

Before checking, point the child at the words 'well' and 'behaved' and ask: "When two words join together to describe a noun, what punctuation mark do we sometimes need between them?"

Hyphens join two words that work together as a modifier before a noun. In the sentence 'the well behaved and helpful group', '**well**' and '**behaved**' combine to describe the group, so they need a hyphen: well-behaved. Children should look for paired words acting as a single adjective before a noun. The official answer places the tick under the arrow between 'well' and 'behaved' - not after 'helpful' or anywhere else in the sentence.

**Watch out:** A child might tick between 'helpful' and 'group', but 'helpful' is a single adjective and does not need a hyphen - only compound modifiers like 'well-behaved' require one.

### Question 17 (1 mark)

**Answer:** The correct answer to tick is 'a pronoun'. The word 'him' is a pronoun, standing in for a person's name.

Before revealing the answer, ask your child to think about what kind of word replaces a person's name in a sentence. Ask: "What do we call a word that stands in for someone's name?"

The word **him** is underlined in the sentence 'Josef's friends rushed to meet him, desperate to see if he had won.' Children need to identify its word class. **Him** is a personal pronoun - it replaces a noun (Josef's name) so that the sentence avoids repetition. It is not an adjective (which describes a noun), not a preposition (which shows position or relationship), and not a noun itself.

**Watch out:** A child might tick 'a noun' because 'him' refers to a person, but nouns name people or things directly - pronouns replace those names. 'Him' is doing the replacing here.

### Question 18 (1 mark)

**Answer:** Children should circle both 'tolerance' and 'patience' - these two words are synonyms of each other in this passage.

Before looking at the answer, ask the child to read the passage carefully and think about whether any two words have the same meaning as each other. Ask: "Can you find two words in this passage that mean almost the same thing?"

Synonyms are words with the same or very similar meanings. In the passage, **tolerance** appears in the first sentence ('his tolerance was being severely tested') and **patience** appears in the third sentence ('Most of the other children had lost patience'). Both words describe the ability to wait calmly without becoming frustrated - making them synonyms. Children should circle exactly these two words and no others; circling any surrounding words would not score.

**Watch out:** A child might circle 'severely' or 'queued' as they relate to the waiting theme, but neither is a synonym of any other word in the passage.

### Question 19 (1 mark)

**Answer:** The answer children need to write is 'subordinate clause' (or a clear abbreviation such as 'subordinate' or 'sub clause').

Before looking at the answer, ask your child to read the underlined words on their own and decide whether they make a complete sentence by themselves. Ask: "Does 'If they could afford to' make sense on its own, or does it need another part to complete it?"

The underlined words 'If they could afford to' cannot stand alone as a complete sentence - they depend on the main clause 'the ancient Romans ate well' to make full sense. A clause that depends on a main clause in this way is called a **subordinate clause**. Children should name it as such. The official answer also accepts 'subordinating' as an abbreviation, and there are no spelling or punctuation requirements for this question.

**Watch out:** A child might write 'conditional clause', which is a reasonable description of the meaning but is not the grammatical term the question is testing; the required term is subordinate clause.

## Question 20 (1 mark)

**Answer:** The dash should be placed after the word 'lesson': It was a very exciting lesson – we learnt how parachutes work and designed one of our own.

Before checking the answer, ask your child to read the sentence aloud and find the point where one complete idea ends and a new explanation begins. Ask: "Where in this sentence does the writer start explaining what made it exciting?"

A **dash** used mid-sentence introduces an elaboration or explanation of what came before. The first clause, 'It was a very exciting lesson', is a complete statement; the second part explains why it was exciting. Children should place the dash immediately after 'lesson', separating the main statement from its expansion. Placing it anywhere else breaks the logical structure of the sentence.

**Watch out:** A child might place the dash after 'very' or 'exciting', but those positions split the subject or adjective from the rest of the clause, which makes no grammatical sense.

## Question 21 (1 mark)

**Answer:** The child should tick 'a possessive pronoun'. The word 'theirs' shows ownership and replaces a noun phrase.

Before looking at the options, ask the child to think about what kind of word replaces a noun and shows belonging. Ask: "What does the word 'theirs' tell us, and what kind of word does that kind of job?"

**Theirs** in 'Our school is bigger than theirs' stands in place of a noun phrase such as 'their school', showing that something belongs to them - that is the definition of a **possessive pronoun**. Children need to distinguish this from a relative pronoun (which introduces a relative clause, like 'who' or

'which') and from conjunctions, which join clauses. 'Theirs' does none of those things; it simply replaces and signals possession.

**Watch out:** A child might tick 'a relative pronoun' because it sounds similar, but relative pronouns introduce clauses (e.g. 'who', 'which'), whereas 'theirs' simply replaces a noun to show ownership.

## Question 22 (1 mark)

**Answer:** The colon should be placed after the word 'skills': Joshua had mastered two new skateboarding skills: he could do a perfect aerial jump and execute a complete 180 degree turn.

Ask your child to find the part of the sentence that makes a complete statement on its own, and to think about what punctuation mark can signal 'here is more detail about what I just said.' Ask: "Can you find the word after which the sentence starts to explain the skills?"

A colon is used here to introduce an explanation or list that follows a complete statement. The first part, 'Joshua had mastered two new skateboarding skills', is a complete clause that sets up what comes next. Children should recognise that the colon belongs after **skills**, because what follows elaborates on exactly what those skills are. No other position in the sentence creates this relationship between a complete opening clause and its explanatory continuation.

**Watch out:** A child might place the colon after 'do' or elsewhere mid-clause, but a colon must follow a grammatically complete clause, which only exists at the end of 'skills'.

## Question 23 (1 mark)

**Answer:** Three commas should be placed after 'skirt', after 'jumper', and after 'hat'. The corrected sentence reads: She wore a dark red skirt, a woollen jumper, a scarf with matching hat, thick socks and black boots.

Before revealing the answer, ask the child to read the sentence aloud and count how many separate items of clothing are listed. Ask: "Can you point to each item in the list and tell me where a comma might go?"

Commas in a list separate each item so the reader can distinguish them clearly. Children need to identify the items being listed and place a comma after each one except the last two, which are joined by 'and'. The items are: a dark red skirt, a woollen jumper, a scarf with matching hat, thick socks and black boots. All three commas must be correctly placed to receive the mark.

**Watch out:** A child might add a fourth comma before 'and black boots', but the official answer does not require a comma there; the final two items are joined by 'and', so no comma is needed between them.

### Question 24 (1 mark)

**Answer:** The child should tick the first option: 'We sat and ate our lunch once we had found a sunny picnic spot.'

Before looking at the options, ask your child to think about what tense a story about something that already happened would use. Ask: "If something happened in the past, what should all the verbs in the sentence sound like?"

Tense consistency is the focus here. All verbs in the correct sentence are in the **simple past**: 'sat', 'ate', and 'had found' (past perfect, which is consistent with past narration). The other options mix tenses inappropriately, for example 'find' (present) with 'sat and ate' (past), or 'sit and eat' (present) with 'had found' (past perfect). Children should check that every verb in a sentence belongs to the same time frame.

**Watch out:** A child might choose the third option ('Once we had found... we sit and eat') because 'had found' sounds past tense - but 'sit' and 'eat' are present tense, making the sentence inconsistent.

### Question 25 (1 mark)

**Answer:** The child should underline the sentence: 'The venue is yet to be confirmed.'

Ask your child to read through the passage and think about which sentence sounds most like formal, written English rather than a friendly chat. Ask: "Which sentence here sounds the most official or formal?"

Formality is tested here by asking children to spot the one sentence that avoids informal language, contractions, and exclamations. The passage contains 'Hope you can make it' (missing a subject), 'It's going to be great!' (contraction and exclamation), and 'I'm still checking out a couple of places' (colloquial phrasing). Only **'The venue is yet to be confirmed'** uses formal, impersonal construction with no contractions, making it the most formal sentence.

**Watch out:** A child might underline 'I'm still checking out a couple of places' as it seems descriptive, but the contraction 'I'm' and the informal phrase 'checking out' make it informal.

### Question 26 (1 mark)

**Answer:** The word 'click' should be circled, as it is the command verb that makes the sentence an instruction.

Before looking at the answer, point your child to the sentence and ask them to think about which single word is telling someone to do something. Ask: "Which word in this sentence is giving an order or instruction?"

Commands are identified by their imperative verb - the verb that gives a direct instruction. In the sentence 'To see pictures of the rugby match, click here.', the word **click** is the imperative verb. Children should recognise that 'click' is doing the commanding - it tells the reader exactly what to do. The rest of the sentence provides context, but 'click' is the word that makes it a command.

**Watch out:** A child might be tempted to circle 'see' because it comes early and relates to an action, but 'see' is part of an infinitive phrase giving a reason, not the commanding verb.

### Question 27 (1 mark)

**Answer:** The four boxes should be labelled: Sam = S, cakes = O, he = S, them = O.

Before looking at the answer, ask your child to find the two separate actions in the sentence and identify who is doing each one. Ask: "Who is doing the baking, and what is being baked?"

Subject and object identification is being tested here. In the sentence Sam baked cakes for charity and he sold them at breacktime, there are two clauses joined by and. In the first clause, **Sam** is the subject (the doer) and **cakes** is the object (the thing being acted on). In the second clause, **he** is the subject and **them** is the object. Children should ask: who is doing the action, and what is being done to? All four labels must be correct to score the mark.

**Watch out:** A child might label 'cakes' as the subject because it is a noun and comes early in the sentence, but the subject is the person or thing carrying out the action, not just any noun.

### Question 28 (1 mark)

**Answer:** The two boxes should contain 'began' and 'approached' - these are the simple past forms of 'begins' and 'approaches'.

Before your child writes anything, ask them to read the sentence aloud and decide what tense the verbs are in right now. Ask: "If this sentence happened yesterday, how would you change those two underlined words?"

Both underlined verbs in the sentence - **begins** and **approaches** - are in the simple present tense. Children need to convert each one into the simple past. Begins becomes **began** (an irregular past tense), and approaches becomes **approached** (a regular past tense formed by adding -ed). Both answers must be correctly spelled; misspellings do not score.

**Watch out:** A child might write 'began' for 'begins', as it looks like a regular verb. The correct simple past is the irregular form 'began'.

### Question 29 (1 mark)

**Answer:** The answer children need to tick is 'My dad has this bike now.'

Before looking at the options, ask your child to think carefully about whether the dad currently has the bike or not. Ask: "Does the sentence tell us Dad has the bike right now, used to have it, or will have it?"

The original sentence 'My dad has had this bike for two years' uses the present perfect tense, which describes an action that started in the past and continues into the present. Children should recognise that 'has had... for two years' means the dad still owns the bike right now. The only option that preserves this meaning is '**My dad has this bike now**' - all other options suggest he no longer has it, is about to receive it, or will have one in the future.

**Watch out:** A child might tick 'My dad no longer has this bike' because the sentence mentions 'two years', which could suggest the bike-owning period is finished - but the present perfect 'has had' shows the situation is still ongoing.

### Question 30 (1 mark)

**Answer:** The three adjectives to circle are 'cobbled', 'bold' and 'determined'.

Before looking at the answer, ask the child to read the sentence aloud and spot the words that describe a person or place. Ask: "Can you find the words that describe what the street was like and what sort of man he was?"

Children need to identify three **adjectives** in the sentence. An adjective describes a noun. Cobbled describes the street, bold and determined describe the man. A child might be tempted by striding, but that is a verb (a doing word describing movement), not an adjective. All three must be correctly circled to score the mark.

**Watch out:** A child might circle 'striding' because it adds detail about the man, but 'striding' is a verb, not an adjective, so it does not count.

### Question 31 (1 mark)

**Answer:** The correctly punctuated sentence is: Our parents always say, "Work hard and do your best."

Before checking, ask your child to think about what punctuation is needed when writing someone's exact words. Ask: "What do we need before and after the words someone actually says?"

Direct speech punctuation requires a comma after the reporting clause, an opening inverted comma before the first word of the speech, and a capital letter to start the spoken words. Children should spot that the speech begins with "**Work**" (capital W) and that a comma follows say before the opening speech mark. The full stop sits inside the closing speech marks. Only one of the four options has all three features correctly combined.

**Watch out:** A child might choose 'Our parents always say, "work hard and do your best."' because it has the comma, but the first word of direct speech must start with a capital letter, so 'work' is wrong here.

### Question 32 (1 mark)

**Answer:** The answer children need to tick is 'The clothes are folded neatly.' The word 'neatly' is the adverb.

Before checking, ask your child to look at each underlined word and think about which word tells us how or when something happens, rather than describing what something looks like. Ask: "Which of these underlined words tells you how something is done?"

An **adverb** modifies a verb, adjective, or another adverb. Children need to identify which underlined word does this job. In 'The clothes are folded neatly', the word 'neatly' tells us how the clothes are folded - it modifies the verb 'folded', making it an adverb. The other options contain adjectives: 'lovely', 'wobbly', and 'curly' all describe nouns, not verbs.

**Watch out:** A child might tick 'lovely' in 'The spring garden looks lovely', as it follows a verb, but 'lovely' is describing the garden (a noun), so it acts as an adjective here, not an adverb.

### Question 33 (1 mark)

**Answer:** The answer children need to write is 'conjunction' (or 'conjunctions').

Before looking at the answer, ask your child to think about what job each underlined word does in its sentence - does it join ideas together? Ask: "What do you call a word that connects clauses or ideas in a sentence?"

All three underlined words - **or**, **Since**, and **Although** - are conjunctions. Children should recognise that **or** joins two alternatives within a clause (a co-ordinating conjunction), while **Since** and **Although** introduce subordinate clauses (subordinating conjunctions). The official answer accepts 'conjunction' or 'conjunctions' as sufficient; both types belong to the same word class. Spelling does not matter here, but the word class must be correct.

**Watch out:** A child might write 'subordinating conjunction' for **Since** and **Although** but struggle with **or**. All three are conjunctions, so the single term 'conjunction' covers all of them and is all that is needed.

### Question 34 (1 mark)

**Answer:** In sentence 2, the comma separates 'Jake' from 'Thomas', making them two different people - so there are three people altogether (Jake, Thomas and Lily), not two.

Ask your child to read both sentences carefully and count how many people are being invited in each one. Ask: "How many people are being invited in sentence one, and how many in sentence two?"

Sentence 1 has no comma after 'Jake', so 'Jake Thomas' reads as one person's full name, meaning only two people are invited: Jake Thomas and Lily. In sentence 2, the comma after 'Jake' separates the names into a list, making Jake, Thomas and Lily **three separate people**. Children need to explain that the comma increases the number of people in the sentence from two to three. Vague answers such as 'it changes the number of people' are not enough - the response must specify that the comma creates a third named person.

**Watch out:** A vague answer such as 'it uses a comma for a list' or 'it changes the number of people' is not enough - the answer must clearly state that sentence 2 has three people rather than two.

**Model answer:** In sentence 1 there are two people (Jake Thomas and Lily), but in sentence 2 the comma shows there are three separate people: Jake, Thomas and Lily.

### Question 35 (1 mark)

**Answer:** Children should underline 'Last week' as the adverbial in the sentence.

Before looking at the answer, ask your child to think about which part of the sentence tells us when Ruby went swimming. Ask: "Which words tell you when this happened?"

The sentence 'Last week, Ruby went swimming and played football' contains the phrase **Last week**, which tells us when the actions happened. That is an adverbial - a word or phrase that adds information about time, place or manner to the verb. Children need to identify the time phrase rather than any other part of the sentence. Only 'Last week' functions as an adverbial here; the rest of the sentence is the main clause.

**Watch out:** A child might underline 'went swimming and played football' as it describes the actions, but those words are the main verbs and objects, not the adverbial.

### Question 36 (1 mark)

**Answer:** Children should write a relative clause beginning with 'who' or 'whose' to fit inside the commas already printed in the sentence, for example: 'who is at high school' or 'whose hair is red'.

Before looking at the answer, ask your child to read the whole sentence aloud with a gap where the blank is. Then ask: "What kind of word would you need to start a clause that tells us more about 'his sister'?"

A **relative clause** modifies a noun and begins with a relative pronoun. Because the noun here is a person ('His sister'), children must use who or whose - not 'which' or 'that', which are not accepted for people in this structure. The clause sits between the two commas already printed, so it must be grammatically embedded: the sentence must still read correctly with the clause removed. Any sensible, correctly formed 'who/whose' clause earns the mark.

**Watch out:** Using 'which' or 'that' instead of 'who'/'whose' is not accepted here, because the relative clause refers to a person.

**Model answer:** His sister, who is at high school, is learning to speak Polish.

### Question 37 (1 mark)

**Answer:** The conjunction 'while' changes the meaning so that the two actions happen at the same time, rather than one after the other.

Before revealing anything, ask your child to read both sentences aloud and think about what is different about when things happen. Ask: "In sentence one, do they listen to music and eat lunch at the same time, or one after the other?"

The question tests whether children understand how a subordinating conjunction affects the timing relationship between two clauses. In sentence 1, after tells us the listening came second - lunch finished, then they listened. In sentence 2, while places both actions simultaneously. Children need to explain this shift in timing clearly, for example: 'In sentence 2, they were listening and eating at the same time.' A vague answer such as 'it changes when they did it' is not enough - children must specify the simultaneous nature.

**Watch out:** A response such as 'it changes when they did it' does not score because it does not explain specifically that the actions become simultaneous.

### Question 38 (1 mark)

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

Before your child answers, ask them to think about what modal verbs do - they are 'helper' verbs that show how likely or certain something is. Ask: "Can you find a word in the sentence that works alongside another verb to show what Kate expected to happen?"

**Modal verbs** express possibility, necessity, or intention alongside a main verb. In the sentence 'Kate hoped that she would see goats and sheep at the farm', children need to identify the word that functions as a modal verb. **'Would'** is the modal verb here - it works alongside the main verb 'see' to express expectation or intention. The other verbs in the sentence ('hoped', 'see') are not modal verbs; 'hoped' is the main verb of the first clause.

**Watch out:** A child might circle 'hoped' as it seems to express Kate's feelings about what might happen, but 'hoped' is an ordinary past-tense verb, not a modal verb.

### Question 39 (1 mark)

**Answer:** Children should rewrite the sentence so that the fence is the subject, not the wind. For example: 'The fence was damaged by the wind.' The sentence must end with a full stop.

Before looking at the answer, ask the child to think about which word is doing the action in the original sentence and which word has something done to it. Ask: "Can you say that sentence again but starting with the word 'fence'?"

Passive voice requires the object of the original sentence to become the subject. In the original, 'the wind' acts; in the passive, 'the fence' receives the action. Children should write **'The fence was damaged by the wind.'** or simply **'The fence was damaged.'** The official answer also accepts 'The

fence got damaged by (the) wind.' Misspellings of 'damaged' mean no mark is awarded, and changing the verb entirely (e.g. 'destroyed') is not acceptable.

**Watch out:** A child might write 'The fence is damaged by the wind.' - this changes the tense to the present, which is not acceptable.

### Question 40 (1 mark)

**Answer:** A comma after 'Wednesday', a semi-colon after 'school', and a comma after 'stage'.

Before looking at the answer, ask your child to read the passage aloud and find the spots where a pause seems needed. Ask: "Can you find the place where two separate ideas are joined, and the places where an introductory phrase ends?"

Three punctuation marks must be placed correctly across the two sentences. The **first comma** follows the fronted adverbial 'Last Wednesday' to separate it from the main clause. The **semi-colon** joins two closely related independent clauses: 'we performed a play at school' and 'I invited my parents to come and watch'. The **second comma** follows the fronted adverbial 'When I first went on stage'. All three must be correct to earn the mark.

**Watch out:** A child might place the semi-colon after 'Wednesday' or 'watch' instead of after 'school' - only 'school' correctly sits between two complete, independent clauses.

**Model answer:** Last Wednesday, we performed a play at school; I invited my parents to come and watch. When I first went on stage, I was so nervous that I nearly forgot my lines.

### Question 41 (1 mark)

**Answer:** Children should circle the three words: 'fire', 'room', and 'feeling'.

Before checking, ask your child to point to each word in the sentence and decide whether it names a person, place, or thing. Ask: "Can you find the words in that sentence that are the names of things?"

The sentence 'The fire gave the room a cosy feeling' contains three nouns. Children need to distinguish nouns from adjectives: **fire** is a thing, **room** is a thing, and **feeling** is an abstract thing. The word 'cosy' is an adjective (it describes the feeling), so it must not be circled. All three nouns must be correctly identified to receive the mark.

**Watch out:** A child might circle 'cosy' because it seems important to the meaning, but 'cosy' is an adjective describing the feeling, not a noun.

### Question 42 (1 mark)

**Answer:** The answer to tick is 'The issue was discussed at a council meeting.'

Before checking, ask your child to think about what makes a sentence passive - who or what is doing the action versus receiving it. Ask: "In which sentence is something being done to the subject, rather than the subject doing something?"

The passive voice is formed when the thing that receives the action becomes the subject of the sentence, typically using a form of the verb 'to be' plus a past participle. In '**The issue was discussed at a council meeting**', the issue (the receiver of the action) is the subject, and 'was discussed' is the passive construction. The other options all have a named agent performing the action actively - the school proposed, the council voted, they started - making those sentences active, not passive.

**Watch out:** A child might tick 'The council voted in favour of the proposal' because it mentions a council decision, but 'the council' is actively doing the voting, which makes it an active sentence.

### Question 43 (1 mark)

**Answer:** The contracted form of 'shall not' is 'shan't'.

Before checking, ask your child to think carefully about which letters disappear when 'shall not' is shortened, and where the apostrophe should go. Ask: "Can you write the short form of 'shall not'?"

Contractions require children to know which letters are omitted and where the apostrophe replaces them. '**Shall not**' contracts to '**shan't**' - unusually, the contraction loses two letters (all from shall and the o from not). The apostrophe sits between the n and the t. Correct spelling is required here; misspellings such as 'sha'nt' or 'shant' will not score.

**Watch out:** A child might write 'sha'nt' with the apostrophe in the wrong position, or 'shant' with no apostrophe at all - both are incorrect and will not score as correct spelling is required.

### Question 44 (1 mark)

**Answer:** The two words children need to write are 'musical' (first gap) and 'musician' (second gap). Both must be spelled correctly.

Before revealing anything, ask your child to think about what kind of word fits each gap - a describing word or a naming word. Ask: "What word from the word 'music' would describe someone who is good at music, and what word would name a person who plays music professionally?"

Both gaps must be filled with words built from the root word **music**. The first gap follows 'was', describing every family member, so children need an adjective: musical. The second gap follows 'a professional', so children need a noun naming a person: musician. Both words must be spelled correctly to earn the mark - misspellings are not accepted. The whole question is worth one mark, so both gaps must be right.

**Watch out:** Misspellings such as 'musical' or 'musicien' are not accepted, so it is worth checking the spelling of both words carefully.

### Question 45 (1 mark)

**Answer:** The answer children need to write is 'noun phrase' or 'expanded noun phrase' (also accepted: 'subject').

Before revealing the answer, ask your child to look at the underlined words and think about what type of word is the main word in the group. Ask: "What do you think we call a group of words built around a noun?"

**The underlined words** in the sentence are The new paintbrushes. Children need to identify the grammatical term for this group of words. It is a **noun phrase** (or **expanded noun phrase**) because it consists of the noun 'paintbrushes' together with a determiner ('The') and an adjective ('new') that expand it. The official answer also accepts 'subject', since this phrase performs the subject role in the sentence. Children should write their answer on the line provided.

**Watch out:** A child might write 'adjective' or 'determiner', focusing on one of the individual words rather than naming the grammatical term for the whole underlined group.

### Question 46 (1 mark)

**Answer:** Children should circle five words: 'when', 'birmingham', 'gareth', 'aunt', and 'laura'.

Before checking, ask your child to read the sentence carefully and think about which words are names of people or places, or need a capital for another reason. Ask: "Which words in this sentence should start with a capital letter, and why?"

Capital letters are needed at the start of a sentence, for proper nouns (names of people and places), and for titles used with a name. **'when'** opens the sentence; **'birmingham'** is a place name; **'gareth'**

is a person's name; **'aunt laura'** is a title used with a name, so both words need capitals. All five must be circled to receive the mark.

**Watch out:** A child might overlook 'aunt' because it feels like a common noun, but because it is used directly with the name 'Laura' as a title, it also requires a capital letter.

### Question 47 (1 mark)

**Answer:** Children should circle three words: 'any', 'the', and 'some'.

Before looking at the answer, remind the child that determiners are words that come before a noun and tell us things like 'which one' or 'how much'. Ask: "Can you find the words in the sentence that come just before a noun and tell you something about it?"

Determiners are words that introduce a noun and tell us which one or how much/many. In the sentence 'William didn't have **any** cereal in **the** house, so he went out to buy **some** cornflakes', the three determiners are **any**, **the**, and **some**. All three introduce nouns ('cereal', 'house', 'cornflakes'). Children need all three correct to receive the mark; circling a different word alongside these will not score.

**Watch out:** A child might circle 'didn't' or 'out' as they stand out, but these are not determiners - 'didn't' is a verb and 'out' is an adverb/preposition. All three correct circles are needed.

### Question 48 (1 mark)

**Answer:** The apostrophe should be placed after the 's' in 'Pupils', making it 'Pupils' coats' - this shows the coats belong to more than one pupil.

Before revealing the answer, ask your child to think about whether there is one pupil or more than one involved. Ask: "Is this coat belonging to one pupil or lots of pupils, and where does that change where the apostrophe goes?"

The apostrophe for possession sits after the noun. Because there are multiple pupils, the word is already plural: **Pupils**. Children should place the apostrophe after the final 's' of 'Pupils', giving **Pupils'**, not 'Pupil's' (which would mean one pupil). The sentence is about coats belonging to several pupils, so the apostrophe goes after the plural, not before it.

**Watch out:** A child might write 'Pupil's' with the apostrophe before the 's', implying only one pupil owns the coats. Because the sentence refers to pupils (plural), the apostrophe must come after the 's'.

### Question 49 (1 mark)

**Answer:** Children should circle the three prepositions: 'After', 'with', and 'across'.

Before checking, ask your child to point to any words in the sentence that show where, when, or in what direction something happens. Ask: "Can you find the words that tell us the position or direction of something in this sentence?"

Prepositions show relationships of time, place, or direction between parts of a sentence. In this sentence, **After** (before 'the game') tells us when; **with** (before 'their grandparents') shows accompaniment; and **across** (before 'the road') indicates location. Children should note that 'home' looks like it could be a preposition here, but it functions as an adverb. All three correct choices must be circled to score the mark.

**Watch out:** A child might circle 'home' as it can sometimes act as a preposition, but here it functions as an adverb modifying 'walked', so it does not score.

### Question 50 (1 mark)

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

Before your child answers, remind them there are two different types of conjunction in the sentence. Ask: "Can you spot two joining words in the sentence, and do you know the difference between a co-ordinating and a subordinating conjunction?"

The sentence contains both a subordinating conjunction ('If') and a co-ordinating conjunction ('or'). Children need to distinguish between the two: **co-ordinating conjunctions** join two equal, independent clauses or options, while subordinating conjunctions introduce a dependent clause. Here, 'or' links 'by email' and 'by post' as equal alternatives, making it the co-ordinating conjunction. 'If' is a subordinating conjunction and should not be circled.

**Watch out:** A child might be tempted to circle 'If' because it is also a conjunction, but 'If' is a subordinating conjunction, not a co-ordinating one.

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