



REVISION GUIDES • WORKBOOKS • PRACTICE PAPERS

KEY STAGE 2 SATS

2024 KS2 Grammar, Punctuation & Spelling

Answers Explained

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How to beat each question type

Choose the correct sentence (tick one) (G5)

1. Ask the child to read all four options carefully before choosing anything.
 2. Encourage the child to say each option aloud; incorrect punctuation or grammar often sounds wrong when spoken.
 3. Remind the child to tick only one box and double-check that the chosen sentence matches exactly what the question asks (e.g. 'correctly punctuated', 'most formal').
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Insert a punctuation mark (G5)

1. Ask the child to read the whole sentence aloud and think about where a natural pause or break falls.
 2. Discuss what the punctuation mark does: for example, a semi-colon joins two closely linked main clauses, a dash introduces an added thought, brackets enclose extra information.
 3. Encourage the child to re-read the sentence with the mark inserted to check it still makes sense and looks correct.
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Identify word class or grammatical term (G1)

1. Ask the child to look carefully at the underlined or highlighted word and think about what job it is doing in the sentence (naming, describing, doing, connecting, and so on).
 2. Encourage the child to try substituting other words of the same type to check their thinking (e.g. swapping one noun for another).
 3. Remind the child to write the term clearly on the answer line, checking spelling of grammatical vocabulary such as 'conjunction' or 'determiner'.
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Rewrite verbs in a different tense or form (G4)

1. Ask the child to identify each underlined verb and decide what tense or form is needed (e.g. simple past, past progressive).
 2. Encourage the child to think of how the verb changes: for irregular verbs such as 'wins' becoming 'won', or for past progressive using 'was/were + -ing'.
 3. Remind the child to check spellings carefully, as misspellings of verb forms are not accepted.
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Tick boxes or tables: classify words or sentences (G1)

1. Ask the child to read every row of the table before ticking anything, so they can compare the options.

2. Encourage the child to work through each row in turn, deciding one row at a time rather than rushing through all at once.
 3. Remind the child that all rows must be completed for the mark to be awarded, so no row should be left blank.
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Add a prefix or suffix to form a new word (G6)

1. Ask the child to read the sentence and work out what meaning is needed (e.g. the opposite of a word, or a word meaning 'not enough').
 2. Encourage the child to think of common prefixes (such as 'over-', 'im-', 'sur-') or suffixes (such as '-ness', '-ful') and try each one mentally to see which fits.
 3. Remind the child to write the whole word correctly, including any spelling changes (for example, 'im' before 'm'), as correct spelling is required.
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Write a sentence using a specific grammar structure (G4)

1. Ask the child to re-read the original sentence and identify the subject and verb before attempting to rewrite it.
 2. Discuss the structure needed: for a passive sentence, the object of the original becomes the new subject and a form of 'to be' plus a past participle is used.
 3. Remind the child to check capital letters and end punctuation, as errors in punctuation or capitalisation mean the answer will not be accepted.
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Question 1 (1 mark)

Answer: The child should tick the first option: 'Do you know how long it took for the trees to grow'.

Before checking, ask your child to look at each sentence and decide which one is actually asking something directly. Ask: "Which of these sentences is genuinely asking a question?"

Children need to identify which sentence is a genuine question requiring a question mark. '**Do you know how long it took for the trees to grow**' is a direct question addressed to another person, so it must end with a question mark. The other three options are statements or exclamatives, even though some begin with 'How' or contain the word 'if' - neither automatically makes a sentence a question requiring a question mark.

Watch out: A child might tick 'How beautiful the flowers will be' because it starts with 'How', but this is an exclamative statement, not a direct question, so it does not require a question mark.

Question 2 (1 mark)

Answer: The third option should be ticked: 'After he ate, the lion lay down and slept for many hours.'

Before looking at the options, ask your child to read the sentence aloud and think about where there is a natural pause after the opening part. Ask: "Where does the opening part of the sentence end and the main part begin?"

A comma is needed after the introductory subordinate clause '**After he ate**' to separate it from the main clause. The comma signals where the subordinate clause ends and the main clause begins. Children should check each option: the first places a comma before and instead; the second puts a comma after lion, incorrectly splitting the subject from its verb; the fourth puts a comma before for, which interrupts the main clause unnecessarily. Only the third option places the comma in the one correct position.

Watch out: A child might be tempted by the second option, which places a comma after 'lion', but this wrongly separates the subject 'the lion' from the verb 'lay down', breaking the main clause apart.

Question 3 (1 mark)

Answer: The semi-colon should be placed after the word 'heavily': It was raining heavily; she had lost her umbrella the week before.

Before checking, ask the child to find the point in the sentence where one complete thought ends and another complete thought begins. Ask: "If you split this sentence into two separate sentences, where would the break be?"

A semi-colon joins two **main clauses** that are closely related in meaning but could each stand alone as a sentence. Children need to spot that 'It was raining heavily' and 'she had lost her umbrella the week before' are both complete clauses. The semi-colon belongs between them, after 'heavily', because that is the boundary where one independent clause ends and the next begins.

Watch out: A child might place the semi-colon elsewhere, such as after 'she', but that would split a clause in the middle rather than between two complete clauses.

Question 4 (1 mark)

Answer: The child should tick: 'Sadly, the match had to be cancelled.'

Before checking, ask your child to read each sentence aloud and think about where a natural pause comes after an opening word. Ask: "Which sentence has its comma in a place that feels right after the first word?"

Commas used after introductory adverbials are being tested here. **Sadly** is a sentence adverb (it comments on the whole statement), and a comma after it correctly separates it from the main clause. The other options all misplace the comma: 'However, talented' splits the adjective from its subject; 'the answer, is obvious' wrongly separates subject from verb; and 'all our packing, must be finished' does the same. Children should look for the option where the comma follows a natural introductory word before the main clause begins.

Watch out: A child might tick 'However, talented she will still need to work hard' because 'however' is a common word paired with commas - but the comma here wrongly separates 'however talented' from the rest, breaking the meaning.

Question 5 (1 mark)

Answer: The child should tick 'Hold the handrail to keep yourself steady.'

Before looking at the options, ask your child to explain what makes a sentence a command. Ask: "What kind of verb do you usually find at the start of a command sentence?"

A **command** is a sentence that tells someone to do something; it begins with an imperative (bossy) verb. Children should scan each option for one that opens with a verb directed at the reader. 'Hold the handrail to keep yourself steady' opens with the imperative verb **'Hold'**, making it a direct

instruction. The other options are statements: one describes what a nurse will do, one reports what someone has been told, and one makes a suggestion using 'should'.

Watch out: A child might tick 'You have been told to stay at home and rest' because it sounds like an instruction, but it is a statement reporting what someone has been told rather than a direct command to the reader.

Question 6 (1 mark)

Answer: The child should tick 'The car's horn beeps loudly.' - the first option.

Before looking at the options, remind the child that an apostrophe can show possession. Ask: "Which of these sentences has one car owning something - and where should the apostrophe go?"

The question tests whether children can identify a correctly used apostrophe for possession. **The car's horn** needs an apostrophe because the horn belongs to one car - 'car's' signals singular possession. 'The cars' horn' would mean a horn belonging to multiple cars, which makes no sense here. 'Beep's' and 'beeps'' both incorrectly attach apostrophes to the verb, which never needs one.

Watch out: A child might tick 'The cars' horn beeps loudly.' thinking the apostrophe after 'cars' looks correct, but that form signals multiple cars sharing a horn, which does not match the sentence's meaning.

Question 7 (1 mark)

Answer: The three boxes should contain: felt, collected, won.

Before checking, ask the child to read the sentence aloud and think about whether it is happening now or in the past. Ask: "How would you say each of those underlined words if the story had already happened?"

All three underlined verbs are in the **simple present** tense and must be changed to the **simple past**. Feels becomes felt, collects becomes collected, and wins becomes won. All three must be correct to receive the mark, and spellings must be accurate - misspellings are not accepted.

Watch out: Misspellings such as 'feeled' or 'winned' are not accepted; children must use the correct irregular past tense forms.

Question 8 (1 mark)

Answer: Row 1 (mine): Possessive pronoun. Row 2 (which): Relative pronoun. Row 3 (yours): Possessive pronoun.

Before checking, ask your child to look at each underlined word and decide whether it shows who owns something or whether it joins extra information about a noun. Ask: "Does the word tell you who something belongs to, or does it introduce a describing clause about a thing?"

All three rows must be correct to earn the mark. **Possessive pronouns** show ownership without being attached to a noun: mine and yours stand alone meaning 'belonging to me/you'. **Relative pronouns** introduce a relative clause that gives more information about a noun: which introduces the clause 'which my uncle gave me', describing the bike. A common confusion is between possessive pronouns and possessive determiners (like my or your before a noun); here the words stand alone, confirming they are pronouns.

Watch out: A child might tick 'relative pronoun' for 'yours' because it appears near a comparison, but 'yours' shows ownership and stands in place of a noun, making it a possessive pronoun.

Question 9 (1 mark)

Answer: The sentence that must end with a question mark is: 'If you finish your homework, are you able to stay'.

Before revealing the answer, ask your child to read each sentence aloud and decide whether it is actually asking a question directly, or just talking about a question. Ask: "Which of these sentences is actually asking something directly, rather than just mentioning a question?"

A **question mark** is only required when a sentence is a direct question - one that genuinely asks something and expects an answer. 'If you finish your homework, are you able to stay' contains an inverted subject-verb structure ('are you able') that marks it as a direct question. The other options look question-like but are not: 'If you don't mind, I'd rather stay at home today' is a statement; 'He asked why...' and 'She wondered if...' are reported (indirect) questions, which never take a question mark.

Watch out: A child might choose 'He asked why his parents wanted to move house' because it contains the word 'asked', but this is an indirect (reported) question and does not take a question mark.

Question 10 (1 mark)

Answer: The child should tick 'miserable' as the antonym of happy.

Before looking at the options, ask the child to think about what 'antonym' means. Ask: "Can you tell me what an antonym is, and what word means the opposite of happy?"

An **antonym** is a word that means the opposite. Children need to identify which of the four options is the opposite of happy. 'Contented' and 'cheerful' are synonyms of happy, not opposites. 'Bored' means uninterested rather than the direct opposite of happy. 'Miserable' means deeply unhappy, making it the clear antonym children should select.

Watch out: A child might tick 'bored' as it sounds negative, but bored means uninterested or unstimulated - not the direct opposite of happy.

Question 11 (1 mark)

Answer: The child should tick 'The school would benefit from the financial savings.'

Before looking at the options, ask the child to think about what makes writing formal - perhaps in a letter to a headteacher rather than a text to a friend. Ask: "Which of these sentences sounds most like something you would read in an official report?"

Formality is tested here by asking children to identify the most formal register. '**The school would benefit from the financial savings**' uses precise, impersonal vocabulary ('benefit', 'financial savings') with no contractions or informal tone. The other options all contain informal features: 'wouldn't it?' is a question tag, 'end up better off' is colloquial, and 'It's a great idea' uses a contraction and an exclamation - all signs of informal writing.

Watch out: A child might tick 'The school could end up better off financially' as it mentions money formally, but 'end up better off' is still an informal, colloquial phrase.

Question 12 (1 mark)

Answer: The dash belongs after the word 'film': I will not tell you any more about the film – you'll have to see it for yourself.

Before checking the answer, ask the child to read the sentence aloud and find where it changes direction or feels like a new thought is beginning. Ask: "Where do you think the sentence changes its meaning or mood?"

A dash used in this way separates two main clauses, where the second clause adds a consequence or afterthought to the first. The sentence splits neatly into **'I will not tell you any more about the film'** and **'you'll have to see it for yourself'** - the dash goes between them, after film. Children should recognise that the dash signals a shift in tone or direction mid-sentence, not a list or parenthesis.

Watch out: A child might place the dash after 'more' or 'film you'll' by guessing rather than reading for meaning - the dash must fall precisely after 'film', where the two complete clauses divide.

Question 13 (1 mark)

Answer: The third option should be ticked: 'In July, I will visit my grandparents in Newcastle.'

Before checking, ask the child to think about which words in the sentence are the names of specific places or times of year. Ask: "Which words in the sentence do you think need a capital letter, and why?"

Capital letters are required for proper nouns (names of specific places) and for the start of a sentence. **July** needs a capital as it is a month name; **Newcastle** needs a capital as it is a place name. The word grandparents is a common noun, so no capital is needed. Children should check each word carefully: the first option lowercases Newcastle, the second capitalises Grandparents incorrectly, and the fourth lowercases July.

Watch out: A child might tick the second option ('In July, I will visit my Grandparents in Newcastle') because it capitalises Newcastle correctly, but 'Grandparents' is a common noun and should not have a capital letter.

Question 14 (1 mark)

Answer: The child should add brackets around the words 'both former world champions' so the sentence reads: The players (both former world champions) waited at the side of the court.

Before revealing the answer, ask the child to find the part of the sentence that gives extra detail about the players but could be taken out and still leave a complete sentence. Ask: "Which words tell us something extra about the players that you could remove and still have a proper sentence?"

Brackets are used to add extra information (parenthesis) that could be removed without breaking the sentence. Children need to identify that **'both former world champions'** is an aside about the players - it adds detail but is not essential to the main clause 'The players waited at the side of the court.' Both opening and closing brackets must be present and correctly placed around that phrase to earn the mark.

Watch out: A child might place only one bracket, or put them in the wrong position entirely. Both the opening and closing bracket must be present around the correct phrase.

Question 15 (1 mark)

Answer: Children should circle the word 'riders'.

Before looking at the answer, ask your child to find the underlined word 'themselves' in the sentence and think about who or what is doing the pushing. Ask: "Who or what is doing the pushing in that sentence?"

Pronoun reference is being tested here. The underlined pronoun is themselves, and children need to identify which noun it refers back to. The sentence reads: 'so riders had to push themselves along using their feet.' The word themselves refers to the people doing the pushing - the **riders**. 'Bicycles' is the only other noun, but bicycles cannot push themselves; it is the riders who do so.

Watch out: A child might circle 'bicycles' as it is the most prominent noun in the sentence, but the pronoun 'themselves' refers to the people (riders) doing the pushing, not the bicycles.

Question 16 (1 mark)

Answer: Children should tick 'a relative clause'.

Before looking at the options, ask the child to look at the underlined words. Ask: "What kind of word starts the underlined group of words, and could those words stand alone as a complete sentence?"

The underlined words '**that was stuck in the tree**' begin with the relative pronoun 'that' and give extra information about the noun 'cat'. A relative clause always begins with a relative pronoun (who, which, that, whose, whom) and cannot stand alone as a sentence. Children need to distinguish this from a noun phrase (which has no verb) and a main clause (which can stand alone). The relative clause here modifies the noun 'cat', making 'a relative clause' the correct term.

Watch out: A child might tick 'a noun phrase' because the underlined words describe the cat, but a noun phrase cannot contain a verb - 'that was stuck in the tree' does contain a verb, so it cannot be a noun phrase.

Question 17 (1 mark)

Answer: Children should tick one box in each row: 'You haven't done a bad job!' - Standard English; 'You ain't done a bad job!' - Non-Standard English; 'You've done an excellent job!' -

Standard English; 'You done an excellent job!' - Non-Standard English. All four rows must be correct to score the mark.

Before checking, ask your child to look at each sentence and decide whether it sounds like formal, correct grammar or informal speech. Ask: "Which of these sentences uses words or verb forms that you would not write in a school essay?"

Standard English avoids non-standard verb forms and informal slang. '**You ain't**' uses a non-standard negative form, and '**You done**' uses the past participle without an auxiliary verb ('have'), both of which are non-standard. Children should recognise that '**You haven't**' and '**You've done**' are grammatically correct Standard English forms. All four rows must be correctly matched to earn the single mark.

Watch out: A child might tick 'You done an excellent job!' as Standard English because it sounds positive and enthusiastic, but 'done' without 'have' is a non-standard verb form.

Question 18 (1 mark)

Answer: The three punctuation marks should be placed like this: "Did you see that goal? I thought it was incredible!" exclaimed Elle.

Ask your child to read the sentence aloud, thinking about which part is a question and which part is an exclamation. Ask: "Where do you think each of the three punctuation marks should go?"

The sentence contains two distinct utterances inside the speech marks, and children need to match each punctuation mark to the right place. The first utterance, Did you see that goal, is a direct question, so it needs a **question mark** after goal. The second utterance, I thought it was incredible, is an exclamation, so it needs an **exclamation mark** after incredible but inside the closing speech mark. The **full stop** goes at the very end, after Elle. All three must be correctly placed to earn the mark.

Watch out: A child might place the exclamation mark after 'exclaimed Elle' instead of inside the speech marks after 'incredible', but the official answer places it inside the closing quotation mark.

Question 19 (1 mark)

Answer: Children should tick 'We request that you put any litter in the bins provided.'

Before revealing the answer, ask your child to think about the kind of language used in formal letters or official signs. Ask: "Which of these sentences sounds like something you'd find in an official document rather than a note from a friend?"

Formal register avoids contractions, colloquial phrasing, and exclamation marks. Children should spot that **'We request that you put any litter in the bins provided'** is the most formal option because it uses a full, uncontracted verb phrase and precise vocabulary ('request', 'provided'). The other options all contain informal features: 'We'd' is a contraction, 'Please pick up' is a direct informal command, and 'Don't forget' with an exclamation mark is conversational.

Watch out: A child might be tempted by 'We'd appreciate it if you could put your litter in the bin outside' as it sounds polite, but the contraction 'We'd' makes it less formal than the correct answer.

Question 20 (1 mark)

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

Before revealing the answer, ask your child to find the main noun in the underlined group of words. Ask: "What is the most important word in that group - the thing being described?"

The underlined words are **the dusty, narrow pathway behind the house**. A **noun phrase** is a group of words built around a noun - here the noun is pathway, expanded by adjectives (dusty, narrow) and a prepositional phrase (behind the house). Children should check: is there a relative pronoun like who or which? No. Is it a full clause with a verb? No. It is simply a noun with words describing it, which makes it a noun phrase.

Watch out: A child might tick 'a main clause' because the underlined section is long, but a clause must contain a verb, and this group of words has none.

Question 21 (1 mark)

Answer: The child should tick the fourth option: "Please take out your books," said the teacher calmly, "and finish your poems."

Before revealing the answer, ask your child to read each option aloud and decide where the speech starts and stops in each one. Ask: "Where should the comma go when a sentence of speech gets interrupted in the middle?"

Direct speech punctuation requires a comma inside the closing quotation marks when the speech is interrupted by a reporting clause, and the second portion of speech opens with a new set of quotation marks. The correct sentence places the comma after books inside the speech marks, uses a lowercase said for the reporting clause, then reopens speech with **"and finish your poems."** with the full stop inside the final closing marks. Children should check every option carefully for where commas and quotation marks sit.

Watch out: A child might be tempted by the third option, which places the comma outside the quotation marks after 'books', but punctuation belonging to the spoken words must sit inside the closing speech marks.

Question 22 (1 mark)

Answer: A colon after 'competition' and a comma after 'Samir': ...competition: Samir, Ben and Ella.

Ask your child to read the sentence aloud and find where the list of names begins, then think about what punctuation mark introduces a list. Ask: "What punctuation mark would you put before a list, and where would you separate the first name from the second?"

The sentence introduces a list of three named winners, so a **colon** is needed after 'competition' to signal that the list is about to follow. Within the list, a **comma** separates 'Samir' from 'Ben'. Children should recognise that the colon introduces what comes next, while the comma separates items in the list. Both punctuation marks must be correctly placed to earn the mark.

Watch out: A child might place the comma after 'competition' instead of the colon, confusing the two punctuation marks; a colon introduces the list, and the comma separates items within it.

Question 23 (1 mark)

Answer: Children should tick: rough/smooth = Antonyms; courageous/brave = Synonyms; vivid/dull = Antonyms.

Before checking the answers, ask your child to think about what synonyms and antonyms mean. Ask: "Can you tell me the difference between a synonym and an antonym, and then decide whether each pair of words means the same thing or opposite things?"

Synonyms share the same (or very similar) meaning; antonyms are opposites. **Rough** and **smooth** are opposites, so they are antonyms. **Courageous** and **brave** mean the same thing, so they are synonyms. **Vivid** means bright and striking, while **dull** means the opposite, so they are antonyms. All three rows must be correct to earn the mark.

Watch out: A child might mark 'vivid, dull' as synonyms, perhaps confusing vivid with vivid detail and dull with plain - but vivid means bright/striking and dull means the opposite, making them antonyms.

Question 24 (1 mark)

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

Before looking at the options, ask the child to read just the underlined part aloud on its own and think about whether it makes complete sense by itself. Ask: "Does 'If you get tired on the cycle ride' feel like a complete sentence, or does it feel like it needs something else to finish the thought?"

The underlined words are **If you get tired on the cycle ride**. Children need to recognise that this group of words contains a subject and a verb but cannot stand alone as a complete sentence - it depends on the main clause that follows ('stop and have a break'). Because it is introduced by the subordinating conjunction if and is grammatically dependent, it is a subordinate clause, not a relative clause, noun phrase, or preposition phrase.

Watch out: A child might be tempted to tick 'a relative clause' because they know it is a type of clause, but a relative clause is introduced by a relative pronoun such as 'who', 'which', or 'that' - not by 'if'.

Question 25 (1 mark)

Answer: The two commas should be placed after 'plants' and after 'flytrap', enclosing the phrase 'the Venus flytrap' as a parenthetical addition.

Before revealing the answer, ask the child to read the sentence aloud and spot the extra bit of information that could be removed without breaking the sentence. Ask: "Can you find a phrase inside this sentence that gives extra information about the plant?"

Commas used to mark a parenthetical (embedded) phrase are the focus here. The sentence contains an appositive - '**the Venus flytrap**' - which renames and gives extra information about 'One of the world's most interesting plants'. Children should recognise that this extra information needs to be enclosed by a pair of commas, one after 'plants' and one after 'flytrap', so the sentence reads: One of the world's most interesting plants, the Venus flytrap, catches its prey by snapping its leaves shut. Removing the bracketed phrase should still leave a complete sentence.

Watch out: A child might place only one comma, perhaps just after 'plants', forgetting that both sides of the inserted phrase need to be marked. Both commas are required for the point to be awarded.

Question 26 (1 mark)

Answer: The sentence 'The meal was enjoyed by everyone.' should be ticked.

Before your child decides, ask them to think about which sentence shows something being done TO the subject, rather than the subject doing something. Ask: "In which sentence is something happening to the subject, rather than the subject doing the action?"

Passive voice means the subject of the sentence receives the action rather than doing it. In '**The meal was enjoyed by everyone**', the meal (the subject) did not do anything - it was acted upon. The structure was enjoyed by is the classic passive construction. The other options all have a clear 'doer' performing the action: the manager sent, the dog lost, the weather was cold (a state, not a passive). Children should look for the was/were + past participle + by pattern.

Watch out: A child might tick 'The weather was very cold this winter' because it contains 'was', but this is simply a statement using a linking verb - there is no action being done to the weather by anyone.

Question 27 (1 mark)

Answer: The answer is 'suffix'. The underlined part of 'happiness' is 'ness', which is added to the end of a word, making it a suffix.

Before revealing the answer, point your child to the word 'happiness' and ask them to think about the parts it is made from. Ask: "What do we call the part that is added to the end of a word to change its meaning?"

The underlined part of **happiness** is **ness**, which is added to the end of the base word happy (spelling adjusted) to form a new word. Children need to recall the grammatical term for a word part added to the end of a base word. The official answer is **suffix**; morpheme or affix are also accepted. Spelling of the answer does not need to be correct for the mark to be awarded.

Watch out: A child might write 'prefix' - but a prefix is added to the beginning of a word, not the end. The underlined letters 'ness' come after the base word, so that answer would not score.

Question 28 (1 mark)

Answer: The word class of 'although' and 'when' is conjunctions (or subordinating conjunctions).

Before looking at the answer, point to the underlined words in the sentence and ask: "What job do 'although' and 'when' do in that sentence - what are they connecting?"

Both underlined words, **although** and **when**, introduce subordinate clauses, making them subordinating conjunctions. Children should recognise that these words join a dependent clause to the main clause and signal a relationship of contrast or time. The official answer accepts

conjunction(s), subordinating conjunction(s), or subordinator(s). Spelling does not need to be perfect for this question.

Watch out: A child might write 'adverb' or 'preposition' because these words can seem like time or contrast markers, but their role here is to join clauses, not to modify or precede a noun.

Question 29 (1 mark)

Answer: The comma in sentence 2 makes 'chicken' a separate item in a list, meaning three things were cooked: chicken, soup, and fresh bread. In sentence 1, 'chicken soup' is one thing (a type of soup), so only two items were cooked.

Encourage the child to read both sentences aloud and think about what food was actually on the table in each one. Ask: "In each sentence, what exactly has been cooked - can you name all the separate things?"

Sentence 1 contains **chicken soup** as a single compound noun - a flavour of soup. Sentence 2 places a comma after chicken, breaking it away from soup and creating a three-item list. Children need to explain either that the comma changes what was cooked (chicken and soup become separate things rather than one dish), or that the comma changes the number of items from two to three. Either angle is acceptable.

Watch out: Responses that only say 'the comma adds a pause' without explaining the change in meaning will not score. The child must show understanding that the comma separates the food items differently.

Model answer: In sentence 1, 'chicken soup' is one thing - a type of soup. In sentence 2, the comma separates chicken and soup into two different items, so three things were cooked altogether.

Question 30 (1 mark)

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

Before looking at the answer, ask your child to read the sentence aloud and think about which word shows that something was allowed or possible. Ask: "Which word in the sentence tells you that sharing the snack was allowed or possible?"

Modal verbs express possibility, ability, permission or necessity - words such as can, could, will, would, shall, should, may, might, must. In the sentence 'Hannah said I could share her snack because I had forgotten mine', children need to identify **could** as the modal verb. A common confusion is with **had**, which is an auxiliary verb here, not a modal. Only **could** belongs to the modal verb class.

Watch out: A child might circle 'had' because it is also an auxiliary verb, but 'had' is not a modal verb - it forms the past perfect here.

Question 31 (1 mark)

Answer: Children should circle all four of these nouns: athletes, pride, medals, judges.

Before looking at the answer, ask the child to think about what kinds of words count as nouns. Ask: "Can you point to every word in that sentence that names a person, a thing, or a feeling?"

Nouns name people, places, things or ideas. In the sentence The successful athletes were full of pride when they accepted their medals from the judges, children need to identify all four nouns: **athletes** (people), **pride** (an abstract idea or feeling), **medals** (things) and **judges** (people). All four must be circled to earn the mark. A common slip is missing **pride**, as it is abstract rather than a physical object.

Watch out: A child might miss 'pride' because it is an abstract noun rather than something you can touch - but abstract nouns are still nouns, so it must be circled.

Question 32 (1 mark)

Answer: The child should tick the box under 'Nadim'.

Before looking at the answer, ask the child to find the main verb in the sentence and then think about who is doing that action. Ask: "Who is doing the taking in this sentence?"

The **subject** of a sentence is the noun or noun phrase that performs the action of the main verb. In the sentence 'Every Saturday, Nadim takes his dog for a walk in the park', the verb is 'takes' - children need to ask who is doing the taking. The answer is **Nadim**. The phrase 'Every Saturday' is a time adverbial, 'his dog' is the object, and 'in the park' is a prepositional phrase - none of these perform the action.

Watch out: A child might tick 'his dog' as it appears close to the verb, but 'his dog' is what Nadim takes - it is the object, not the subject.

Question 33 (1 mark)

Answer: The child should write 'over' before the word 'charge' to make 'overcharge'. The word 'sur' is also accepted.

Before looking at the answer, ask your child to think about prefixes that mean 'too much' or 'above a fair amount'. Ask: "Can you think of a word beginning with a prefix that means someone charged more than they should have?"

The question tests whether children know which **prefix** creates a word meaning 'to charge too much'. The sentence says the waiter was careful not to overcharge the customer. The prefix **over-** added to 'charge' means to charge an excessive amount. Children should recognise that 'over-' signals excess or too much. The prefix **sur** (from French, meaning 'above') is also accepted, giving 'surcharge'. The full word must be written in the gap.

Watch out: A child might write 'undercharge', which is the opposite meaning - charging too little. The question specifies the waiter did not charge too much, so the prefix needed signals excess, not a shortfall.

Question 34 (1 mark)

Answer: The child should tick 'nouns'. The three underlined words are 'drink', 'swim', and 'pool'.

Before looking at the options, ask the child to read the sentence aloud and think about what job each underlined word is doing in that sentence. Ask: "Are these words the names of things, or are they doing something else?"

The sentence is We had a drink after our swim in the pool, with **drink**, **swim**, and **pool** underlined. Although 'drink' and 'swim' can also be verbs, in this sentence they follow determiners ('a' and 'our') and function as things - a drink (a thing consumed), a swim (an activity treated as a thing), a pool (a place). All three are nouns here. Children need to recognise that word class depends on how a word is used in context, not just what it can mean in other sentences.

Watch out: A child might tick 'verbs' because 'drink' and 'swim' are familiar action words, but in this sentence they follow determiners ('a drink', 'our swim') and are being used as things, not actions.

Question 35 (1 mark)

Answer: The hyphen should be placed between 'build' and 'up', making 'build-up'.

Ask your child to look at the phrase 'build up' and think about whether those two words are working together as a single thing, or separately. Ask: "Do 'build' and 'up' belong together as one word here?"

Hyphens are used to join words that work together as a single compound noun or modifier. In this sentence, 'build up' is a compound noun meaning an accumulation, and compound nouns of this type

require a hyphen: **build-up**. Children need to recognise that 'build' and 'up' together form one unit of meaning, so the hyphen sits between those two words. The rest of the sentence needs no hyphen.

Watch out: A child might place the hyphen elsewhere in the sentence, but the only compound noun needing one is 'build-up'.

Question 36 (1 mark)

Answer: Children should circle the word 'but'.

Before looking at the answer, remind your child what a co-ordinating conjunction does - then ask: "Can you find the word in this sentence that joins two parts that could each stand alone as a sentence?"

The question tests children's ability to identify a **co-ordinating conjunction** - a word that joins two main clauses of equal weight. In the sentence, 'as' and 'once' are subordinating conjunctions (they introduce dependent clauses), whereas '**but**' sits between two independent clauses ('The journey proved difficult...' and 'they made good time...'), linking them as equals. Only 'but' is a co-ordinating conjunction; the others signal a dependent relationship.

Watch out: A child might circle 'as' or 'once' because they look like joining words, but both are subordinating conjunctions - they introduce clauses that depend on the main clause, not equal ones.

Question 37 (1 mark)

Answer: The answer children need to tick is 'an adjective'. The word 'hand-operated' describes the noun 'wheel'.

Before revealing the answer, encourage the child to look at the word 'hand-operated' and think about which word it is describing. Ask: "Is 'hand-operated' describing what the wheel does, how it does something, or what kind of wheel it is?"

Hand-operated modifies the noun 'wheel', telling us what kind of wheel it is. This is the job of an adjective. Children should notice that 'hand-operated' is a hyphenated compound word sitting directly before 'wheel' - a classic pre-modifier position. A verb would show an action, an adverb would modify a verb or adjective, and a noun names a thing; none of those roles fit here.

Watch out: A child might tick 'a noun' because 'hand-operated' looks like a thing (it contains 'hand'), but in this sentence it is describing the wheel rather than naming anything.

Question 38 (1 mark)

Answer: Draw lines so that 'The teachers' matches 'staffroom was full of books and old armchairs', 'The teachers'' matches 'were taking part in the school play', and 'The teacher's' matches 'new mug was a present from her class'.

Before looking at the answers, ask the child to read each sentence beginning aloud and decide whether it refers to one teacher, more than one teacher, or just teachers in general. Ask: "Does each beginning show that something belongs to someone, or is it just talking about a group?"

Each sentence beginning contains a different apostrophe form, and children must match it to the ending that makes grammatical sense. **'The teachers'** (no apostrophe) is just a plural noun, so it needs a noun following it: 'staffroom was full of books and old armchairs'. **'The teachers''** (apostrophe after the s) shows possession by more than one teacher, but the ending 'were taking part in the school play' uses it as a plain subject. **'The teacher's'** (apostrophe before the s) shows one teacher's possession, matching 'new mug was a present from her class'. All three lines must be correct for the mark.

Watch out: A child might swap the endings for 'The teachers'' and 'The teacher's' - both involve apostrophes, but the possession clue in 'new mug was a present from her class' points to a single teacher, not several.

Question 39 (1 mark)

Answer: The child should write 'immature' in the box.

Before your child writes anything, remind them what a prefix is and that this one must reverse the meaning of 'mature'. Ask: "Can you think of a prefix that means 'not' or 'the opposite of' that goes in front of words beginning with the letter m?"

The question tests knowledge of prefixes that reverse a word's meaning (antonyms). The word **mature** needs a prefix to mean the opposite. The correct prefix is im-, giving **immature**. Children must spell it correctly, including the double m, as misspellings of the prefix are not accepted. The prefix im- is used before root words beginning with m or p (immature, impossible).

Watch out: A child might write 'unmature' using the common prefix 'un-', but that is not standard English. Only 'immature' is correct, and the double 'm' must be present.

Question 40 (1 mark)

Answer: The answer children need to write is 'determiners'.

Before revealing the answer, ask your child to look at both underlined words and think about what job they do in front of their nouns. Ask: "What type of word do we use before a noun to tell us which one or whose it is?"

The underlined words in the sentence 'After school, Jack takes **his** little brother to **the** park' are his and the. Both are **determiners** - words that come before a noun phrase to show which or whose thing is meant. His specifies whose brother, and the specifies which park. Children should not confuse his with a pronoun here: it is placed directly before a noun ('brother'), making it a determiner, not a pronoun standing alone.

Watch out: A child might write 'pronouns' because 'his' can be a pronoun in other sentences, but here it sits directly before the noun 'brother', making it a determiner, not a pronoun.

Question 41 (1 mark)

Answer: The child should tick the second option: 'After he sprained his ankle, he could not dance.'

Before looking at the options, ask the child to think about how the word 'dance' can be used in different ways. Ask: "Can you think of a sentence where 'dance' is something you do, rather than a thing?"

The question tests whether children can identify when a word is functioning as a **verb** rather than a noun. In the correct sentence, dance follows 'could not', making it an infinitive verb - something the subject is unable to do. In the other three sentences, dance acts as a noun: 'an Irish dance workshop', 'The dance involved', and 'types of dance' all use it as a thing, not an action.

Watch out: A child might tick 'Our class took part in an Irish dance workshop' because the word 'dance' appears before an active event, but here it works as a noun (a type of workshop), not as a verb.

Question 42 (1 mark)

Answer: Children should write 'nobody's' in the first box and 'won't' in the second box.

Before revealing the answer, ask the child to look at each underlined phrase in turn and think about how it would sound if squashed into one word with an apostrophe. Ask: "Can you say each underlined phrase as one short word, using an apostrophe to show where letters have been left out?"

Question 42 tests children's knowledge of contracted forms. **Nobody is** contracts to **nobody's** (the apostrophe replaces the space and the letter 'i'), and **will not** contracts to **won't** (note the irregular

spelling change). Both contractions must be correct and correctly spelled to earn the mark. Misspellings are not accepted.

Watch out: A child might spell the second contraction as 'willn't' or 'will'nt', keeping the full word 'will' - but the official contracted form is the irregular 'won't', and misspellings do not score.

Question 43 (1 mark)

Answer: The child should tick 'Although he ran fast, Tom did not win the race.' because 'fast' is an adverb here, describing how he ran.

Before checking, ask the child to look at each sentence and think about whether 'fast' is describing a doing word or a naming word. Ask: "In which sentence does 'fast' tell you how someone is doing something?"

Children need to identify which sentence uses fast as an **adverb** - a word that modifies a verb - rather than as an adjective modifying a noun. In 'Although he ran fast', the word fast tells us how he ran, so it modifies the verb 'ran'. In the other three options, fast sits before or near a noun ('runner', 'time') or after a linking verb describing a state, making it an adjective in those cases.

Watch out: A child might tick 'Tom's time was fast, but he did not win.' because 'fast' sounds action-related, but here it describes the noun 'time', making it an adjective, not an adverb.

Question 44 (1 mark)

Answer: Children should write 'drew' in the first box and 'tore' in the second box.

Before checking, cover the answer boxes and ask your child to say each verb aloud in the past tense. Ask: "If it happened yesterday, how would you say 'he draws' and 'he tears'?"

Both underlined verbs are in the simple present tense: **draws** and **tears**. Children need to convert each to the simple past. These are both irregular verbs, so neither follows a regular '-ed' pattern. Draws becomes **drew** and tears becomes **tore**. Misspellings are not accepted, so correct spelling is essential for this question.

Watch out: A child might write 'drewed' or 'teared', treating these as regular verbs, but both are irregular and misspellings are not accepted.

Question 45 (1 mark)

Answer: Children should circle both 'inside' and 'After' - these are the two prepositions in the sentence.

Before your child answers, ask them to read the sentence aloud and think about which words show a position or a point in time. Ask: "Can you find a word that tells you where to stay, and a word that tells you when?"

Prepositions show the relationship between a noun or pronoun and other parts of the sentence, often indicating time, place, or direction. In the sentence 'After playtime, you must stay inside the classroom until it is lunchtime', the two prepositions are **After** (showing time) and **inside** (showing place). Children sometimes overlook 'After' because it opens the sentence, and may be distracted by 'until', which functions as a subordinating conjunction here rather than a preposition.

Watch out: A child might circle 'until' as a preposition, but in this sentence it works as a subordinating conjunction introducing the clause 'it is lunchtime', so it does not count.

Question 46 (1 mark)

Answer: The child should write 'was walking' in the box.

Before looking at the answer, ask the child to think about the difference between something that happened and finished in the past versus something that was happening over a period of time. Ask: "Can you think of a way to say 'walked' that shows the action was still going on?"

The question tests the **past progressive** tense, which is formed with was/were + the -ing form of the verb. The original sentence uses the simple past '**walked**'; children need to replace this with '**was walking**'. The past progressive describes an ongoing action in the past rather than a completed one. Misspellings are not accepted, so the child must spell both words correctly.

Watch out: A child might write 'had walked', which is the past perfect tense, not the past progressive. Only 'was walking' fits the past progressive form.

Question 47 (1 mark)

Answer: A correctly punctuated passive sentence such as: 'We were disturbed by the noise of the traffic.'

Before looking at the answer, ask your child to think about who is affected by the action in the original sentence. Ask: "Can you say the sentence again, starting with the word 'We'?"

The question tests whether children can rewrite an active sentence in the passive voice. In the original, **the subject ('The noise of the traffic') performs the action** on the object ('us'). To make it passive, the object ('us') becomes the subject ('We'), and the verb changes to **'were disturbed'**. The original cause can be added using 'by'. The sentence must be correctly punctuated - capital letter and full stop - and verb forms must be spelt correctly, or the answer will not score.

Watch out: Misspellings of the verb form (e.g. 'disturbed') or missing punctuation such as a capital letter or full stop will mean the answer does not score.

Model answer: We were disturbed by the noise of the traffic.

Question 48 (1 mark)

Answer: Children should tick 'How strange some deep-sea creatures look'.

Before looking at the options, ask the child to recall what words a proper grammatical exclamation must begin with. Ask: "Can you remember what word an exclamation sentence has to start with?"

An **exclamation** has a very specific grammatical definition at KS2: it must begin with 'What' or 'How', followed by a noun phrase or adjective, and end with an exclamation mark. 'How strange some deep-sea creatures look' fits this pattern exactly. The other options beginning with 'It' or 'How do' are a statement and a question respectively, not grammatical exclamations, however surprising they sound.

Watch out: A child might tick 'It amazes me that anything can live so far under the sea' because it expresses surprise, but a grammatical exclamation must start with 'What' or 'How' - expressing amazement alone is not enough.

Question 49 (1 mark)

Answer: Children should underline 'before the match' - this is the adverbial in the sentence.

Before looking at the answer, encourage the child to read the sentence aloud and think about which part tells us when something happened. Ask: "Which part of the sentence tells you when they put on their PE kits?"

The sentence is **We put on our PE kits before the match**. An adverbial is a word or phrase that gives more information about when, where, or how the action happens. Here, **'before the match'** tells us when the PE kits were put on, so it functions as an adverbial. Children should underline exactly those three words and nothing more.

Watch out: A child might underline 'our PE kits' as it is a prominent noun phrase, but that is the object of the verb, not the adverbial.

Question 50 (1 mark)

Answer: Children should circle 'grand' and 'imposing' - these two adjectives both mean large and impressive, so they are synonyms.

Before your child writes anything, ask them to read the sentence carefully and think about which describing words share a similar meaning. Ask: "Can you find two adjectives in this sentence that mean roughly the same thing?"

The question tests whether children can identify two adjectives in the sentence that share the same meaning. **Grand** describes the large, impressive houses lining the street, and **imposing** describes the neighbours - both words convey the idea of something strikingly large and impressive. Children need to recognise that modest is an antonym of both, not a synonym, and that successful does not appear. Circling both **grand** and **imposing** is required for the mark.

Watch out: A child might circle 'modest' because it is also an adjective, but 'modest' means the opposite of grand and imposing - it is an antonym, not a synonym.

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