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REVISION GUIDES • WORKBOOKS • PRACTICE PAPERS

KEY STAGE 2 SATS

2023 KS2 Grammar, Punctuation & Spelling

Answers Explained

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How to beat each question type

Sentence types (command, exclamation, question, statement) (G2)

1. Ask the child to read each sentence aloud and notice how it sounds and what job it does: does it give an order, express strong feeling, ask something, or simply tell us a fact?
 2. Remind the child that a command usually starts with a verb (e.g. 'Run...'), an exclamation often starts with 'What' or 'How' and must contain a subject and verb, a question asks something, and a statement just gives information.
 3. Encourage the child to check their choice by asking: 'Could I shout this? Does it give an instruction? Is it asking me something?' before ticking or writing their answer.
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Punctuation insertion (commas, colons, dashes, brackets, inverted commas) (G5)

1. Ask the child to read the sentence slowly and find the place where a pause, extra information, or a new but related idea begins – this is usually where the punctuation mark belongs.
 2. Remind the child of the specific rule: a comma separates items or follows a fronted adverbial; a colon introduces an explanation or list; dashes and brackets wrap around extra information; inverted commas open and close spoken words.
 3. Encourage the child to re-read the sentence with the punctuation in place to check it sounds right and that the mark is the correct one for the job.
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Word classes (nouns, verbs, adjectives, adverbs, pronouns, determiners, prepositions, conjunctions) (G1)

1. Ask the child to look at the underlined or highlighted word and think about what job it is doing in that particular sentence – not just what it looks like in isolation.
 2. Remind the child of the key tests: a verb shows an action or state of being; a noun names a person, place or thing; an adjective describes a noun; an adverb modifies a verb, adjective or another adverb; a determiner comes before a noun and introduces it (e.g. 'the', 'a', 'its').
 3. Encourage the child to try swapping the word for another word of the same class to confirm the choice – for example, replacing the word with 'quickly' to test whether it is an adverb.
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Active and passive voice, and verb tense consistency (G4)

1. Ask the child to identify who is doing the action in the sentence – if the doer is the subject, the sentence is active; if the action is being done to the subject, it is passive (often using 'was/were' plus a past participle).
2. Remind the child that when rewriting, the object of the original sentence becomes the new subject, and a form of 'to be' plus the past participle is needed for the passive (e.g. 'The children will sing a song' becomes 'A song will be sung by the children').

3. Encourage the child to check that the tense (past, present or future) is the same throughout the rewritten sentence and that capital letters and full stops are in place.
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Clauses and phrases (relative clauses, noun phrases, subordinate clauses, fronted adverbials) (G3)

1. Ask the child to find the main clause first – the part that makes sense on its own – then look at what is left over and decide what kind of extra information it gives.
 2. Remind the child that a relative clause usually starts with 'who', 'which', 'where' or 'that' and adds detail about a noun; a noun phrase is a group of words built around a noun with no verb; a fronted adverbial comes at the start of a sentence and says how, when or where.
 3. Encourage the child to test a relative clause by checking it can be removed without breaking the main sentence, and to test a noun phrase by checking there is no finite verb inside it.
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Vocabulary: prefixes, suffixes, synonyms, antonyms and word families (G6)

1. Ask the child to look at the base word carefully and think about what it means, then consider which prefix or suffix would change that meaning in the way the question needs (e.g. to make an opposite, to change the word class).
 2. Remind the child that prefixes go at the start of a word (e.g. 'dis-', 'un-', 'in-') and suffixes go at the end (e.g. '-ise', '-ship', '-al'), and that synonyms are words with similar meanings while antonyms are opposites.
 3. Encourage the child to say the new word aloud to check it sounds like a real English word before writing it, and to make sure the spelling is correct as this matters for most vocabulary questions.
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Standard English and formality (G7)

1. Ask the child to read all the options and notice the words chosen – informal writing tends to use contractions, slang and everyday phrases (e.g. 'bits and pieces'), while formal writing uses precise vocabulary and avoids contractions.
 2. Remind the child that Standard English means using correct subject-verb agreement (e.g. 'we were' not 'we was') and avoiding double negatives (e.g. 'didn't do anything' not 'didn't do nothing').
 3. Encourage the child to imagine the sentence being used in an official letter or a school report – if it would sound out of place there, it is probably the less formal option.
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Question 1 (1 mark)

Answer: Children should tick 'Run as fast as you can.' - this is the command.

Before looking at the options, ask the child to think about what makes a sentence a command. Ask: "Which of these sentences is actually telling someone to do something?"

A **command** is a sentence that tells someone to do something; it typically starts with a verb. Run as fast as you can opens directly with the imperative verb 'Run', making it an instruction aimed at the reader. The other options are a statement ('The relay race will be next'), a wish ('I hope I don't drop the baton'), and a statement of belief ('I know you can win') - none of these tell the reader to perform an action.

Watch out: A child might tick 'I know you can win this race' because it sounds encouraging, like something a coach would say - but it is a statement of belief, not an instruction.

Question 2 (1 mark)

Answer: Row 1: Exclamation. Row 2: Question. Row 3: Question. Row 4: Exclamation. All four rows must be correct to score the mark.

Before checking, ask the child to read each sentence aloud and decide whether it is expressing a strong feeling or asking for information. Ask: "Which of these sentences are expressing a feeling, and which ones are asking something?"

Exclamations starting with How or What must contain a subject and a verb and express strong feeling - they do not seek information. '**How disappointing it was**' and '**How kind you are**' both fit that pattern, making them exclamations. The other two sentences ask for information, making them questions. Children need to tick all four rows correctly; a single error loses the mark.

Watch out: A child might tick 'How will you spend your summer holidays' as an exclamation because it starts with 'How', but it is asking for information, so it is a question.

Question 3 (1 mark)

Answer: The four correct matches are: social-ise, relation-ship, child-ish, season-al.

Before your child draws any lines, ask them to say each word aloud and think about which ending could attach to it to make a word they recognise. Ask: "Can you say each word with each ending and tell me which ones sound right?"

Each word can only combine with one of the four suffixes to form a real English word. Children should try each combination: **socialise** (to make something social), **relationship** (a connection), **childish** (behaving like a child), and **seasonal** (relating to a season). All four lines must be correct to earn the mark. A child might find it helpful to say each combination aloud to check whether it sounds like a genuine word.

Watch out: A child might match 'season' with 'ise' to make 'seasonise', but that is not a real word - the correct match for 'season' is 'al' (seasonal).

Question 4 (1 mark)

Answer: The comma belongs after the word 'seeds': 'We will be planting seeds, making a pond and looking for snails.'

Before checking, ask the child to read the sentence aloud and count how many different activities are being described. Ask: "Where does the first activity end and the second one begin?"

Commas in a list separate items so the reader knows where one ends and the next begins. The sentence lists three activities: planting seeds, making a pond, and looking for snails. Children should place the comma after **seeds** to separate the first item from the second. No comma is needed before and in this style of list, so only one comma is required here.

Watch out: A child might place the comma after 'pond' instead of 'seeds', but the official answer shows the comma separates the first listed item from the rest, not the second from the third.

Question 5 (1 mark)

Answer: Children should circle 'were', 'did', and 'anything' - one in each pair.

Before looking at the answers, ask the child to read each sentence aloud with both options and think about which sounds correct in careful, formal speech. Ask: "Which word in each pair sounds right to you if you were speaking very carefully?"

Standard English requires subject-verb agreement and correct verb forms. **'Were'** is correct because 'leaves' is plural. **'Did'** is the correct simple past form; 'done' cannot stand alone without an auxiliary verb. **'Anything'** is correct because 'didn't' already contains a negative - adding 'nothing' creates a double negative, which is non-standard. All three must be correct to earn the mark.

Watch out: A child might circle 'nothing' thinking it emphasises the meaning, but 'didn't do nothing' is a double negative and therefore non-standard English.

Question 6 (1 mark)

Answer: The child should tick 'proper' and 'improper' - these are the antonyms.

Before checking, ask your child to explain what an antonym is and then look at each pair in turn. Ask: "Which two words in the list are complete opposites of each other?"

Antonyms are words with opposite meanings. Children need to identify which pair are opposites of each other, not simply related words. Proper and improper are direct opposites, with the prefix im- creating the negative form. The other pairs share a root or prefix but are not opposites: marine and submarine both relate to the sea; unicycle and bicycle differ only in number of wheels; act and interact share a root but are not antonyms.

Watch out: A child might be tempted to tick 'marine' and 'submarine' because they look very different, but both words relate to the sea - they are not opposites.

Question 7 (1 mark)

Answer: Children should tick 'Lara will go swimming on Saturday.'

Before revealing the answer, ask your child to think about the difference in meaning between each sentence. Ask: "Which of those words sounds most certain that it will actually happen?"

Modal verbs express degrees of certainty or possibility. The question asks which sentence shows Lara is **most likely** to go. 'Will' expresses near-certainty - it presents the event as a definite intention. 'Should', 'might', and 'could' all express varying degrees of possibility or obligation, but none carry the same strength of certainty as 'will'. Children need to match the strongest modal to 'most likely'.

Watch out: A child might tick 'Lara should go swimming on Saturday' because 'should' can feel like a strong word, but it actually suggests obligation or recommendation rather than strong likelihood.

Question 8 (1 mark)

Answer: The brackets should go around 'who usually hated getting wet', giving: Charlotte (who usually hated getting wet) loved splashing about in the sea.

Before revealing the answer, ask your child to read the sentence aloud and identify the part that feels like extra background information - the kind that could be removed without breaking the sentence. Ask: "Which part of the sentence is just giving us extra detail about Charlotte?"

Brackets are used to add extra, non-essential information to a sentence. The phrase **who usually hated getting wet** is a parenthetical aside about Charlotte - if it were removed, the sentence would still make complete sense. Children should place an opening bracket directly before who and a closing bracket directly after wet, neatly enclosing only that inserted clause.

Watch out: A child might place only one bracket, or put them in the wrong position (for example around 'loved splashing about in the sea'). Both brackets must be present and correctly placed around only the inserted clause.

Question 9 (1 mark)

Answer: The most formal sentence is 'It is essential that you take all your belongings with you.'

Before looking at the options, ask your child to think about the difference between how they might speak to a friend versus how they would write a formal letter. Ask: "Which of these sentences sounds like something you'd read in an official notice or letter?"

Formality is tested here by asking children to spot which sentence avoids informal vocabulary and contractions. '**It is essential that you take all your belongings with you**' uses no contractions and employs formal vocabulary ('essential', 'belongings'). The other three options all contain informal features: contractions such as 'can't' and 'it's', or informal words like 'stuff', 'bits and pieces', and 'get'.

Watch out: A child might tick 'We can't keep your things here, as there's no room' as it sounds quite direct and clear, but the contractions 'can't' and 'there's' make it informal.

Question 10 (1 mark)

Answer: Children should circle the words 'overjoyed' and 'delighted' - these two words are synonyms of each other.

Before looking at the answer, ask the child to think about what 'synonyms' means. Ask: "Can you find two words in the sentence that mean the same thing?"

Synonyms are words with the same or very similar meanings. In the sentence, **overjoyed** and **delighted** both mean extremely happy, making them synonyms. Children should scan all the words and ask which two share a meaning. The word exceptional might tempt children, as it sounds positive, but it means outstanding or unusual - not the same as overjoyed or delighted.

Watch out: A child might circle 'exceptional' alongside 'overjoyed' or 'delighted', as it sounds positive, but 'exceptional' means outstanding or remarkable - not the same meaning as the other two.

Question 11 (1 mark)

Answer: The third option should be ticked: 'Charlie's party, which was at the ice rink, was really enjoyable.'

Ask your child to read the sentence aloud, then ask: "Which part of the sentence is the extra, removable information about where the party was?"

Commas around a **relative clause** are the focus here. The phrase 'which was at the ice rink' is a non-defining relative clause - extra information that can be removed without breaking the sentence. It must be enclosed by a comma before which and a comma after rink. Children should check that both commas are present and correctly placed. The other options either have one comma missing or place a comma inside the relative clause rather than around it.

Watch out: A child might tick the first option, 'Charlie's party, which was at the ice rink was really enjoyable', because it has a comma after 'party' - but it is missing the closing comma after 'rink', so the relative clause is not properly enclosed.

Question 12 (1 mark)

Answer: The answer children need to tick is 'The children plant beans in the school garden.' - here, 'plant' is doing the action in the sentence.

Before looking at the options, ask your child to think about what a verb does in a sentence. Ask: "Can you tell me what the word 'plant' is doing in each of these sentences - is it a thing or an action?"

Children need to distinguish between **plant** used as a verb (an action word) and **plant** used as a noun (a thing). In 'The children plant beans in the school garden', 'plant' is what the children do - it is the main verb. In the other three sentences, 'plant' names a thing: a recycling plant, a houseplant to water, or a plant pot. A useful test is whether 'plant' can be replaced with another action word such as 'grow' - only this sentence passes that test.

Watch out: A child might tick 'The recycling plant was closed for the weekend' because 'plant' sounds important, but here it is a noun naming a type of building, not a verb.

Question 13 (1 mark)

Answer: The colon should go after the word 'drums': Dipti is keen to practise the drums: she wants to play in the school band.

Ask your child to read the sentence aloud and find the point where the second part explains the first. Ask: "Where in the sentence does it start explaining why Dipti wants to practise?"

A **colon** is used here to introduce an explanation or reason. The first clause, 'Dipti is keen to practise the drums', makes a statement, and the second clause, 'she wants to play in the school band', explains why. Children should recognise that the colon sits between those two complete clauses, after 'drums', because the second clause expands on the first.

Watch out: A child might place the colon after 'keen' or 'practise', but a colon must follow a complete clause - both those positions break the sentence too early.

Question 14 (1 mark)

Answer: The most formal sentence is 'I requested that he telephone me on arrival.' Children should tick this option.

Before looking at the answer, ask your child to think about which words sound like they belong in a formal letter or official notice rather than a chat with a friend. Ask: "Which sentence sounds the most like something from an official letter?"

Formality in English is shown through precise, elevated vocabulary and avoiding contractions or informal phrasing. Children should compare the four options: three use everyday words such as 'phone', 'call', 'ring', 'got', and 'turned up', which all signal informal register. Only '**I requested that he telephone me on arrival**' uses formal vocabulary throughout: 'requested' instead of 'asked', 'telephone' as a full verb rather than a colloquial synonym, and 'on arrival' as a formal prepositional phrase instead of 'when he got here'.

Watch out: A child might be tempted by 'I asked him to phone me when he got here' as it seems polite, but 'phone' and 'got here' are informal, everyday expressions that do not match a formal register.

Question 15 (1 mark)

Answer: The two boxes should contain 'fed' and 'ate' - these are the simple past tense forms of 'feed' and 'eat'.

Before revealing the answer, ask your child to read the sentence aloud and then imagine it happened yesterday instead of today. Ask: "If this happened yesterday, how would you say those two underlined words?"

Children need to convert the two underlined verbs from the **simple present** to the **simple past**. The sentence reads 'I usually feed my cat before I eat breakfast.' Both verbs are irregular: 'feed' becomes **fed** and 'eat' becomes **ate**. Both answers must be spelled correctly - misspellings do not score. The mark is awarded only if both boxes are filled in correctly.

Watch out: A child might write 'feeded' or 'eated', applying a regular past-tense pattern, but both 'feed' and 'eat' are irregular verbs and misspellings are not accepted.

Question 16 (1 mark)

Answer: The dash belongs after the word 'repair': The house was in need of repair - the windows were broken and the roof was leaking.

Before checking, ask your child to read the sentence aloud and find where it changes from making a general point to giving specific details. Ask: "Where in the sentence does it start explaining what was wrong with the house?"

A **dash** used in this way introduces an explanation or elaboration of what has just been said. The first clause, 'The house was in need of repair', makes a general statement; the second clause explains precisely what the damage was. Children should place the dash between 'repair' and 'the', because that is the exact point where the sentence shifts from the main statement to the elaborating detail. Placing it anywhere else breaks that logical relationship.

Watch out: A child might place the dash after 'broken' or elsewhere mid-clause, but the dash must separate the two main parts of the sentence, not interrupt the explanatory clause itself.

Question 17 (1 mark)

Answer: Row 1 (Let's): contracted form. Row 2 (teachers'): possession. Row 3 (it's): contracted form.

Before checking the answers, ask your child to look at each apostrophe and decide whether a letter has been left out or whether something belongs to someone. Ask: "Can you work out, for each sentence, why the apostrophe is there?"

Each sentence contains an apostrophe and children must identify whether it marks a **contraction** (letters missed out) or **possession** (something belonging to someone). In Let's hope it warms up soon, 'let's' is short for 'let us', so the apostrophe replaces a missing letter. In The teachers' coats,

the apostrophe shows the coats belong to the teachers. In it's cold, 'it's' is short for 'it is'. All three rows must be correct to earn the mark.

Watch out: A child might tick 'possession' for 'it's' because 'its' can show possession, but here 'it's' is a contraction of 'it is', so the apostrophe replaces the missing letter 'i'.

Question 18 (1 mark)

Answer: The answer children need to tick is 'am uploading'.

Before looking at the options, remind your child what the present progressive tense sounds like. Ask: "Can you think of a sentence about something happening right now, using a word ending in -ing?"

The **present progressive** is formed with a present-tense form of 'to be' plus a verb ending in -ing. Children should scan the four options and identify which one fits that pattern. 'Am uploading' uses 'am' (present tense of 'to be') plus 'uploading' (-ing form), making it the only present progressive option. 'Upload' is simple present, 'will upload' is future, and 'have uploaded' is present perfect.

Watch out: A child might choose 'have uploaded' because it sounds like present activity, but 'have uploaded' is the present perfect tense, not the present progressive.

Question 19 (1 mark)

Answer: The sentence to tick is: 'My friends thought the film was good, but I don't like thrillers.'

Before looking at the options, ask the child to think about what it means for a sentence to stay in the right tense. Ask: "Can you read each sentence aloud and spot where the tense seems to jump about unexpectedly?"

Tense consistency is the focus here. Children need to check whether each sentence stays in the same tense throughout. The correct sentence mixes **past tense** ('thought', 'was') with **present tense** ('don't like') deliberately and correctly, because 'don't like thrillers' expresses a lasting opinion rather than a past event - this is a valid, consistent use of tenses. The other three options all shift tense mid-sentence in ways that are grammatically incorrect, for example mixing 'is getting' with 'scored', or 'strikes' with 'was in bed'.

Watch out: A child might tick 'Tonight he is playing rounders and she joined in' because it has two actions, but 'is playing' (present progressive) clashes with 'joined in' (simple past), making it incorrect.

Question 20 (1 mark)

Answer: In the first box, children should write 'They'. In the second box, children should write 'it'.

Before looking at the answer, ask the child to point to the words being replaced in each sentence, then ask: "What one word could you use instead of those underlined words?"

Pronouns replace nouns to avoid repetition. The underlined phrase **Maggie and Helena** refers to two people, so the correct pronoun is They. The underlined phrase **the museum** refers to a single thing, so the correct pronoun is it. Both spellings must be correct to receive the mark, as the official answer does not accept misspellings. Note that Both is also acceptable in the first box.

Watch out: Misspellings are not accepted here, so children must write 'They' and 'it' accurately.

Question 21 (1 mark)

Answer: The inverted commas go before 'May' and after the question mark: "May I use the computer?" asked Sam.

Before checking, ask your child to identify exactly which words the character is saying aloud. Ask: "Where does Sam's speech begin and where does it end?"

Inverted commas (speech marks) must wrap **only the spoken words**, including their punctuation. The spoken question is May I use the computer?, so the opening inverted comma sits before **May** and the closing one sits after the question mark. The question mark belongs inside because it ends the speech itself. Children may use either double (") or single (') inverted commas, as both are accepted.

Watch out: A child might place the closing inverted comma after 'Sam' or before the question mark, but the closing mark must follow the question mark, not precede it, because the question mark is part of the spoken words.

Question 22 (1 mark)

Answer: Tick: 'magnetic' = Adjective, 'Magnets' = Noun, 'magnetise' = Verb.

Before looking at the table, ask your child to think about what job each underlined word is doing in its sentence. Ask: "Is the underlined word naming something, describing something, or telling you what someone is doing?"

Each underlined word is a different form built from the same root. **Magnetic** describes a type of material, so it is an adjective. **Magnets** is the name of the things doing the attracting, so it is a noun.

Magnetise follows 'can', showing the action being performed on the nail, so it is a verb. Children should check all three rows are correct, as the mark requires all three to be right.

Watch out: A child might tick 'Magnets' as a verb because it appears next to the action word 'attract', but 'Magnets' is the subject - the thing doing the attracting - making it a noun.

Question 23 (1 mark)

Answer: Children should tick the second and fourth sentences: 'If I tidy my bedroom, can I play in the garden?' and 'Can I play in the garden when I have tidied my bedroom?'

Before checking, ask your child to read each sentence carefully and decide whether it is actually asking a question or making a statement - then look at the punctuation mark at the end. Ask: "Does every sentence that ends with a question mark actually sound like a question to you?"

Each sentence needs to end with the correct punctuation mark for its sentence type. The two correctly punctuated sentences are genuine questions, so they rightly end with a question mark. The first and third options both end with a question mark too, but their **structure** is wrong: 'When you have tidied your bedroom, you can play in the garden?' and 'You can play in the garden if you tidy your bedroom?' are statements in their wording, so a question mark is incorrect for them - they should end with full stops.

Watch out: A child might tick the first option ('When you have tidied your bedroom, you can play in the garden?') because it ends with a question mark, but the sentence is worded as a statement, not a question, so the question mark is incorrect.

Question 24 (1 mark)

Answer: The apostrophe belongs between the 'r' and the 's' in 'fathers' to make 'father's dartboard'.

Before looking at the answer, ask the child to think about who owns the dartboard in the sentence. Ask: "Whose dartboard is it, and where does the apostrophe need to go to show that?"

The sentence 'When James plays darts, he uses his father's dartboard' requires a possessive apostrophe. Children need to identify that the dartboard belongs to James's father, so the apostrophe shows ownership: **father's** (one father possessing the dartboard). The apostrophe goes between 'father' and 's', not after the 's'. The official answer also notes that 'fathers' dartboard' (plural possessive) is acceptable, but the straightforward singular form is the most natural choice here.

Watch out: A child might place the apostrophe after the 's' (fathers'), suggesting multiple fathers own the board. While the official answer notes this is also accepted, the most natural and expected answer is the singular 'father's'.

Question 25 (1 mark)

Answer: Children should circle three words: 'terrible', 'cold', and 'wet'.

Before revealing the answer, ask the child to find the word that names the thing being described, then think about which words tell us what it is like. Ask: "Which words in the sentence describe what the weather was like?"

Adjectives describe or modify nouns. In the sentence 'Unfortunately, the weather was **terrible: cold** and **wet**', children need to identify the three words that describe the noun 'weather'. 'Unfortunately' is an adverb (it modifies the whole sentence), and 'weather' is a noun, so those should not be circled. The official answer also notes that a single circle drawn around both 'terrible' and 'cold' together is acceptable, but the cleanest response is three separate circles.

Watch out: A child might circle 'unfortunately' because it sounds descriptive, but it is an adverb modifying the whole sentence, not an adjective describing a noun.

Question 26 (1 mark)

Answer: The pair of dashes should go around the phrase 'and I mean really excited', giving: I am excited – and I mean really excited – to be going on holiday next week!

Before revealing where the dashes go, ask your child to find the part of the sentence that feels like a side comment or interruption - something that could be taken out and still leave a full sentence. Ask: "Can you spot the extra bit in the middle that the writer slips in for emphasis?"

Pairs of dashes work like brackets to insert a parenthetical aside into a sentence. The phrase '**and I mean really excited**' is an interruption that adds emphasis but is not essential to the main clause. Children should place one dash immediately after 'excited' (the first one) and a second dash immediately after the second 'excited', enclosing the aside. Removing the parenthetical phrase should leave a sentence that still makes complete sense: I am excited to be going on holiday next week! Both dashes must be present and correctly positioned for the mark.

Watch out: A child might place only one dash, or put the dashes in the wrong position entirely. Both dashes must be present and enclosing exactly the aside 'and I mean really excited' to score.

Question 27 (1 mark)

Answer: Children should rewrite the question as a statement using all the same words, for example: 'Art is Tariq's favourite subject.' The sentence must start with a capital letter and end with a full stop.

Before your child writes anything, ask them to think about what makes a sentence a statement rather than a question. Ask: "What would you need to change about the word order to turn that question into a fact?"

Changing a question into a **statement** means rearranging the word order so it no longer asks something. The question 'Is art Tariq's favourite subject?' begins with the verb 'Is', which signals a question. Children need to move the verb so the sentence reads as a fact: Art is Tariq's favourite subject. or Tariq's favourite subject is art. Correct punctuation (capital letter, full stop) is essential, and all the given words must be used.

Watch out: Misspellings of the verb (e.g. writing 'iz' instead of 'is') mean the answer does not score, so check spelling carefully.

Model answer: Art is Tariq's favourite subject.

Question 28 (1 mark)

Answer: Children should tick the fourth option: 'Erin wanted the most up-to-date computer that was available.'

Before revealing the answer, remind the child that some adjectives are made of more than one word joined by hyphens. Ask: "Which words in each option are working together to describe the computer?"

Hyphenation of compound modifiers is the focus here. When several words work together as a single adjective before a noun, they are joined by hyphens. **Up-to-date** is the compound modifier describing computer, so hyphens belong between up, to, and date only - the word computer is the noun being described and must not be hyphenated to the modifier. The other options either miss hyphens altogether, use them incorrectly between most and up, or wrongly extend the hyphen chain to include computer.

Watch out: A child might tick 'the most-up-to-date computer' because it hyphens more of the phrase, but the word 'most' is a separate degree modifier and should not be joined by a hyphen.

Question 29 (1 mark)

Answer: A comma should be placed after 'Luckily for us' in the first sentence, and after 'After three hours of hard work' in the second sentence.

Before looking at the answer, ask your child to read each sentence aloud and find the opening phrase that comes before the main action. Ask: "Where does the opening part of each sentence end and the main action begin?"

Both sentences begin with **fronted adverbials** - phrases that tell us when, how, or under what circumstances the main action happens, placed before the subject. In the first sentence, Luckily for us is the fronted adverbial; in the second, After three hours of hard work. Children should insert a comma immediately after each of these opening phrases, separating them from the main clause that follows. Both commas must be correctly placed to earn the mark.

Watch out: A child might place the comma somewhere inside the fronted adverbial rather than at its end - for example, after 'Luckily' alone. Both commas must be in the correct position for the mark to be awarded.

Question 30 (1 mark)

Answer: Children should underline 'where I was born' as the relative clause.

Before looking at the answer, ask your child to find the word in the sentence that introduces extra information about the house. Ask: "Can you spot the word that links the describing part back to 'the house'?"

The relative clause is the part of the sentence that adds information about which house is meant. **Where I was born** is introduced by the relative pronoun where and modifies the noun 'house', telling us more about it. Children should recognise that a relative clause begins with a relative pronoun (who, which, that, where, whose) and cannot stand alone as a sentence.

Watch out: A child might underline the whole sentence or just 'where', but the relative clause includes all the words from 'where' through to 'born' - the relative pronoun and the full clause it introduces.

Question 31 (1 mark)

Answer: Children should tick two options: 'It shows that the person feels strongly about going swimming' and 'It shows that the person is speaking loudly.'

Before revealing the answer, ask your child to think about what an exclamation mark usually tells us about how someone is speaking or feeling. Ask: "What does an exclamation mark show about the way someone is saying something?"

An exclamation mark signals strong emotion or emphasis - here, excitement or enthusiasm about swimming tomorrow. Children need to recognise that **feeling strongly** and **speaking loudly** are both valid interpretations of an exclamation mark in speech. Both boxes must be ticked to score the mark. The other two options do not apply: an ellipsis shows unfinished speech, and a question mark shows uncertainty, not an exclamation mark.

Watch out: A child might tick 'It shows that the person has not finished speaking' - that describes an ellipsis (...), not an exclamation mark, so this does not score.

Question 32 (1 mark)

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

Before revealing anything, ask your child to find the main verb in the sentence and then decide who or what is doing that action. Ask: "Who is doing the writing in this sentence?"

The **subject** of a sentence is the person or thing that performs the action of the verb. In 'Josh wrote a letter to his Canadian friend', the verb is wrote - children need to ask themselves who did the writing. The answer is Josh, making it the subject. A common confusion is circling 'friend', which is part of the object phrase, not the doer of the action.

Watch out: A child might be tempted to circle 'friend' because it is a noun, but 'friend' is the recipient of the letter, not the person performing the action.

Question 33 (1 mark)

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

Before looking at the options, ask your child to find the main noun in the underlined words and decide whether those words contain a verb. Ask: "Does the underlined part have a doing or being word in it?"

The underlined words are **The girl with curly red hair**. Children need to identify that this group of words is built around the noun 'girl' and expanded with detail about her appearance. It has no verb, so it cannot be a clause of any kind - ruling out relative clause, subordinate clause, and main clause. A **noun phrase** is a noun plus words that modify it, which is exactly what 'The girl with curly red hair' is.

Watch out: A child might tick 'a relative clause' because the phrase adds detail about the girl, similar to how a relative clause does - but a relative clause must contain a verb and usually begins with a relative pronoun such as 'who' or 'which', which is not the case here.

Question 34 (1 mark)

Answer: The contracted form of 'will not' is 'won't', and the contracted form of 'she would' is 'she'd'.

Before checking, ask your child to say each underlined phrase aloud as a shortened, everyday version they might use in speech. Ask: "How would you say 'will not' and 'she would' if you were speaking quickly and casually?"

Contracted forms replace missing letters with an apostrophe. '**will not**' has an irregular contraction: the spelling changes to **won't**, not 'willn't'. Children who write 'willn't' will not score. '**she would**' contracts to **she'd**, with the apostrophe replacing 'woul'. Both must be spelled correctly and both must be right to earn the mark. Capitalisation does not matter here.

Watch out: A child might write 'willn't' for 'will not' - this is not accepted as the contraction changes spelling entirely to 'won't'.

Question 35 (1 mark)

Answer: Children should tick two sentences: 'Kelly wrote a poem on Tuesday night.' and 'Her mum read the poem before school.'

Before checking, ask your child to go through each sentence and look for a word that links a noun to the rest of the sentence by showing time, place or direction. Ask: "Can you spot a word in each sentence that tells you when or where something happened?"

Children need to identify which sentences contain a **preposition**. In 'Kelly wrote a poem on Tuesday night', the word on is a preposition showing when. In 'Her mum read the poem before school', the word before is a preposition showing time. The other options contain adverbs or no preposition-headed phrase linking a noun to the rest of the sentence.

Watch out: A child might tick 'She worked very hard all evening' because 'all evening' relates to time, but 'all' here is a determiner modifying an adverbial; there is no preposition followed by a noun phrase in the expected structure.

Question 36 (1 mark)

Answer: Children should circle the word 'hers'.

Before looking at the answer, ask your child to explain what a possessive pronoun does - what makes it different from other words that show belonging. Ask: "Can you find a word in this sentence that shows who something belongs to, without using an apostrophe?"

The question tests understanding of **possessive pronouns** - pronouns that show ownership without needing an apostrophe or a noun after them. In the sentence 'She asked to borrow Zak's pencil because hers were all blunt', the word hers stands alone to mean 'her pencils', replacing a noun phrase entirely. That is the defining feature of a possessive pronoun. Words like Zak's use an apostrophe to show possession but are not pronouns, so children should focus on the word that replaces a noun and shows ownership.

Watch out: A child might circle 'Zak's' because it clearly shows possession, but 'Zak's' uses an apostrophe and is a possessive noun, not a possessive pronoun.

Question 37 (1 mark)

Answer: In sentence 1, Fred ate a sweet orange (the fruit). In sentence 2, Fred ate a sweet (the confectionery), and the balloons were orange (the colour).

Ask your child to read both sentences slowly and think about what Fred is eating in each one. Ask: "Is Fred eating the same thing in both sentences?"

The comma's position changes which words belong together. In sentence 1, **"the sweet orange"** is a noun phrase - orange is a fruit and sweet describes it. In sentence 2, the comma splits after **"sweet"**, making it a noun (a sugary treat), while **"orange"** becomes an adjective describing the balloons. Children need to show they understand the difference in what Fred ate and/or what colour the balloons were.

Watch out: Responses that only say 'the comma moves' without explaining the change in meaning will not score - children must show what is different about Fred's food or the balloons.

Model answer: In sentence 1 Fred ate a sweet orange (the fruit). In sentence 2 he ate a sweet, and the balloons were orange in colour.

Question 38 (1 mark)

Answer: The sentence 'The wind was howling; the rain was drumming on the roof.' uses the semi-colon correctly.

Before checking the answer, ask your child to look at each option and decide whether the words on both sides of the semi-colon could each be a complete sentence on their own. Ask: "Which sentence has two complete sentences joined by the semi-colon?"

A **semi-colon** joins two main clauses that are closely related but could each stand alone as a sentence. In the correct option, 'The wind was howling' and 'the rain was drumming on the roof' are both complete clauses of equal weight, making the semi-colon the right choice. The other options misuse the semi-colon: placing it before a list, mid-clause, or simply between a name and a word are all incorrect uses. Children should check that both sides of the semi-colon could work as separate sentences.

Watch out: A child might choose 'Jessie went to look for her brother; Bill.' because it looks similar, but 'Bill' alone is not a full clause - it is just a name.

Question 39 (1 mark)

Answer: The gap should be filled with a subordinating conjunction such as 'Although', 'Even though', or 'While'.

Before looking at the answer, ask your child to read the sentence aloud and think about whether the two halves agree with each other or go against each other. Ask: "What kind of joining word would show that James likes tennis even though football is his favourite?"

The sentence structure is the key here: the clause beginning with the gap contrasts with the main clause ('James also enjoys watching tennis on TV'). Children need to recognise that a **subordinating conjunction expressing contrast** is required - something that signals 'despite football being his favourite, he still enjoys tennis'. Words such as Although, Even though, or While all express that contrast correctly. The conjunction must be correctly spelt and written with a capital letter, as it begins the sentence.

Watch out: Misspellings such as 'Altho' or 'Allthough' are not accepted, and neither is a missing capital letter at the start of the sentence.

Question 40 (1 mark)

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

Before checking, ask your child to find the word that tells us how different the brothers are, not the word that describes them. Ask: "Which word in the sentence is telling us the degree or amount of difference?"

Adverbs modify adjectives, verbs, or other adverbs. In this sentence, **quite** modifies the adjective different, telling us how different each brother is. Children need to distinguish it from the adjective different itself or the noun brothers. The word 'quite' is a degree adverb, intensifying the description, and is the only adverb in the sentence.

Watch out: A child might circle 'different' because it seems to describe the brothers, but 'different' is an adjective here, not an adverb.

Question 41 (1 mark)

Answer: The first box should have 'proudly' and the second box should have 'pride'.

Ask your child to look at each gap in turn and think about whether the missing word is doing the job of a verb, a noun, or a describing word. Ask: "What kind of word is missing in each sentence - and how might you change 'proud' to fit that job?"

Both gaps require a word from the same **word family** as proud. In the first sentence, a word is needed to modify the verb 'represented', so children should recognise an adverb is required: **proudly**. In the second sentence, a noun follows 'took', so children need **pride**. Misspellings of either word will not score, and both must be correct to earn the mark.

Watch out: A child might write 'proudness' for the second gap, but that is not a standard English word in this word family and would not score.

Question 42 (1 mark)

Answer: Children should circle 'which' in the first sentence, 'who' in the second sentence, and 'that' in the third sentence.

Before checking, ask the child to read each sentence and find the word that introduces extra information about a noun - a word like 'who', 'which', or 'that'. Ask: "Can you find the word in each sentence that links the extra describing part back to the main idea?"

Each of the three sentences contains a relative clause, and children need to identify the **relative pronoun** that introduces it. In the first sentence, which introduces the clause describing the gold and silver collection. In the second, who introduces the clause about Mr Herbert making the discovery. In the third, that introduces the clause about what he found. All three must be correctly circled to receive the mark.

Watch out: A child might circle 'as' or 'using' in the second sentence, as these also appear near descriptive phrases, but neither is a relative pronoun.

Question 43 (1 mark)

Answer: Children need to add three full stops and three capital letters. The corrected passage reads: 'We hope that you enjoy the new school meals. The menu will be put on the school website. If you have any comments, please send us an email.'

Ask your child to read the passage aloud and count how many separate ideas or sentences they can hear. Ask: "How many sentences do you think are hiding in this passage, and where does each one end?"

The passage contains three separate sentences, each needing a capital letter at the start and a full stop at the end. **Sentence one** ends after 'meals'; **sentence two** ends after 'website'; **sentence three** ends after 'email'. Children should spot that 'we', 'the' (after 'meals') and 'if' all need capital letters, and that full stops replace the gaps between the three sentences. All six changes must be correct to earn the mark.

Watch out: A child might add only one or two full stops and forget to also capitalise the next word - both the full stop and the matching capital letter must be present in the right places.

Question 44 (1 mark)

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

Before looking at the answer, ask your child to think about the difference between conjunctions that join equal clauses and those that introduce a dependent clause. Ask: "Can you find the word in the sentence that joins two equally important ideas together?"

The sentence contains three conjunctions: although, and, and because. The question asks specifically for the **co-ordinating conjunction**. Co-ordinating conjunctions join two equally weighted clauses or elements - the key ones are 'for, and, nor, but, or, yet, so'. Although and because are **subordinating** conjunctions, making one clause dependent on another. Children need to identify that only **and** co-ordinates, linking 'less experienced than the others' with 'nobody expected us to do well'.

Watch out: A child might circle 'although' or 'because' as these are also conjunctions, but both are subordinating conjunctions, not co-ordinating ones.

Question 45 (1 mark)

Answer: The three answers are: dishonest, inseparable, unnoticeable. Each word needs a different prefix.

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

Each root word needs a different prefix to create its opposite (antonym). **honest** takes **dis-** (dishonest); **separable** takes **in-** (inseparable); **noticeable** takes **un-** (unnoticeable). Children should know that several prefixes can mean 'not', but only one fits each word correctly. Spellings of the prefixes must be accurate - writing unseparable or innoticeable, for example, would not score.

Watch out: A child might write 'unseparable' or 'inhonest' - these are incorrect prefix-word pairings and would not score. The official answer requires each specific prefix matched to the correct root word.

Question 46 (1 mark)

Answer: Children should circle three words: 'The', 'its', and 'a'.

Before revealing the answer, remind the child that a determiner is a word that comes before a noun to introduce it. Ask: "Can you find the words in the sentence that introduce a noun and tell us which one or whose it is?"

Determiners are words that introduce a noun and tell us which one or how many. In the sentence 'The black kitten licked its paws and curled itself up into a tight ball', children need to identify the three determiners: **The** (introducing 'black kitten'), **its** (introducing 'paws'), and **a** (introducing 'tight ball'). A common confusion is treating possessive words like 'its' as pronouns rather than determiners, but here it functions as a determiner because it introduces a noun.

Watch out: A child might circle 'itself' instead of 'its', but 'itself' is a reflexive pronoun, not a determiner. The determiner needed is 'its', which sits directly before the noun 'paws'.

Question 47 (1 mark)

Answer: The child should write: 'The children will sing a song.' The sentence must start with a capital letter and end with a full stop.

Before looking at the answer, ask your child to find the 'doer' in the original sentence - who is actually doing the singing? Ask: "Can you rewrite the sentence so that the people doing the singing come first?"

Rewriting a passive sentence in the **active voice** means making the doer (the children) the subject who performs the action, rather than the receiver of it. The original passive sentence is 'A song will be sung by the children.' In the active version, the children come first and do the singing: '**The children will sing a song.**' Children need to keep the future tense ('will sing') and punctuate correctly with a capital letter and full stop. Misspellings of verb forms or punctuation errors mean no credit.

Watch out: Misspellings of verb forms (e.g. 'singed') or missing capital letters and full stops mean the answer does not score.

Question 48 (1 mark)

Answer: Children should circle 'When' and either 'so' or 'so that' - both options are acceptable.

Before looking at the answer, ask your child to read the sentence aloud and think about which words are joining two parts of the sentence together. Ask: "Can you spot the words that connect the different parts of this sentence?"

Conjunctions are words that join clauses. In the sentence 'When my brother visits, we always go to the park so that we can play cricket', children need to identify the two conjunctions. When introduces the subordinate clause at the start. So that (or just so) introduces the purpose clause at the end. Both must be circled to earn the mark. The official answer accepts either 'so' alone or 'so that' as the second circled item.

Watch out: A child might circle 'always' or 'that' separately, but neither of these is a conjunction joining clauses. Only 'when' and 'so'/'so that' score here.

Question 49 (1 mark)

Answer: Rewrite the sentence so that 'Britain' becomes the subject and 'was invaded' is the verb. For example: 'Britain was invaded by the Romans over two thousand years ago.'

Before looking at the answer, remind your child what 'passive voice' means - who gets acted upon rather than who does the acting. Ask: "If Britain is the one being invaded, how would you rewrite the sentence to make Britain the subject?"

The passive voice swaps who does the action and who receives it. In the original, the Romans are the subject doing the invading; in the passive, Britain becomes the subject and receives the action. Children need to use **was invaded** as the main verb. The sentence must begin with a capital letter

and end with a full stop. Misspellings of verb forms or errors in capitalisation mean no mark is awarded.

Watch out: Spelling 'Britain' as 'Briton' is specifically not accepted, even if the rest of the sentence is correct.

Question 50 (1 mark)

Answer: Row 1: Adverb. Row 2: Conjunction. Row 3: Conjunction.

Before looking at the answers, ask your child to try replacing 'once' in each sentence with 'one time' and see if it still makes sense. Ask: "Does 'once' mean 'one time', or does it mean 'as soon as' or 'when'?"

Children need to distinguish between **once** used as an adverb (meaning 'one time') and **once** used as a conjunction (meaning 'as soon as' or 'after'). In the first sentence, 'I've only been to France once' - once tells us how many times, so it is an adverb. In the second and third sentences, 'Once I arrived...' and 'once we had been there...' introduce subordinate clauses explaining when something happened, making once a conjunction. All three rows must be correct to score the mark.

Watch out: A child might mark the third sentence as an adverb because 'once' appears mid-sentence, but its role there is to join two clauses, making it a conjunction.

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