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REVISION GUIDES • WORKBOOKS • PRACTICE PAPERS

KEY STAGE 2 SATS

2022 KS2 Grammar, Punctuation & Spelling

Answers Explained

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How to beat each question type

Tick the correct answer

1. Read all the options aloud with the child before deciding. Rushing to the first plausible answer is a common mistake.
 2. Encourage the child to test each option in turn by reading the sentence with that option in place, then rejecting ones that feel or sound wrong.
 3. Remind the child to tick only ONE box. If more than one box is ticked, no credit is given even if the correct one is included.
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Draw a line to match (G6)

1. Ask the child to work through each item on the left in order rather than jumping around, as this reduces the chance of muddled lines.
 2. Encourage the child to say the combined word or pair aloud (e.g. 'childhood', 'near-far') to check it sounds right before drawing the line.
 3. Remind the child that each item on the right is used only once, so once a match is drawn it should be crossed off mentally to avoid duplicates.
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Insert punctuation (G5)

1. Ask the child to read the sentence aloud at a natural pace; natural pauses or changes in meaning often reveal where the punctuation belongs.
 2. Help the child identify the grammatical reason for the punctuation mark (e.g. 'this is extra information in the middle of a sentence, so it needs a comma before and after it').
 3. Once inserted, the child should read the sentence aloud again to check it still makes sense with the new punctuation in place.
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Circle the correct word or words (G1)

1. Ask the child to read the whole sentence first so they understand the context before looking at the individual words.
 2. Encourage the child to name the word class or grammatical feature being targeted (e.g. 'I am looking for a preposition') before scanning the sentence.
 3. Remind the child that the question states exactly how many words to circle; circling extra words means no credit is given even if the right words are included.
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Write the answer in your own words (G2)

1. Ask the child to re-read the question carefully and identify exactly what is being asked for (e.g. a command, a relative clause, a contracted form).
 2. Remind the child to check their answer makes grammatical sense within the given sentence, and that any required punctuation (capital letters, full stops, commas) is correctly placed.
 3. After writing, the child should read the complete sentence back to themselves to confirm it sounds right and matches the task requirements.
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Label clauses as main (M) or subordinate (S) (G3)

1. Explain to the child that a main clause makes sense on its own as a complete sentence, while a subordinate clause depends on the main clause to make full sense.
 2. Ask the child to try reading each clause in isolation; if it sounds like a complete thought it is likely the main clause, and if it feels incomplete or starts with a conjunction such as 'because' or 'after', it is likely subordinate.
 3. Encourage the child to check that their labels are consistent with the whole sentence before finalising, since a sentence can have more than one subordinate clause.
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Tick the true or false table (G5.8)

1. Ask the child to read each row as its own mini-question, focusing on the statement in the middle column rather than jumping straight to the sentence on the left.
 2. Encourage the child to test the statement against the sentence carefully; for apostrophe questions, they should look at where the apostrophe sits relative to the 's' to determine singular or plural possession.
 3. Remind the child that every row must be ticked: one tick per row in either the True or False column, since leaving a row blank means no credit for the whole question.
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Question 1 (1 mark)

Answer: Children should underline 'A whale' as the subject of the sentence.

Before looking at the answer, ask your child to find the verb in the sentence - the 'doing' word - and then think about who or what is doing it. Ask: "Who or what is doing the living in this sentence?"

The **subject** of a sentence is the person or thing doing the action (or being described). In 'A whale lives in the sea', the verb is 'lives' and the noun phrase performing that action is A whale. Children should underline both words together, not just 'whale'. Underlining 'A whale lives' (too much) or just 'whale' (too little) would be wrong.

Watch out: A child might underline only 'whale' and miss the determiner 'A'; the official answer requires both words together as the full subject noun phrase.

Question 2 (1 mark)

Answer: Children should draw lines so that 'child' and 'neighbour' connect to 'hood', and 'champion', 'friend', and 'member' connect to 'ship'.

Before looking at the answer, ask your child to say each word aloud with each suffix added to hear which combination sounds like a real word. Ask: "Can you say each word with '-hood' added, and then with '-ship' added, and tell me which one sounds right?"

The suffixes **-hood** and **-ship** form nouns about states or groups. Children need to know which words take which suffix: childhood and neighbourhood use -hood; championship, friendship, and membership use -ship. All five lines must be correct to earn the mark. A useful check is to say each combined word aloud to test whether it sounds like a real word.

Watch out: A child might connect 'champion' to '-hood' thinking 'championhood' sounds plausible, but the correct word is 'championship'.

Question 3 (1 mark)

Answer: The lines should be drawn: en to large, de to frost, dis to cover.

Before drawing lines, ask the child to say each prefix out loud and think of a word it already appears in. Ask: "Can you think of a word that starts with 'en', one that starts with 'de', and one that starts with 'dis'?"

Each prefix creates a real English word with only one of the three options. **en + large = enlarge**, **de + frost = defrost**, and **dis + cover = discover**. Children need to try each combination mentally and reject pairings that do not make a word. All three must be correct to earn the single mark.

Watch out: A child might match 'en' to 'cover' (encover) or 'de' to 'large' (delarge), neither of which is a real word. All three lines must be correct for the mark.

Question 4 (1 mark)

Answer: Children should tick 'Shall we go round the fitness trail in the park' - this is the only sentence that must end with a question mark.

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?"

A **question mark** is required only when a sentence is a direct question - one that genuinely asks something. 'Shall we go round the fitness trail in the park' begins with 'Shall', making it a direct question that must end with a question mark. The other options are statements or indirect requests; 'What I really like is the rope bridge' looks as if it might need one because it starts with 'What', but it is actually a statement about what the speaker likes, not a direct question.

Watch out: A child might tick 'What I really like is the rope bridge' because it starts with 'What', but that sentence is a statement about a preference, not a direct question.

Question 5 (1 mark)

Answer: The child should tick 'Finally, I think I understand what you mean.'

Before checking, ask your child to look at where the comma sits in each option. Ask: "Which sentence has a comma in exactly the right place after the opening word or phrase?"

Punctuation of fronted adverbials is the focus here. A fronted adverbial such as Finally at the start of a sentence must be followed by a comma. The option 'Finally, I think I understand what you mean.' is the only one where the comma is placed correctly after the introductory word. Children should check that the comma follows immediately after the fronted adverbial and not elsewhere in the sentence.

Watch out: A child might be tempted by 'Considering, all his efforts the result was disappointing' because it does have a comma, but the comma is placed after 'Considering' rather than after the whole fronted adverbial phrase, making it incorrect.

Question 6 (1 mark)

Answer: The correct sentence to tick is: 'The children could choose to play netball, cricket, hockey or tennis.'

Before looking at the answer, ask the child to read each option aloud and check where the commas are placed. Ask: "Can you spot which sentence only uses commas to separate the items in a list, without any extra commas where they shouldn't be?"

Commas in a list separate each item except the final pair, which is joined by 'or' or 'and' without a comma before it. The second option, '**The children could choose to play netball, cricket, hockey or tennis.**', follows this rule correctly. The first option wrongly places a comma before 'and Sheffield'; the third omits the comma after 'Owls'; the fourth inserts an incorrect comma before 'were', splitting the subject from its verb.

Watch out: A child might tick the first option about the band's concerts, as it does use commas in a list - but the comma placed before 'and Sheffield' is incorrect, as no comma belongs before the final 'and' or 'or' in this style of list.

Question 7 (1 mark)

Answer: The third option should be ticked: 'Add one ounce (around one tablespoon) of yeast to your bread mix.'

Before looking at the options, ask your child to think about what brackets are for and which part of this sentence is extra information added to help the reader. Ask: "Which part of this sentence sounds like it is just giving you a helpful extra detail that you could take out?"

Brackets are used to add extra information that could be removed without changing the main meaning of the sentence. Children should check that the words inside the brackets form a parenthesis - an aside that still leaves the main sentence intact. In the correct option, **(around one tablespoon)** is a helpful clarification of 'one ounce' and sits neatly inside the sentence. The other options place the brackets around words that either break the sentence's logic or create nonsense when the bracketed section is removed.

Watch out: A child might tick the first option, '(around one) tablespoon', because it contains a bracketed phrase, but removing those words leaves 'one tablespoon' as an odd half-measurement that does not match the original meaning.

Question 8 (1 mark)

Answer: The answer children need to tick is 'I will walk through the park to get to school.'

Before revealing the answer, ask your child to think about the difference between saying something 'will' happen and saying it 'might' happen. Ask: "Which of these four sentences sounds the most definite - like it is absolutely going to happen?"

Modal verbs signal how certain an action is. **Will** expresses the strongest certainty - it states a definite future action with no room for doubt. By contrast, may and might suggest possibility only, and should suggests expectation rather than certainty. Children need to recognise that 'I will walk through the park' is the only sentence stating something as a definite fact, making it the most certain of the four options.

Watch out: A child might tick 'It should be sunny and warm tomorrow' because 'should' sounds confident, but 'should' still expresses expectation rather than certainty, making it weaker than 'will'.

Question 9 (1 mark)

Answer: The two commas go after 'elephant' and after 'world', so the sentence reads: The African elephant, the largest land mammal in the world, can weigh up to 6.6 tonnes.

Before looking at the answer, ask your child to find the part of the sentence that gives extra information about the elephant - the bit that could be removed. Ask: "Where would you need to put commas to separate that extra information from the rest of the sentence?"

Commas used to mark a parenthetical phrase are being tested here. The phrase the largest land mammal in the world is extra information inserted into the main clause - it could be removed and the sentence would still make sense. Children should place one comma directly after **elephant** and the second comma directly after **world**, enclosing the additional information on both sides. Both commas are needed; placing only one does not score the mark.

Watch out: A child might place only one comma, perhaps after 'elephant', leaving the second comma out - but both commas are required for the mark.

Question 10 (1 mark)

Answer: Children should tick 'deserts'. The word 'them' refers back to 'deserts'.

Before revealing the answer, ask your child to re-read the sentence and point to the noun that 'them' is standing in for. Ask: "What are the plants and animals surviving in?"

This question tests understanding of **pronouns and what they refer back to** (their antecedent). The sentence reads: 'Although deserts are very dry, a rich variety of plants and animals can survive in them.' Children should trace back to find which noun 'them' replaces. Because plants and animals survive in something, and deserts are what was described as dry at the start, 'them' must refer to 'deserts' - not to 'variety', 'plants' or 'animals'.

Watch out: A child might be tempted by 'plants' or 'animals' because those words appear close to 'them', but things cannot survive inside plants and animals - they survive inside deserts.

Question 11 (1 mark)

Answer: Children should circle 'was', 'moved', 'became', and 'are performed' - all four must be correct to score the mark.

Before checking, ask your child to read the passage aloud and think about whether it is describing something that happened in the past or something happening now. Ask: "Which words in each underlined pair fit the time being described?"

Verb tense consistency is the focus here. The passage describes Shakespeare's life as historical fact, so the past tense is needed throughout: **was** (not 'is') born, **moved** (not 'will move') to London, and **became** (not 'will become') an actor. The final choice is different - 'Even today' signals a shift to the present, so **are performed** (present passive) is correct. All four must be right for the mark.

Watch out: A child might circle 'is performed' for the final choice, but the official answer requires 'are performed' because 'plays' is plural.

Question 12 (1 mark)

Answer: The child should draw lines matching: near to far, cold to hot, distant to close, warm to cool.

Before revealing anything, ask the child to think about what 'antonym' means. Ask: "Can you tell me what an antonym is, and can you think of the opposite for each of these words?"

Antonyms are words with **opposite meanings**. Children need to match each word to its opposite from the right-hand column. The pairings are: near opposite far; cold opposite hot; distant opposite close; warm opposite cool. All four lines must be correct to receive the mark. The trickiest pair is near/far versus distant/close, since near and close are synonyms - children must match each word to its true opposite, not its synonym.

Watch out: A child might match 'near' to 'close' because those words seem linked, but 'close' and 'near' are synonyms, not antonyms. The correct opposite of 'near' is 'far'.

Question 13 (1 mark)

Answer: The semi-colon goes after the word 'heavy': The suitcase was heavy; the box was lighter but more awkward to carry.

Before checking, ask the child to find the point in the sentence where one complete thought ends and a new one begins. Ask: "Can you find the exact word after which you could almost put a full stop?"

A semi-colon joins two **closely related main clauses** without using a conjunction. The sentence contains two independent statements: 'The suitcase was heavy' and 'the box was lighter but more awkward to carry'. Children need to spot where one complete idea ends and the next begins - that boundary, after 'heavy', is the only position where a semi-colon makes grammatical sense.

Watch out: A child might place the semi-colon after 'lighter' or 'awkward', but neither position separates two complete main clauses, so neither is correct.

Question 14 (1 mark)

Answer: The three contracted forms children need to write are: wasn't, he'd, and It's.

Before revealing anything, point the child at the underlined words in the passage. Ask: "Can you think of a shorter way to say each of those underlined phrases, using an apostrophe?"

Each underlined phrase must be shortened using an apostrophe to replace the missing letter or letters. **was not** becomes wasn't, **he had** becomes he'd, and **It is** becomes It's. All three must be correct to receive the mark. Children must also spell each contraction correctly and place the apostrophe in exactly the right position, as incorrect spelling of contracted forms is not accepted.

Watch out: A child might write 'he's' for 'he had', confusing it with 'he is' or 'he has' - only 'he'd' is correct here because the original words are 'he had'.

Question 15 (1 mark)

Answer: The child should tick 'adjective'. The underlined words 'older' and 'younger' are adjectives.

Before looking at the options, ask the child to think about what job the underlined words do in the sentence. Ask: "What do the words 'older' and 'younger' tell us about Brian and Stanley?"

Older and **younger** are the two underlined words. Children should recognise that these words describe the brothers - they tell us a quality or characteristic of Brian and Stanley. That makes them adjectives. A common trap is thinking they might be adverbs (adverbs modify verbs or adjectives), but here the words follow the verb 'is' and describe the noun (the person), not the action.

Watch out: A child might tick 'adverb' because '-er' endings can sometimes appear on adverbs, but here 'older' and 'younger' are describing people (nouns), not modifying a verb or adjective.

Question 16 (1 mark)

Answer: The dash should be placed after the word 'exciting': The story was exciting - it was full of action and adventure.

Before checking, ask the child to find where the sentence changes from one idea to a second, related idea. Ask: "Where do you think a dash could go to separate the two parts of this sentence?"

A **dash** is used here to introduce extra information or an explanation that follows a main clause. The sentence has two linked ideas: the first tells us the story was exciting; the second explains why. Children should recognise that the dash belongs between exciting and it, separating the main statement from its elaboration. Placing it anywhere else would break the sentence structure incorrectly.

Watch out: A child might place the dash after 'was' or 'full', but these positions break the sentence mid-phrase rather than between the two complete ideas.

Question 17 (1 mark)

Answer: The most formal sentence is 'It is essential that we remember our water bottles.' Children should tick that option.

Before checking, ask your child to think about the difference between how they would talk to a friend versus how they would write a formal letter. Ask: "Which of these sentences sounds most like something written in a formal letter or report?"

Formality in English is shown through vocabulary choice, sentence structure, and the absence of contractions or colloquial expressions. Children need to compare all four options: 'isn't it?' is a tag question typical of informal speech; 'Let's' is a contraction and casual; 'fancy' is colloquial. The phrase '**It is essential**' uses formal vocabulary with no contractions, making it the clearly most formal register.

Watch out: A child might tick 'Getting enough sleep is important, isn't it?' because it sounds serious, but the tag question 'isn't it?' is informal and conversational, so it does not count as the most formal option.

Question 18 (1 mark)

Answer: Children should circle 'supply' and 'provide' - these two words mean the same thing in this passage.

Before checking, ask your child to read the passage carefully and think about which two words could be swapped for each other without changing the meaning. Ask: "Can you find two words in this passage that mean the same thing?"

Synonyms are words that share the same meaning. In this short passage, '**supply**' and '**provide**' both mean to give or make available - the school will supply meals, and parents may provide drinks. Children need to recognise that both words describe the same action in the same context, making them synonyms of each other.

Watch out: A child might circle 'wish' and 'may' as they both appear near permission-related ideas, but those words carry different meanings and are not synonyms of each other.

Question 19 (1 mark)

Answer: Label 'After they had been for a swim' as S (subordinate), 'the boys had a drink' as M (main), and 'because they were very thirsty' as S (subordinate).

Before checking the answer, ask your child to read the sentence aloud and decide which part could stand alone as a complete sentence. Ask: "Which part of the sentence makes sense on its own, without the other parts?"

The sentence contains three clauses. **The main clause** is 'the boys had a drink' - it makes complete sense on its own. Both 'After they had been for a swim' and 'because they were very thirsty' are **subordinate clauses**: they depend on the main clause and cannot stand alone as complete sentences. Children should recognise that subordinating conjunctions after and because signal subordinate clauses. All three labels must be correct to gain the mark.

Watch out: A child might label 'the boys had a drink' as subordinate because it appears in the middle, but its position does not determine its type - it is the only clause that makes complete sense independently.

Question 20 (1 mark)

Answer: The two dashes should go after 'Sea' and after 'lake', giving: The Caspian Sea - which is a saltwater lake - is the largest inland body of water in the world.

Ask your child to find the part of the sentence that gives extra, extra information that could be removed without breaking the sentence. Ask: "Which words in this sentence feel like a little extra fact tucked in the middle?"

Dashes used in pairs work like brackets, sectioning off extra information inserted into the middle of a sentence. Children need to identify the parenthetical phrase '**which is a saltwater lake**' and place one dash immediately before 'which' (after 'Sea') and one immediately after 'lake'. The sentence must still make complete sense if the words between the dashes are removed: 'The Caspian Sea is the largest inland body of water in the world.'

Watch out: A child might place only one dash, but the question specifically asks for a pair of dashes - both are needed to score the mark.

Question 21 (1 mark)

Answer: The colon should be placed after the word 'think', giving: 'Many fossils are not as big as people think: some are so small that you need a microscope to see them.'

Before revealing where the colon goes, ask your child to find the point in the sentence where the writer starts to explain or give evidence for what has just been said. Ask: "Where does the sentence change from making a claim to explaining it?"

A **colon** is used here to introduce an explanation or elaboration of the first clause. The sentence splits into two independent clauses: 'Many fossils are not as big as people think' makes a general claim, and what follows explains it. Children should recognise that the colon goes after '**think**', because the second clause directly expands on the first. Placing it anywhere else would break this logical link.

Watch out: A child might place the colon after 'small' (e.g. 'some are so small: that you need a microscope'), splitting a clause mid-flow; a colon must follow a complete clause.

Question 22 (1 mark)

Answer: Draw lines so that: 'Jake was cycling' matches 'an action in progress in the past'; 'Jake cycled' matches 'an action in the past'; 'Jake is cycling' matches 'an action in progress in the present'.

Before drawing any lines, ask your child to look at each sentence and decide whether the action is happening now, was happening over a period of time in the past, or just happened and finished. Ask: "Can you tell me the difference between 'Jake cycled' and 'Jake was cycling'?"

All three verb forms must be matched correctly to earn the mark. **Jake is cycling** uses the present progressive (is + -ing), so it describes an action in progress in the present. **Jake was cycling** uses the past progressive (was + -ing), so it describes an action in progress in the past. **Jake cycled** is the simple past, describing a completed action in the past. The trickiest distinction is between 'was cycling' and 'cycled' - children should focus on whether the action was ongoing or simply done.

Watch out: A child might match 'Jake was cycling' to 'an action in the past' (confusing simple past with past progressive), but 'was cycling' shows the action was in progress - still ongoing - rather than simply completed.

Question 23 (1 mark)

Answer: The first option should be ticked: 'He is famous for his innovative music: a mix of recorded noises, traditional instruments and songs.'

Ask your child to read each option aloud and think about which punctuation mark correctly introduces an explanation or list after a complete sentence. Ask: "Which punctuation mark do we use to introduce a list or explain what we just said?"

This question tests whether children understand when a **colon** is the correct punctuation to introduce a list or explanation. The sentence before the colon is a complete main clause ('He is famous for his innovative music'), and what follows elaborates on what that music is. A colon is precisely the right tool here. The second option uses a full stop, which would make the second part a fragment. The third uses a semi-colon, which joins two balanced main clauses rather than introducing a list. The fourth uses a comma before brackets, which is grammatically incorrect.

Watch out: A child might be tempted by the semi-colon option, as semi-colons can link related clauses, but here the second part is not an independent clause - it is a list describing the music, so a colon is needed.

Question 24 (1 mark)

Answer: Children should underline 'When the crowd heard the clattering sound' as the subordinate clause.

Before looking at the answer, ask the child to try saying just one part of the sentence on its own and decide which part makes sense alone. Ask: "Which part of the sentence could stand on its own as a complete sentence, and which part couldn't?"

The sentence has two clauses: '**When the crowd heard the clattering sound**' and '**they gasped in astonishment**'. The second clause is the main clause because it makes complete sense on its own. The first clause is subordinate because it begins with the subordinating conjunction 'When' and cannot stand alone as a sentence. Children should underline only the subordinate clause, stopping at the comma.

Watch out: A child might underline the whole sentence or underline 'they gasped in astonishment', confusing the main clause with the subordinate one. The main clause is the part that makes sense alone.

Question 25 (1 mark)

Answer: Children need to write a relative clause inside the two commas, using 'who', 'whose', or 'whom', that conveys the idea that grandma loves travelling. For example: 'My grandma, who loves travelling, went on holiday to Spain.'

Before the child writes anything, point them to the information box and the commas in the sentence. Ask: "How could you turn 'My grandma loves travelling' into a describing clause that fits inside the commas?"

A **relative clause** adds information about a noun using a relative pronoun such as who, whose, or whom. Children must use the information in the box ('My grandma loves travelling') to build a clause that fits grammatically inside the commas. The clause must start with a relative pronoun referring to a person, be enclosed by commas, and preserve the meaning of the original sentence. Using which instead of who is not accepted, as which is not used for people.

Watch out: A child who writes 'which loves travelling' will not score, as 'which' is not the correct relative pronoun for a person - 'who', 'whose', or 'whom' must be used.

Model answer: My grandma, who loves travelling, went on holiday to Spain.

Question 26 (1 mark)

Answer: The child should tick 'adjective verb' - the second option in the list.

Before checking, ask your child to look at each underlined word in turn and decide what job it does in the sentence. Ask: "Is the word describing a noun, or is it showing an action - and how can you tell?"

The sentence contains two underlined words: erosive and erodes. Children need to recognise that **erosive** is an adjective because it describes the noun 'force', while **erodes** is a verb because it describes the action the sea performs on the coastline. The pair 'adjective verb' is therefore the correct combination.

Watch out: A child might tick 'adjective adverb' because both words end in similar suffixes, but 'erodes' is clearly doing the job of a verb (the action in the sentence), not modifying another verb or adjective.

Question 27 (1 mark)

Answer: Children should insert a question mark after 'start' and add speech marks (inverted commas) around the spoken question, giving: "What time does the concert start?" whispered Dad as we took our seats.

Before revealing the answer, ask your child to identify which part of the sentence is actually being said aloud. Ask: "What punctuation mark do you think goes at the end of a spoken question?"

Question 27 tests punctuating direct speech that contains a question. The spoken words What time does the concert start form a direct question, so a question mark replaces the full stop that would otherwise close the speech. Children should also add opening and closing speech marks (inverted commas) around those words. The official answer shows: **"What time does the concert start?" whispered Dad as we took our seats.** Both the question mark and the speech marks are needed for the mark.

Watch out: A child might use an exclamation mark instead of a question mark, or may forget to add speech marks at all - both result in incorrect punctuation and no mark.

Question 28 (1 mark)

Answer: The answer children need to tick is 'a statement'.

Before looking at the options, ask the child to think about what the sentence is doing overall - is it asking something, or telling us what happened? Ask: "Is this sentence asking a question, or is it telling us what Safiya did?"

Children need to distinguish between sentence types here. **Safiya asked the teacher which page we had to read** is a statement - it tells us what Safiya did. Although it contains the word 'which', that word introduces an embedded reported clause, not a direct question. The sentence does not itself ask anything; it reports an action. A child might confuse this with a question because 'asked' and 'which page' are present, but the sentence as a whole is declarative.

Watch out: A child might tick 'a question' because the sentence contains the words 'asked' and 'which page', but the sentence itself does not pose a question - it reports that a question was asked.

Question 29 (1 mark)

Answer: The child should tick 'It does not say who dropped the bucket.'

Before revealing the answer, ask the child to compare the two sentences carefully and spot what information is missing from the second one. Ask: "What do we know from sentence one that we do NOT know from sentence two?"

The passive voice in '**The red bucket was dropped**' removes the agent entirely - there is no mention of Max at all. Children need to recognise that the key difference between the two sentences is that the passive version hides the person who performed the action. The other options are distractors: both sentences show a past action, neither implies accident, and neither explains why.

Watch out: A child might tick 'It shows that the action happened in the past' because 'was dropped' does sound like the past - but both sentences describe a past action, so this is not the effect of using the passive specifically.

Question 30 (1 mark)

Answer: Children should circle the four nouns: strength, wind, trees, forest.

Before looking at the answer, ask your child to remind you what a noun is - a naming word for a person, place, thing or idea. Ask: "Can you find all the naming words in that sentence?"

The sentence contains several word classes, and children need to identify the four **nouns** - words naming things or places. Strength (an abstract noun), wind, trees, and forest are all nouns. A child might be tempted to circle sway or bend, but those function as verbs here. All four must be circled for the mark.

Watch out: A child might circle 'sway' or 'bend', as they can be nouns in other contexts, but in this sentence they are verbs describing what the trees do.

Question 31 (1 mark)

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

Before revealing the answer, remind the child what a possessive pronoun does, then ask: "Can you find a word in the sentence that shows something belongs to someone, without using a noun after it?"

A **possessive pronoun** is a word that shows ownership without needing a noun after it - words such as mine, yours, his, hers, ours, theirs. In the sentence 'The house next to ours, which belongs to Mrs

Green, is for sale', the word **ours** stands alone to show belonging - it means 'our house'. Children should not be distracted by 'which', which is a relative pronoun, not a possessive pronoun.

Watch out: A child might circle 'which' as it is also a pronoun, but 'which' is a relative pronoun introducing the relative clause - it does not show possession.

Question 32 (1 mark)

Answer: A correctly punctuated command that tells children to turn the lights off, such as: 'Switch off the lights!' or 'Please turn off the lights.'

Before your child writes anything, remind them what makes a command different from a statement. Ask: "Can you think of a word that gives an instruction - one that tells someone to do something right away?"

Commands use the **imperative** form of a verb - the verb comes first (or after 'please'). Children should write a sentence where the main verb is an instruction, such as Switch, Turn, or Remember. The sentence must end with a full stop or exclamation mark. A sentence like 'You must turn off the lights' does not count because 'must' makes it a statement with a modal verb rather than a true imperative command.

Watch out: A sentence such as 'You must turn off the lights' is not acceptable because it is a statement containing a modal verb, not a true imperative command.

Model answer: Switch off the lights!

Question 33 (1 mark)

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

Before looking at the answer, ask your child to find the part of the sentence that gives extra information about the children - then ask: "What word introduces that extra information?"

A **relative pronoun** introduces a relative clause that gives more information about a noun. In the sentence, 'who were going swimming' is the relative clause attached to 'the children'. The word '**who**' opens that clause and refers back to 'the children', making it the relative pronoun. Children should not confuse 'who' with 'we', which is a personal pronoun, or 'their', which is a possessive determiner.

Watch out: A child might circle 'their' because it also refers to the children, but 'their' is a possessive determiner, not a relative pronoun - it does not introduce a relative clause.

Question 34 (1 mark)

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

Before looking at the answer, ask the child to think about what a subordinating conjunction does - it joins a less important clause to the main clause. Ask: "Which word in this sentence starts the part that gives the reason for playing rounders or cricket?"

Subordinating conjunctions introduce a subordinate clause and connect it to the main clause, showing a relationship such as cause, time, or condition. In the sentence 'Since it is sunny today, we can play rounders or cricket,' the word Since introduces the subordinate clause and links it to the main clause by giving the reason. Children need to distinguish it from 'or', which is a co-ordinating conjunction, and not confuse 'today' or other words for a conjunction.

Watch out: A child might circle 'or' because it joins two options together, but 'or' is a co-ordinating conjunction, not a subordinating one.

Question 35 (1 mark)

Answer: The child needs to rewrite the sentence so that Bill is doing the action: 'Bill fed the dog.' The sentence must start with a capital letter and end with a full stop.

Before looking at the answer, ask your child to think about who is doing the feeding in the original sentence. Ask: "Can you say the same thing, but starting with Bill's name?"

Active voice means the subject performs the action. The original passive sentence is 'The dog was fed by Bill' - the dog comes first and Bill is tucked away at the end. Children need to flip this so Bill (the agent) becomes the subject: '**Bill fed the dog.**' The verb must be in the simple past ('fed'). Correct punctuation - capital letter and full stop - is required.

Watch out: A child might write 'Bill feeds the dog' (present tense) or 'Bill was feeding the dog' - the second is also accepted by the official answer, but 'Bill feeds the dog' changes the tense and would not be accepted.

Question 36 (1 mark)

Answer: The child should tick 'With big smiles on our faces,'.

Before looking at the options, ask your child what an adverbial does in a sentence and what it might look like at the very start. Ask: "Can you think of a phrase that would describe how or when something happened, and could sit right at the beginning of a sentence?"

An **adverbial** is a word, phrase or clause that gives extra information about how, when or where an action happens. Children need to identify which option, when placed at the start of the sentence, functions as a fronted adverbial. 'With big smiles on our faces,' is a prepositional phrase that describes the manner in which the class lined up - it modifies the verb and sits before the main clause, making it a fronted adverbial. The other options are clauses containing subjects and finite verbs, so they function differently.

Watch out: A child might be tempted by 'It was noisy and crowded, but' because it appears at the start, but this is a main clause with a co-ordinating conjunction, not an adverbial.

Question 37 (1 mark)

Answer: A subordinating conjunction that shows contrast or concession, such as 'Although', 'While', or 'Even though'.

Before revealing the answer, ask your child to read both halves of the sentence aloud and think about whether they agree or disagree with each other. Ask: "What word could go at the beginning to show that something surprising happened despite the rain?"

The gap is at the start of the sentence, before 'it rained all afternoon, the picnic was a success'. Children need to recognise that the two clauses are in contrast: rain would normally ruin a picnic, yet it was a success. A **subordinating conjunction** expressing concession is needed - words such as although, while, or even though all work. A co-ordinating conjunction such as but would not fit this position at the very start of the sentence.

Watch out: A child might write 'Because', but that implies the rain caused the picnic to succeed, which is the wrong meaning. The sentence requires a concession word, not a causal one.

Question 38 (1 mark)

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

Before revealing the answer, remind your child there are two different types of conjunction in the sentence. Ask: "Can you find a word that joins two main clauses together, rather than introducing a reason or explanation?"

A **co-ordinating conjunction** joins two main clauses of equal grammatical weight. In the sentence 'I started drawing a car, but then I changed my mind because I had a better idea', children need to distinguish between 'but' (co-ordinating) and 'because' (subordinating). 'But' links two independent clauses on equal terms, making it the co-ordinating conjunction. 'Because' introduces a dependent clause and is therefore subordinating, not co-ordinating.

Watch out: A child might circle 'because' instead, as it is also a conjunction - but 'because' is a subordinating conjunction, not a co-ordinating one.

Question 39 (1 mark)

Answer: Children should circle 'above' in the first sentence and 'in' in the second sentence.

Before revealing the answer, ask your child what a preposition does - remind them it shows position, direction, or time. Ask: "Can you point to the word in each sentence that tells us where something happened?"

Each sentence contains exactly one **preposition** - a word showing the relationship between a noun and another part of the sentence. In the first sentence, above tells us where the bird flew in relation to the trees. In the second sentence, in tells us where the songs were performed. Both words must be circled to earn the mark. A common slip is circling many or their, which are determiners/adjectives, not prepositions.

Watch out: A child might circle 'flew' or 'sang' as these are the main action words, but those are verbs, not prepositions.

Question 40 (1 mark)

Answer: The three answers are: 'did' (from 'to do'), 'chose' (from 'to choose'), and 'began' (from 'to begin').

Before checking the answers, cover the boxes and ask your child to think about how each verb changes when talking about something that already happened. Ask: "What is the past tense of 'do', 'choose', and 'begin'?"

Simple past tense requires the correct irregular past form of each verb given in the boxes. Children should know that **to do** becomes did, **to choose** becomes chose, and **to begin** becomes began. All

three are irregular, so children cannot simply add -ed. All three must be correct and correctly spelled to earn the single mark.

Watch out: A child might write 'choosed' or 'beganned', applying a regular -ed ending to irregular verbs. These spellings are not accepted.

Question 41 (1 mark)

Answer: The hyphen should go between 'run' and 'up', giving: 'in the run-up to the school play'.

Before checking, ask your child to find the part of the sentence that is a compound word acting as a noun or phrase. Ask: "Can you spot two words that go together to mean one thing and might need joining?"

The sentence contains the compound noun **run-up**, which requires a hyphen to show that the two words function together as a single unit meaning the period leading up to an event. Without the hyphen, 'run up' reads as a verb phrase. Children should identify run-up as the compound that needs joining, and insert the hyphen between 'run' and 'up'. Only that position is correct.

Watch out: A child might place the hyphen elsewhere, for example between 'run-up' and 'to', but the hyphen belongs only between 'run' and 'up' to form the compound noun.

Question 42 (1 mark)

Answer: Children should tick: 'I were going to keep the picture to show you' = Non-Standard; 'We was helping to design the new school building' = Non-Standard; 'He doesn't know nothing about football' = Non-Standard; 'I have done all the washing-up' = Standard. All four rows must be correct.

Ask your child to read each sentence aloud and decide whether it sounds like the kind of English used in a formal letter or a textbook. Ask: "Which of these sentences sounds like a grammar mistake to you?"

Standard English uses correct subject-verb agreement and avoids double negatives. 'I were' and 'We was' are non-standard because the verbs do not agree with their subjects (Standard English requires 'I was' and 'We were'). 'doesn't know nothing' is a double negative, which is non-standard. Only 'I have done all the washing-up' uses grammatically correct Standard English. All four rows must be correct for the mark.

Watch out: A child might mark 'He doesn't know nothing about football' as Standard English because the word 'doesn't' looks correct, but the double negative ('doesn't know nothing') makes the whole sentence non-standard.

Question 43 (1 mark)

Answer: The three answers are: disobey, intolerant, impatient. Each word needs a different prefix added to the front.

Before looking at the answer, encourage the child to think about what prefix turns each word into its opposite. Ask: "Can you think of a prefix that means 'not' or 'the opposite of' for each of these words?"

Each of the three root words needs a **different** prefix to create its opposite (antonym). Children should recognise that **dis-** attaches to obey (disobey), **in-** attaches to tolerant (intolerant), and **im-** attaches to patient (impatient). The official answer explicitly states misspellings are not accepted, so all three prefixes must be correctly spelled and attached without a gap or hyphen. All three must be correct to earn the mark.

Watch out: A child might write 'imtolerant' or 'inpatient', swapping the prefixes for 'tolerant' and 'patient' - but 'in-' pairs with 'tolerant' and 'im-' pairs with 'patient'. Misspellings are not accepted.

Question 44 (1 mark)

Answer: The child should tick 'a noun phrase'.

Before revealing the answer, ask your child to look at the underlined words and identify whether there is a verb in them. Ask: "Can you find an action or 'being' word inside the underlined part?"

The underlined words are **The majestic lioness under the shady tree**. A noun phrase is a group of words built around a noun, expanded with modifiers. Here, the head noun is lioness, preceded by a determiner and adjective, and followed by a prepositional phrase. It does not contain a verb, so it cannot be a clause of any kind. Children should check whether there is a verb in the underlined group before choosing a clause option.

Watch out: A child might tick 'a subordinate clause' because the phrase is long and complex, but there is no verb in the underlined words, so it cannot be any kind of clause.

Question 45 (1 mark)

Answer: Children should tick: 'The boys' lunch' = False; 'cats'' = True; 'girl's' = False; 'trees'' = False. All four rows must be correct to score the mark.

Before checking, ask your child to look carefully at where the apostrophe sits in each word - before or after the 's'. Ask: "Does the position of the apostrophe tell you whether there is one or more than one?"

Each sentence uses an apostrophe for possession, and children must decide whether the statement about number is true or false. **The boys' lunch** has the apostrophe after the 's', showing more than one boy, so saying 'only one boy' is false. **The cats' food** also has the apostrophe after the 's', confirming more than one cat, so that statement is true. **The girl's party** has the apostrophe before the 's', meaning one girl, so saying 'more than one girl' is false. **The trees' leaves** has the apostrophe after the 's', meaning more than one tree, so saying 'only one tree' is false. All four must be correct for the mark.

Watch out: A child might mark 'The girl's party' as True for 'more than one girl' because it ends in 's', but the apostrophe before the 's' shows singular possession - just one girl.

Question 46 (1 mark)

Answer: The child should rewrite the sentence so that it reads 'Vegetables were grown by the children.' or simply 'Vegetables were grown.'

Before your child writes anything, remind them what the passive voice does - it flips who or what is the focus of the sentence. Ask: "Can you say that sentence in a way that puts the vegetables first, rather than the children?"

The passive voice moves the object of an action to the subject position. In the original active sentence 'The children grew vegetables', the children are the subject doing the action. Converting to the passive means vegetables become the focus: **'Vegetables were grown by the children.'** The 'by the children' part can be omitted entirely, giving 'Vegetables were grown.' Children should also ensure a capital letter and full stop are in place, as the question instructs correct punctuation.

Watch out: If a child writes 'The children were growing vegetables' or 'Vegetables were being grown by the children', these are not in the simple passive and would not be accepted.

Model answer: Vegetables were grown by the children.

Question 47 (1 mark)

Answer: Children should insert full stops after 'amphibians', 'water', and 'frogspawn', and capital letters at the start of 'They', 'Their', and 'During'.

Before checking, ask the child to read the passage aloud and notice where their voice naturally pauses at the end of a complete thought. Ask: "Can you find where one sentence ends and a new one should begin?"

The passage contains four sentences run together without full stops or capital letters. Children need to identify where each sentence ends and the next begins: after **amphibians**, after **water**, and after **frogspawn**. Each full stop must be paired with a capital letter on the following word: They, Their, and During. All six changes must be correct to earn the mark.

Watch out: A child might add a full stop after 'winter' (before 'frogs hibernate'), but that comma is already correct punctuation mid-sentence and no new sentence starts there.

Model answer: Frogs are amphibians. They live on land but they lay their eggs in water. Their eggs are called frogspawn. During the winter, frogs hibernate at the bottom of ponds or in compost heaps.

Question 48 (1 mark)

Answer: Children should circle the three adverbs: 'hard', 'clearly', and 'almost'.

Before looking at the answer, ask your child to read the sentence carefully and think about which words are describing how, or to what extent, an action is being done. Ask: "Can you find three words in the sentence that tell you how, or how much, something happened?"

Adverbs modify verbs, adjectives, or other adverbs. In this sentence, **hard** modifies 'raining' (telling us how it rained), **clearly** modifies 'see' (telling us how the driver could see), and **almost** modifies 'crashed' (telling us to what degree the crashing happened). Children must not circle shiny, which is an adjective describing the car, nor unable, which is also an adjective.

Watch out: A child might circle 'shiny' because it ends in a similar way to some adverbs, but 'shiny' describes the car (a noun), making it an adjective.

Question 49 (1 mark)

Answer: Children should tick: 'had hoped' = past perfect; 'were rehearsing' = past progressive; 'came' = simple past.

Before checking the table, ask your child to look at each underlined verb and think about whether it shows a simple completed action, an ongoing past action, or something that had already happened. Ask: "Can you tell me what each underlined verb is doing - is it finished, was it ongoing, or had it already happened?"

Each underlined verb form needs matching to the correct tense label. '**Had hoped**' uses had + past participle, which is the **past perfect**. '**Were rehearsing**' uses were + -ing, showing an ongoing action in the past, so it is the **past progressive**. '**Came**' is a simple past tense verb with no auxiliary, so it is the **simple past**. All three must be correct to score the mark.

Watch out: A child might tick 'simple past' for 'had hoped' because it happened in the past, but the use of 'had' before the past participle makes it past perfect, not simple past.

Question 50 (1 mark)

Answer: Children should circle 'an' and 'our' - these are the two determiners in the sentence.

Before looking at the answer, ask your child to find all the nouns in the sentence, then think about which words directly introduce or belong to those nouns. Ask: "Which words in the sentence tell us more about which noun we mean?"

Determiners are words that introduce a noun and specify which one or how many. In the sentence 'In an hour, we will be getting on our train', children need to identify the two words that signal and specify the nouns 'hour' and 'train'. '**An**' is an article (a type of determiner) before 'hour', and '**our**' is a possessive determiner before 'train'. Words like 'we' and 'our' can confuse children - 'we' is a pronoun, not a determiner.

Watch out: A child might circle 'we' instead of 'our', confusing a subject pronoun with a possessive determiner - but 'we' stands alone and does not introduce a noun.

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