



# ExamNinja

REVISION GUIDES • WORKBOOKS • PRACTICE PAPERS

KEY STAGE 2 SATS

# 2025 KS2 Grammar, Punctuation & Spelling

Answers Explained

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# How to beat each question type

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## Tick the correct answer (G1)

1. Ask the child to read every option carefully before choosing, not just the first one that looks right.
  2. Encourage the child to try putting each option into the sentence (or context) in their head to test whether it works.
  3. Remind the child to tick only ONE box unless the question says 'tick all that apply'.
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## Circle or underline a word (G1)

1. Ask the child to read the whole sentence first so they understand the context before hunting for the target word.
  2. Encourage the child to check the word class or feature being asked about (e.g. noun, preposition, adverb) and test each word in turn.
  3. Remind the child to circle or underline only the exact word asked for, not the surrounding words.
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## Insert punctuation (G5)

1. Ask the child to read the sentence aloud slowly, noticing where they naturally pause or where meaning shifts, as this often shows where punctuation belongs.
  2. Encourage the child to think about what job the punctuation mark does (e.g. a colon introduces a list; brackets add extra information) and find the spot where that job is needed.
  3. Remind the child to re-read the sentence with the punctuation in place to check it sounds right and makes sense.
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## Complete the sentence using a given verb form (G4)

1. Ask the child to look at the tense clues already in the sentence (e.g. 'last week', 'while', 'had') to decide which verb form is needed.
  2. Encourage the child to say the completed sentence aloud to check it sounds natural and correct in Standard English.
  3. Remind the child to check their spelling carefully, as incorrect spellings of verb forms will not be accepted.
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## Rewrite a sentence (active or passive) (G4.4)

1. Ask the child to identify who is doing the action (the subject) and what is being acted upon (the object) in the original sentence.

2. Encourage the child to swap those around: for passive, move the object to the front and add a form of 'to be' plus the past participle; for active, put the doer at the front with a straightforward verb.
  3. Remind the child to check capital letters and end punctuation, as errors in these will mean the answer is not accepted.
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### **Match words or sentences (draw a line) (G2)**

1. Ask the child to work through each item on the left one at a time, thinking carefully about its meaning or grammatical feature before drawing any lines.
  2. Encourage the child to cross off or mentally note options already used so they do not match the same item twice.
  3. Remind the child to draw lines clearly, making sure it is obvious which two items are being connected.
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### **Write a short answer or explanation (G1.5)**

1. Ask the child to re-read the question carefully and identify exactly what is being asked (e.g. 'explain why', 'explain how the meaning changes').
  2. Encourage the child to write a clear, full explanation in their own words, referring to the sentence or word given in the question.
  3. Remind the child that a vague answer such as 'it sounds different' will not be enough; they need to state specifically what the difference in meaning is.
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### Question 1 (1 mark)

**Answer:** The correct answer to tick is 'opposite'. The prefix anti- in anticlockwise means opposite.

Before checking the answer, encourage the child to think about the word itself. Ask: "What does anticlockwise mean, and how does that help you work out what the prefix anti- means?"

The prefix **anti-** means 'against' or 'opposite'. In anticlockwise, the movement goes in the opposite direction to a clock's hands, which confirms that **opposite** is the right choice. Children should think about what anticlockwise actually means as a word to work out what anti- is contributing to the meaning.

**Watch out:** A child might be tempted to tick 'without' (as in antiseptic meaning without germs), but in anticlockwise the meaning is specifically about going in the opposite direction, making 'opposite' the best fit here.

### Question 2 (1 mark)

**Answer:** The word that is a synonym of 'bumpy' is 'uneven'. Children should circle the word 'uneven'.

Before looking at the options, ask the child to think about what 'bumpy' means and describe it in their own words. Ask: "Can you think of a word that means the same as 'bumpy'?"

Synonyms are words with the same or very similar meaning. Children need to think about what **bumpy** means - something rough and not flat - and find the word among the four options that matches. Uneven means not level or smooth, which is the closest match. Smooth is actually the opposite (an antonym), which makes it a tempting distractor. Sore and low describe different qualities entirely and do not share the meaning of bumpy.

**Watch out:** A child might circle 'smooth' as it is the word most obviously connected to surfaces, but smooth is the opposite of bumpy, not a synonym.

### Question 3 (1 mark)

**Answer:** The question mark belongs after the word 'lunch', in the third tick box position.

Before looking at the answer boxes, ask your child to read the sentence aloud and decide where the question being spoken actually ends. Ask: "Where does the question that Hannah is asking finish?"

The question tests whether children understand that a question mark belongs inside the closing inverted comma, at the end of the spoken question. The direct speech being asked is **'Have you finished eating your lunch?'** - so the question mark sits after 'lunch' and before the closing speech mark. The third box (after 'lunch') is the correct position. The sentence then continues with the reporting clause 'asked Hannah', which ends with a full stop, not another question mark.

**Watch out:** A child might tick the final box (after 'Hannah') because the whole sentence seems like a question, but the question mark belongs inside the speech, not at the very end of the reporting clause.

#### Question 4 (1 mark)

**Answer:** Watch where you're going = Command; We watched the game together = Statement; My watch stopped working = Statement; Do not watch too much television = Command.

Before checking the table, ask your child to read each sentence aloud and decide whether it is telling someone to do something or simply giving information. Ask: "Which of these sentences is giving an instruction or order, and which ones are just saying what happened?"

All four rows must be correct to earn the mark. **Commands** are instructions directed at someone - they typically begin with a verb in the imperative: 'Watch where you're going' and 'Do not watch too much television' both tell someone what to do. **Statements** give information: 'We watched the game together' and 'My watch stopped working' both report a fact. Children should ask themselves whether the sentence is telling someone to do something or simply reporting something that happened.

**Watch out:** A child might mark 'Watch where you're going' as a statement because it contains the word 'watch', which also appears as a noun in the other sentences - but here 'watch' is an imperative verb giving an instruction, making it a command.

#### Question 5 (1 mark)

**Answer:** The two commas go after 'worms' and after 'woodlice': We lifted up the log and found worms, woodlice, snails and slugs.

Ask your child to read the sentence aloud and count how many creatures are listed in it. Ask: "Where would you pause if you were reading that list out loud?"

Commas in a list separate individual items to make them clear. In the sentence 'We lifted up the log and found worms woodlice snails and slugs', children need to identify the four items in the list (worms, woodlice, snails, slugs) and place commas between the first three. The official answer

shows commas after **worms** and after **woodlice**; no comma is needed before 'and' in this style. Both commas must be correct to earn the mark.

**Watch out:** A child might place a comma after 'snails' as well (before 'and'), but the official answer does not require this - only the two commas after 'worms' and 'woodlice' are needed.

### Question 6 (1 mark)

**Answer:** Children should tick 'an exclamation mark'.

Before checking, ask your child to think about how the speaker feels about looking after the rabbit. Ask: "What kind of feeling does this sentence show, and what punctuation goes with that feeling?"

The sentence 'I can't wait to look after the school rabbit for the weekend' expresses strong excitement or enthusiasm. An **exclamation mark** is the appropriate end punctuation for a sentence showing strong feeling. A question mark would only suit a sentence asking something, a comma cannot end a sentence, and a colon introduces a list or explanation rather than closing a sentence.

**Watch out:** A child might be tempted to tick 'a question mark' because the sentence begins with 'I can't wait', but the sentence is not asking anything - it is expressing excitement.

### Question 7 (1 mark)

**Answer:** Children should circle 'were' in the first sentence and 'did' in the second sentence.

Before revealing the answer, ask the child to think about which words sound correct in formal, written English rather than casual speech. Ask: "Which word in each pair would you use if you were writing for a teacher?"

Standard English requires subject-verb agreement and correct past tense forms. **'Was'** is singular, but **'we'** is plural, so **'were'** is correct. For the second sentence, **'done'** cannot stand alone as a past tense verb in Standard English; it needs a helper verb such as 'had'. **'Did'** is the correct simple past form here. Both answers must be right to earn the mark.

**Watch out:** A child might choose 'done' because it is commonly heard in speech ('they done a check'), but 'done' cannot work as a main verb without a helper verb in Standard English.

### Question 8 (1 mark)

**Answer:** The semi-colon should be placed after 'Vikings', so the sentence reads: 'We have been learning about the Vikings; they were a fascinating civilisation.'

Before showing the answer, ask your child to find the point in the sentence where one complete idea ends and a new, separate but related idea begins. Ask: "Can you find the spot where the sentence could almost be split into two separate sentences?"

A **semi-colon** joins two closely related main clauses without using a conjunction. Children need to identify where the first complete clause ends and the second begins. The first clause is 'We have been learning about the Vikings' and the second is 'they were a fascinating civilisation.' The semi-colon sits between these two independent but related statements, directly after the word Vikings. Placing it anywhere else would split a clause incorrectly.

**Watch out:** A child might place the semi-colon after 'Vikings they', splitting the second clause incorrectly. The semi-colon must come immediately after 'Vikings', not mid-clause.

### Question 9 (1 mark)

**Answer:** Children should tick the second and fourth options: 'Is Jay going to come on Tuesday' and 'Do you know if Jay is coming on Tuesday'.

Before checking, ask your child to look at each sentence carefully and think about whether it is asking something directly. Ask: "Which of these sentences are actually asking a question directly?"

Children need to distinguish between sentences that are **direct questions** (requiring a question mark) and those that are indirect questions or exclamations. 'Is Jay going to come on Tuesday' is a direct question beginning with 'Is'. 'Do you know if Jay is coming on Tuesday' is also a direct question beginning with 'Do'. The other two options do not qualify: 'How good it would be if Jay could come' is an exclamation, and 'Jay asked if we could meet him on Tuesday' is a statement reporting a request indirectly.

**Watch out:** A child might tick 'How good it would be if Jay could come' because it starts with 'How', which can begin questions, but this sentence is actually an exclamation, not a direct question.

### Question 10 (1 mark)

**Answer:** The brackets should go around 'the oldest in the country', giving: Our class visited a castle (the oldest in the country) to help us with our history project.

Before revealing the answer, ask your child to read the sentence and find the part that feels like extra information - a bit like a whisper added in. Ask: "Which part of this sentence could you take out and still have a sentence that makes sense?"

Brackets are used to add a **parenthetical aside** - extra information that could be removed without breaking the sentence. Children need to identify the phrase that acts as an aside: 'the oldest in the country' is additional detail about the castle. Placing brackets around it correctly punctuates the parenthesis. Both the opening bracket before 'the' and the closing bracket after 'country' must be present for the mark.

**Watch out:** A child might place only one bracket, or bracket the wrong phrase such as 'to help us with our history project', but the aside being bracketed must be the description of the castle, not the purpose of the visit.

### Question 11 (1 mark)

**Answer:** Children should circle 'established', 'invited', and 'compete' - these are the most formal options in each pair.

Before looking at the answers, ask your child to think about which kind of writing uses more formal language - a letter to a friend or a newspaper report. Ask: "Which word in each pair sounds more like something you would read in a formal report or letter?"

Formality is tested by asking children to choose the more formal word from each underlined pair. **Established** is more formal than 'set up' because it is a single, precise verb used in professional or official writing. **Invited** is more formal than 'got' because 'got' is informal and colloquial. **Compete** is more formal than 'play' in this context because it suggests organised, serious participation. All three must be correct for the mark.

**Watch out:** A child might circle 'play' instead of 'compete', thinking both are equally acceptable, but 'compete' is the more formal register and is the official answer.

### Question 12 (1 mark)

**Answer:** The child should tick 'After dinner, Kal is going to her room.' - this is the sentence that starts with an adverbial.

Before looking at the options, ask your child what an adverbial tells us in a sentence - when, where, or how something happens. Ask: "Can you find the sentence that starts with a word or phrase telling us WHEN something happens?"

An **adverbial** is a word or phrase that gives information about when, where, or how something happens. Children need to identify which sentence opens with such a phrase. 'After dinner' tells us

when Kal goes to her room, and because it comes right at the start of the sentence, it is a fronted adverbial. The other options begin with a subject ('She', 'Arun', 'I'), not an adverbial phrase.

**Watch out:** A child might tick 'She is feeling tired, so Kal is going to her room' because 'so' links to Kal going to her room, but the sentence opens with the subject 'She', not an adverbial.

### Question 13 (1 mark)

**Answer:** Children should tick 'The coach has yet to announce the team.' as the most formal sentence.

Before revealing the answer, ask your child to think about which kind of writing uses very proper, serious language - like a letter or a report. Ask: "Which of these sentences sounds like it belongs in a formal report rather than a text to a friend?"

Formality is shown through vocabulary choices and sentence structure. '**The coach has yet to announce the team**' uses formal, impersonal phrasing ('has yet to') with no contractions or exclamation marks. The other three options all show informality: 'I can't wait' uses a contraction and an exclamation mark; 'Kick-off is at 2pm' uses casual sports slang; 'I really hope I'll be playing!' combines an intensifier, a contraction, and an exclamation mark. Children should recognise that formal writing avoids these features.

**Watch out:** A child might tick 'Kick-off is at 2pm' as it sounds factual and direct, but 'kick-off' is an informal sporting term, making it less formal than the correct answer.

### Question 14 (1 mark)

**Answer:** The child should tick 'dashes'.

Before revealing the answer, ask your child to think about which punctuation marks they know can be used in pairs to add extra information inside a sentence. Ask: "Which punctuation mark works in a similar way to brackets, letting you drop extra information into the middle of a sentence?"

Brackets enclose a parenthetical aside within a sentence, and **dashes** are the only other punctuation mark that can perform exactly the same function. In the example sentence, 'Tokyo (the capital of Japan) is one of the largest cities in the world', the bracketed phrase could equally be written with a dash on each side: 'Tokyo - the capital of Japan - is one of the largest cities in the world'. Children should know that commas can also mark parenthesis, but commas are not listed as an option here. Of the four options given, only dashes do the same job as brackets.

**Watch out:** A child might be tempted to tick 'hyphens' because hyphens look similar to dashes, but hyphens join words together (such as 'old-fashioned') and cannot be used in pairs to mark parenthesis.

### Question 15 (1 mark)

**Answer:** The colon should be placed after the word 'walk', so the sentence reads: 'We saw various animals on our evening walk: badgers, foxes, mice and an owl.'

Ask your child to find the part of the sentence that names the animals, then think about what punctuation mark introduces a list. Ask: "Where does the list of animals begin in this sentence?"

A **colon** is used to introduce a list. Children need to spot that the sentence has a main clause ('We saw various animals on our evening walk') followed by a list of those animals. The colon sits between the main clause and the list, directly after the word walk. Placing it anywhere else in the sentence would be incorrect.

**Watch out:** A child might place the colon after 'animals' instead of after 'walk', but the full main clause must be complete before the colon is inserted.

### Question 16 (1 mark)

**Answer:** Children should circle three words: 'crumbling', 'rocky', and 'glorious'.

Before your child looks at the passage, remind them what an adjective does, then ask them to read the passage aloud. Ask: "Can you find any words that are describing what something looks like or what it is like?"

Adjectives are words that describe or modify nouns. Children need to scan the passage and identify which words are doing that job. **Crumbling** describes the castle, **rocky** describes the hill, and **glorious** describes the views. All three marks are earned together: the official answer requires all three correctly circled. A common difficulty is distinguishing adjectives from adverbs - high in 'stood high' functions as an adverb modifying the verb, so children should not circle it.

**Watch out:** A child might circle 'high' because it seems to describe the hill, but here it describes how the castle stood - it is working as an adverb, not an adjective, so it does not count.

### Question 17 (1 mark)

**Answer:** The correct sentence is: 'Swimming, which strengthens muscles in the arms and legs, is great exercise.' - the second option in the list.

Before looking at the options, ask your child to read the sentence aloud and think about which part is extra information that could be removed. Ask: "Which part of the sentence is just adding extra detail, and how would you show that with punctuation?"

This question tests whether children can use commas correctly to **punctuate a relative clause**. The phrase which strengthens muscles in the arms and legs is a relative clause that adds extra information about swimming. It must be enclosed in a pair of commas - one after 'Swimming' and one after 'legs' - so that the main clause still reads clearly as 'Swimming is great exercise'. The second option does this correctly. The other options either place commas in the wrong positions or omit one of the pair.

**Watch out:** A child might tick the first option, which has a comma after 'arms,' but places it wrongly mid-phrase before 'and legs' rather than after the whole relative clause ends at 'legs'.

### Question 18 (1 mark)

**Answer:** Children need to write a relative clause in the gap, such as: 'who lives on a farm'. The sentence should read: My uncle, who lives on a farm, is going to plant potatoes.

Before looking at the answer, ask the child to read the information in the box and think about how to turn it into a describing phrase about the uncle. Ask: "How could you add the information from the box into the middle of the sentence about your uncle?"

The question tests whether children can form a **relative clause** using information from the box ('My uncle lives on a farm'). The clause must begin with a relative pronoun such as who or who's and be enclosed in commas, since it adds extra information about the uncle. Both commas are essential; missing either one means the answer does not score. Misspellings of the relative pronoun or verb form are also not accepted.

**Watch out:** If a child omits one or both commas around the relative clause, the answer will not score, as correct punctuation is required.

**Model answer:** My uncle, who lives on a farm, is going to plant potatoes.

### Question 19 (1 mark)

**Answer:** The child should tick the second option: 'Space yourselves out in the hall for PE.' In this sentence, 'space' is used as a verb (an action or instruction).

Before checking the options, ask your child to look at the word 'space' in each sentence and decide what job it is doing. Ask: "In which sentence is the word 'space' an action or a command, rather than a thing?"

Each of the four sentences uses the word space, but in different ways. Children need to identify the sentence where space is doing the job of a verb - that is, where it expresses an action or a command. In '**Space yourselves out in the hall for PE**', the word space is the main verb giving an imperative instruction. In the other sentences, space functions as a noun (a thing): 'make space', 'more space', or 'Space is an interesting topic'.

**Watch out:** A child might tick 'Make space on the table for the laptop' because 'make' is clearly a verb - but in that sentence 'space' is a noun (the thing being made), not the verb itself.

### Question 20 (1 mark)

**Answer:** Children should draw lines matching: recruit to 'ment', advert to 'ise', class to 'ment'... wait - the correct matches are: recruit to 'ment', advert to 'ise', class to 'ify', alien to 'ate'.  
Actually: recruit-ment, advert-ise, class-ify, alien-ate. All four lines must be correct.

Before drawing any lines, encourage the child to say each word aloud with each suffix attached to hear which one sounds like a real word. Ask: "Can you try saying 'recruit' with each ending until one sounds like a word you know?"

Each word combines with exactly one suffix to form a real English word: **recruit + ment** = recruitment; **advert + ise** = advertise; **class + ify** = classify; **alien + ate** = alienate. Children should try each combination mentally to find the one that forms a genuine word. All four matches must be correct to earn the mark - partial matches score nothing.

**Watch out:** A child might match 'class' to 'ment' (classment) rather than 'ify' (classify), as '-ment' is a familiar suffix, but 'classment' is not a real word.

### Question 21 (1 mark)

**Answer:** The apostrophe is there to show that 'who's' is the contracted form of 'who has'.

Before revealing the answer, ask your child to expand the word 'who's' in the sentence by replacing it with a full form. Ask: "What two words do you think 'who's' is short for in this sentence?"

The sentence 'Who's been eating my ice cream?' uses the present perfect tense ('has been eating'), so the contraction **who's** stands for **who has**, not 'who is'. Children should recognise that 'who is been eating' makes no grammatical sense, whereas 'who has been eating' does. The tempting distractor is 'who is', but that would require a present continuous structure such as 'who's eating', not 'who's been eating'.

**Watch out:** A child might tick 'to show that who's is the contracted form of who is' because 'who's' often does mean 'who is', but here 'who's been eating' only makes sense as 'who has been eating'.

## Question 22 (1 mark)

**Answer:** The child should tick the second option: 'When the waitress came over, I asked which flavours were the most popular.'

Before revealing the answer, remind the child what a fronted adverbial is - a time, place, or manner phrase at the very start of a sentence. Ask: "Can you find the sentence that starts with a time or when phrase, and has a comma right after it?"

A **fronted adverbial** is a word or phrase placed at the start of a sentence to tell us when, where, or how something happens, followed by a comma before the main clause. In the correct answer, 'When the waitress came over' fronts the sentence and is separated from the main clause by a comma. Children should check that the comma follows the opening adverbial phrase directly, not a list or an adjective pair mid-sentence.

**Watch out:** A child might tick the first option ('We studied the menu at the noisy, crowded ice cream parlour') because it contains commas, but those commas separate adjectives in the middle of the sentence, not a fronted adverbial.

## Question 23 (1 mark)

**Answer:** The dash should go between 'backpack' and 'the': I must repair my backpack - the zip is broken and I need it for our camping trip.

Ask your child to read the sentence aloud and think about where the sentence changes from the main point to an explanation of why. Ask: "Where does the sentence shift from the main idea to giving a reason?"

A **dash** is used here to add extra information or an explanation to the main clause. The sentence has two parts: the main statement ('I must repair my backpack') and the reason that follows ('the zip is

broken and I need it for our camping trip'). Children should spot that the dash belongs after backpack, separating the main clause from the explanatory addition. Placing it anywhere else does not create that logical break.

**Watch out:** A child might place the dash after 'broken' instead, but the dash should introduce the whole explanatory addition beginning with 'the zip', not split that explanation midway.

## Question 24 (1 mark)

**Answer:** The child should tick 'a subordinate clause'.

Before checking the answer, ask your child to look at the underlined words and decide whether they could stand alone as a complete sentence. Ask: "Could those underlined words make sense on their own, without the rest of the sentence?"

The underlined words although a dog called Laika had travelled into space four years earlier form a clause introduced by the subordinating conjunction **although**. Children need to recognise that this clause cannot stand alone as a complete sentence - it depends on the main clause the first manned spaceflight took place to make full sense. That dependency is exactly what defines a subordinate clause.

**Watch out:** A child might be tempted to tick 'a relative clause' because the underlined section gives extra information, but a relative clause begins with a relative pronoun such as 'which' or 'who' - this clause begins with 'although', making it a subordinate clause.

## Question 25 (1 mark)

**Answer:** Row 1: subordinate clause. Row 2: main clause. Row 3: subordinate clause.

Before checking the answer, have the child read each underlined part aloud on its own and think about whether it makes complete sense without the rest of the sentence. Ask: "Could this part of the sentence stand on its own and still make sense?"

Each row underlines a different clause, and children must decide whether it can stand alone as a complete sentence (main clause) or whether it depends on another clause to make sense (subordinate clause). In row 1, **'as we live on the same road'** cannot stand alone - it depends on the first part, so it is a subordinate clause. In row 2, **'Hazel uses a wheelchair'** makes complete sense on its own, so it is the main clause. In row 3, **'Before we entered the classroom'** is introduced by a subordinating conjunction and cannot stand alone, so it is a subordinate clause.

**Watch out:** A child might tick row 2 as subordinate because 'so we went up the ramp' follows it, but 'Hazel uses a wheelchair' is the underlined part and it makes perfect sense independently, making it the main clause.

### Question 26 (1 mark)

**Answer:** Children should draw lines matching: 'Are you coming to the film night at school' to 'question'; 'What a shame you can't come' to 'exclamation'; 'Don't worry about it' to 'command'; 'There will be another one next term' to 'statement'. All four must be correct to score the mark.

Before checking, ask your child to read each sentence aloud and decide whether it is giving information, asking something, telling someone to do something, or expressing strong feeling. Ask: "Can you sort each sentence into what job it is doing?"

Each sentence needs to be matched to its grammatical form. '**Are you coming to the film night at school**' inverts subject and verb to ask something, so it is a question. '**What a shame you can't come**' begins with 'What' and expresses strong feeling, making it an exclamation. '**Don't worry about it**' is a direct instruction beginning with a verb, so it is a command. '**There will be another one next term**' simply states a fact, making it a statement. All four lines must be correct for the single mark.

**Watch out:** A child might match 'Don't worry about it' to 'statement' because it sounds casual, but it is actually a command - it tells someone what to do.

### Question 27 (1 mark)

**Answer:** The sentence with a modal verb is 'I must be at school early tomorrow.' Children should tick that option.

Before looking at the options, remind your child what a modal verb is, then ask them to read each sentence carefully. Ask: "Which sentence contains a word that tells you something is necessary or possible, like 'might' or 'should'?"

**Modal verbs** express necessity, possibility or ability: common examples are must, should, could, might, will, would. Children should scan each sentence for one of these. 'Please help me find the blue pencils' uses an imperative; 'What are we having for lunch?' uses 'are' as an auxiliary; 'Alex had been yawning all day' uses the past perfect auxiliary 'had'. Only 'I **must** be at school early tomorrow' contains a modal verb, expressing necessity.

**Watch out:** A child might tick 'Alex had been yawning all day' because 'had' looks like a helping verb, but 'had' here is a perfect auxiliary, not a modal verb.

### Question 28 (1 mark)

**Answer:** The word 'they' is unclear because it could refer to Kate and Ravi or to the other tennis players - the reader cannot tell which group was excited.

Before looking at the answer, ask your child to read the sentence aloud and think about how many different groups of people are mentioned. Ask: "Who could the word 'they' be referring to in this sentence?"

The pronoun **they** is an ambiguous pronoun reference - the technical term being tested here. In the sentence 'When Kate and Ravi met the other tennis players, they were excited,' there are two possible groups they could refer to: Kate and Ravi, or the other tennis players. Children need to explain that this ambiguity means the reader cannot identify who was actually excited. Simply saying 'it is unclear' is not enough; the answer must show understanding of why - that two different nouns could be the referent.

**Watch out:** An answer that simply says 'they is unclear' without explaining that it could refer to either Kate and Ravi or the other tennis players will not score - the explanation must identify the two possible referents.

### Question 29 (1 mark)

**Answer:** The prefix that can be added to all three words is 're'. This makes 'recharge', 'recycle' and 'recover'.

Point your child at all three words in the diagram and ask them to think about what single prefix could go in front of every one of them. Ask: "Can you think of a short word-beginning that would make a real word with all three of these?"

The question tests knowledge of prefixes that can attach to more than one root word. Children need to find a single prefix that works with all three words: **charge**, **cycle**, and **cover**. The prefix **re-** fits each one, giving recharge, recycle, and recover - all real English words with clear meanings. The official answer is **re**. Children should write it clearly in the box on the question paper.

**Watch out:** A child might try 'un-', which works with 'cover' (uncover) but does not make real words with 'charge' or 'cycle' in the same way, so it would not be correct here.

### Question 30 (1 mark)

**Answer:** The hyphen belongs between 'old' and 'fashioned', making 'old-fashioned'.

Before looking at the answer, ask your child to find the two words in the sentence that together describe the costumes. Ask: "Which two words are being used together to describe what the costumes were like?"

Hyphens are used to join two words that work together as a single compound adjective before a noun. In this sentence, **old-fashioned** describes the costumes, so the two words must be joined with a hyphen. Children should spot that 'old' and 'fashioned' together act as one describing word for 'costumes', and that without the hyphen the meaning becomes unclear. The hyphen goes between 'old' and 'fashioned', nowhere else.

**Watch out:** A child might place the hyphen between 'dressing' and 'up' to form 'dressing-up', but the hyphen is needed for the compound adjective 'old-fashioned', not 'dressing-up'.

### Question 31 (1 mark)

**Answer:** Inverted commas are needed before 'I think' and after the exclamation mark in 'here!', and then again before 'Follow' and after 'me!'

Before looking at the answer, ask the child to read the passage aloud and identify exactly which words Reena actually says out loud. Ask: "Can you point to the words that Reena is actually speaking?"

Children need to place inverted commas around the exact words spoken by Reena. The first piece of speech runs from I think it is over here! - so an opening inverted comma goes before **I** and a closing one goes after the exclamation mark, before shouted. The second piece of speech, Follow me!, needs opening inverted commas before **Follow** and closing ones after the exclamation mark. Both double and single inverted commas are acceptable.

**Watch out:** A child might place inverted commas around the reporting clause 'shouted Reena, pointing at the map' - but those are not spoken words and should not be enclosed.

### Question 32 (1 mark)

**Answer:** Row 1: Verb. Row 2: Adjective. Row 3: Noun.

Before checking, ask your child to look at each sentence and think about what job the underlined word is doing - is it an action, a describing word, or a naming word? Ask: "What is the underlined word doing in each sentence?"

Each row uses the same word, **folds**, in a different grammatical role. In the first sentence, 'He **folds** the letter carefully' - folds is doing the action, so it is a **verb**. In the second sentence, 'The **folded**

letter' - folded describes the letter, so it is an **adjective**. In the third sentence, 'the letter had **folds** in it' - folds is the thing being talked about, so it is a **noun**. All three rows must be correct for the mark.

**Watch out:** A child might tick 'verb' for 'folded' in row 2, because it looks like a verb form, but here it is describing the letter, making it an adjective.

### Question 33 (1 mark)

**Answer:** The comma in the second sentence changes who is being spoken to: Raheem is being addressed directly, rather than being the person who was called.

Before looking at the answer, read both sentences aloud to the child, pausing at the comma in sentence 2. Ask: "In each sentence, who do you think is being talked about or talked to?"

The two sentences look almost identical, but the comma after call in sentence 2 turns Raheem into the person being spoken to (a **vocative**). In sentence 1, 'Did you call Raheem?' asks whether someone telephoned Raheem. In sentence 2, 'Did you call, Raheem?' is asking Raheem directly whether he called someone. Children should explain that the comma shifts who is being addressed, or who is doing the calling.

**Watch out:** Answers that only say 'it changes the meaning' without explaining how will not score. Children must make clear that the comma changes who is being spoken to or who made the call.

**Model answer:** In the first sentence, it is asking whether you rang Raheem. In the second sentence, the comma makes it a question directed at Raheem himself, asking whether he rang someone.

### Question 34 (1 mark)

**Answer:** Children should underline the words 'which she buys from the local cafe'.

Before your child underlines anything, ask them to find the word in the sentence that introduces extra information about the milkshake. Ask: "Can you spot the word that starts a clause telling us more about the milkshake?"

The sentence contains two clauses joined by the relative pronoun **which**. A relative clause is introduced by a relative pronoun (who, which, that, whose, whom) and gives extra information about a noun. Here, '**which she buys from the local cafe**' adds information about the strawberry milkshake. Children should underline from which to the end of the sentence. The fronted adverbial 'After her dance class' and the main clause 'Jamila has a strawberry milkshake' must not be included.

**Watch out:** A child might underline the whole sentence, including 'After her dance class' or the main clause, but only the clause beginning with 'which' is the relative clause.

### Question 35 (1 mark)

**Answer:** Children should circle 'before' in the first sentence and 'into' in the second sentence.

Before your child looks at the sentences, remind them that a preposition shows where, when, or how things relate to each other. Ask: "Can you find the word in each sentence that tells us when or where something happened?"

Prepositions are words that show the relationship between a noun (or pronoun) and another part of the sentence, often indicating time, place, or direction. In the first sentence, **before** shows the time relationship between Stef's training and the tournament. In the second sentence, **into** shows the direction the ball travelled. Children should check both sentences are answered correctly, as the official answer requires both circled to score the mark.

**Watch out:** A child might circle 'hard' in the first sentence, confusing it with a preposition, but 'hard' is an adverb describing how Stef trained.

### Question 36 (1 mark)

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

Before looking at the answer, ask the child to find the main verb in the sentence first. Ask: "Who or what is doing the deciding in this sentence?"

The **subject** of a sentence is the person or thing that performs the action of the main verb. In this sentence, After the heavy rain, Mum decided not to water the garden, the main verb is decided. Children should ask themselves: who decided? The answer is **Mum**. The opening phrase 'After the heavy rain' is an adverbial, not the subject, which is a common stumbling point.

**Watch out:** A child might circle 'rain' because it appears near the start of the sentence, but 'the heavy rain' is part of an adverbial phrase telling us when - it is not performing the action.

### Question 37 (1 mark)

**Answer:** Rewrite the sentence so that the treasure is the thing being acted upon, for example: 'The treasure was stolen.' or 'The treasure was stolen by someone.'

Before looking at the answer, remind your child what the passive voice does to a sentence - who or what comes first, and what happens to the person doing the action. Ask: "Can you rewrite this so that 'the treasure' comes at the beginning instead?"

The **passive voice** flips the active sentence so the object ('the treasure') becomes the subject. Children need to use the verb 'was stolen' and may optionally add a 'by' phrase. The sentence must start with a capital letter and end with a full stop. Misspelling 'stolen' or omitting end punctuation means no mark is awarded.

**Watch out:** Misspelling 'stolen' (for example writing 'stole' or 'stoled') or leaving out a full stop will mean the answer does not score.

**Model answer:** The treasure was stolen.

### Question 38 (1 mark)

**Answer:** The two gaps should be filled with 'brought' and 'forgot' - these are the simple past forms of 'to bring' and 'to forget'.

Before checking, ask the child to think about how we talk about something that already happened in the past - not 'I bring' but what? Ask: "What is the past tense of 'to bring' and 'to forget'?"

Both gaps require the **simple past tense**. Children need to convert the infinitives shown in the boxes into their simple past forms. 'To bring' becomes brought (an irregular past tense) and 'to forget' becomes forgot (also irregular). Both spellings must be correct - the official answer does not accept misspellings. A common error is writing 'bringed' or 'forgotted', which are non-standard forms.

**Watch out:** A child might write 'bringed' or 'forgotted' by adding a regular '-ed' ending, but both verbs are irregular and must be spelled 'brought' and 'forgot' exactly.

### Question 39 (1 mark)

**Answer:** The three nouns to circle are 'piano', 'confidence', and 'mistakes'.

Before looking at the answer, ask the child to think about which words in the sentence are naming words - things, objects, or ideas. Ask: "Can you point to any words in the sentence that are the names of things or ideas?"

Nouns name things, places, people, or ideas. In the sentence 'He played the piano with great confidence and rarely made mistakes', children need to identify the three words that function as nouns. **Piano** is a concrete noun (a physical object); **confidence** is an abstract noun (a feeling or

quality); **mistakes** is a plural concrete noun (things that can be made). Words like 'great' (adjective) and 'rarely' (adverb) are common distractors. All three nouns must be circled to score the mark.

**Watch out:** A child might circle 'great' thinking it relates to something important, but 'great' is an adjective describing confidence, not a noun.

### Question 40 (1 mark)

**Answer:** The answer children need to tick is 'an adverb'. The word 'often' describes how frequently Ben plays outside.

Before looking at the options, ask your child to think about what job the word 'often' is doing in that sentence. Ask: "What is the word 'often' telling us about the action of playing?"

**Often** is the underlined word in 'Ben often plays outside before dinner.' Children need to identify its word class. An adverb can modify a verb by saying how, when, where, or how often something happens. Here, **often** tells us how frequently Ben plays, so it modifies the verb 'plays'. A child might confuse it with an adjective, but adjectives describe nouns, not verbs. 'Often' does not describe a noun anywhere in this sentence.

**Watch out:** A child might be tempted to tick 'an adjective' because adjectives are describing words, but 'often' describes the verb 'plays', not a noun - so it is an adverb, not an adjective.

### Question 41 (1 mark)

**Answer:** A noun phrase of at least three words that works as the subject of the sentence, beginning with a capital letter. For example: 'The bus driver', 'The owner of the house', or 'His big hands'.

Before your child writes anything, point out that the answer goes at the very start of the sentence. Ask: "Can you think of a person or thing - described in at least three words - that could open a door?"

Children need to write a **noun phrase of at least three words** to fill the gap before 'opened the door.' A noun phrase built around a noun, with at least one modifier, is required - for example, a determiner plus adjective plus noun ('The tall stranger') or a longer phrase ('The old man next door'). The phrase must begin with a capital letter, since it starts the sentence, and the sentence must end with a full stop. No errors in punctuation or capitalisation are accepted.

**Watch out:** Children must use at least three words and must start with a capital letter. A single word like 'She' or just two words like 'The man' would not be enough.

**Model answer:** The bus driver opened the door.

### Question 42 (1 mark)

**Answer:** Children need to add two full stops and two capital letters to make three correct sentences. The passage should read: '...school trips. My favourite was to the Science Museum because we saw some incredible experiments. However, Elise preferred our visit to Colchester Castle.'

Ask your child to read the passage aloud and listen for where it naturally feels like one idea has finished and a new one is starting. Ask: "Where do you think each new sentence should begin?"

The passage runs three separate sentences together without full stops or capital letters. Children must identify the two places where one sentence ends and the next begins: after '**school trips**' (before 'my') and after '**incredible experiments**' (before 'however'). Both new sentences need a capital letter at the start. All four changes must be correct to earn the mark - missing one full stop or capital letter means no credit.

**Watch out:** Children sometimes add a full stop after 'however' rather than before it, or forget the matching capital letter after inserting a full stop. Both the full stop and the capital letter are needed at each sentence boundary.

**Model answer:** This year, we have been on a number of school trips. My favourite was to the Science Museum because we saw some incredible experiments. However, Elise preferred our visit to Colchester Castle.

### Question 43 (1 mark)

**Answer:** The child should rewrite the sentence so that the council is doing the action, for example: 'The council maintains the local park.' The sentence must begin with a capital letter and end with a full stop.

Before checking the answer, ask your child to identify who is actually doing the action in the original sentence. Ask: "Who is doing the maintaining - can you say that as a new sentence starting with that person or group?"

This question tests children's ability to convert a **passive** sentence into an **active** one. In the passive original, 'The local park is maintained by the council,' the park is the grammatical subject and the council is tucked away in a 'by' phrase. In the active version, the council must become the subject doing the maintaining. Both 'The council maintain the local park.' and 'The council maintains the local park.' are acceptable. Misspellings of the verb or missing punctuation mean no mark is awarded.

**Watch out:** A child must not misspell 'maintains' or omit the capital letter and full stop, as correct punctuation and spelling are required here.

**Model answer:** The council maintains the local park.

### Question 44 (1 mark)

**Answer:** Children should circle 'his' in the first sentence and 'mine' in the second sentence.

Before revealing the answer, ask the child to think about what a pronoun does - it replaces a noun rather than sitting next to one. Ask: "Can you find a word in each sentence that shows who owns something, but stands completely on its own without a noun after it?"

Possessive pronouns stand alone to show ownership without needing a noun after them. In the first sentence, **his** replaces 'his sport' and in the second, **mine** replaces 'my sport' - both work independently as pronouns. Children must not confuse these with possessive determiners such as Mum's or Karen's, which are attached to nouns rather than replacing them. Both words must be correctly circled for the mark.

**Watch out:** A child might circle 'Mum's' or 'Karen's' as these show possession, but those are possessive determiners attached to nouns, not possessive pronouns standing alone.

### Question 45 (1 mark)

**Answer:** Children should circle three words: 'Since', 'and', and 'if'.

Before your child marks any words, ask them to remind you what a conjunction does in a sentence. Then ask: "Can you point to any words in this passage that join two parts of a sentence together?"

Three conjunctions appear in the passage: **Since** (opening the first clause, showing a time/cause relationship), **and** (joining 'every Saturday' with 'sometimes on Wednesdays'), and **if** (introducing the conditional clause 'if his dad has time to take him'). All three must be circled for the mark. Children should know conjunctions join clauses or words; words like 'too' or 'every' are not conjunctions.

**Watch out:** A child might circle 'too', as it adds information, but 'too' is an adverb here, not a conjunction - it does not join clauses.

### Question 46 (1 mark)

**Answer:** The child should circle the word 'were' in the sentence 'If I were to help, I would start by clearing the tables.'

Before looking at the answer, ask your child to think about what kind of sentence uses 'were' with 'I' instead of 'was'. Ask: "Can you spot the word in the sentence that tells us something is imaginary or not necessarily true?"

The subjunctive mood is used to express hypothetical or imaginary situations, and in English it often appears as **were** rather than was, even with a singular subject. Children need to spot that the sentence begins with If I, which signals a hypothetical condition - not a real one. In Standard English, this construction uses **were** ('If I were to help...') rather than 'was', which is the giveaway that this is the subjunctive form. The word to circle is therefore **were**.

**Watch out:** A child might circle 'would' as it also signals something hypothetical, but 'would' is a modal verb, not the subjunctive form being tested here.

### Question 47 (1 mark)

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

Before your child circles anything, ask them to think about what a determiner does in a sentence. Ask: "Can you find the words in the sentence that tell us which thing or how many of something there is?"

Determiners are words that introduce a noun and specify which one or how much. In the sentence '**There are some biscuits in this tin but there are not any chocolate ones**', the three determiners are some (telling us an unspecified quantity of biscuits), this (specifying which tin), and any (indicating none of a type). Children must circle all three to earn the mark. A common error is circling 'the' or 'not', but neither appears as a determiner here.

**Watch out:** A child might circle 'chocolate' because it describes the biscuits, but 'chocolate' is an adjective here, not a determiner - it describes the noun rather than introducing it.

### Question 48 (1 mark)

**Answer:** The child should write 'were talking' in the gap.

Before checking the answer, ask your child to think about what tense is needed when something was happening in the past and got interrupted. Ask: "What form of the verb 'to talk' would show that the talking was already going on when something else happened?"

The **past progressive** tense is formed with was/were plus a verb ending in -ing. The sentence uses 'we', so the correct auxiliary is **were**, giving **were talking**. Children should recognise that the past progressive describes an ongoing action in the past that was interrupted - here, the talking was happening when the phone rang. The official answer requires correct spelling; 'was talking' would be wrong because the subject is 'we'.

**Watch out:** A child might write 'talked', which is simple past - but the question specifically asks for the past progressive form, so it will not score.

### Question 49 (1 mark)

**Answer:** The answer is 'almost' - it is an adverb describing how nearly Jane was beaten.

Before looking at the options, ask your child to think about what an adverb does - what kind of word it is and what job it does in a sentence. Ask: "Can you find a word in the sentence that tells you more about how or how nearly something happened?"

Children need to identify the **adverb** in the sentence 'Although Jane was a speedy runner, she was almost beaten in the race.' The word almost modifies the verb phrase 'was beaten', telling us to what degree the beating nearly happened. A child might be tempted by speedy, but that is an adjective describing the noun 'runner'. Almost is the only word modifying a verb or adjective to show degree.

**Watch out:** A child might circle 'speedy' because it sounds like an adverb, but 'speedy' is an adjective describing the noun 'runner', not a word that modifies a verb or adjective.

### Question 50 (1 mark)

**Answer:** The child should write: had decided

Before looking at the answer, ask your child what tense they need and how it is usually formed. Ask: "Can you think of how we show that something had already happened before something else in the past?"

The **past perfect** tense is formed with had plus the past participle. From the verb **to decide**, the past participle is decided, giving **had decided**. Children should recognise that the past perfect is used here because the teacher's decision happened before he told the class - it is an earlier past action reported within a past-tense sentence. Correct spelling of both words is required; misspellings will not score.

**Watch out:** A child might write 'decided' on its own, using the simple past instead of the past perfect - but the question specifically asks for the past perfect form, which needs 'had' before the past participle.

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