

**2025 national curriculum tests**

# **Key stage 2**

## **English grammar, punctuation and spelling test mark schemes**

Paper 1: questions

Paper 2: spelling



**Standards  
& Testing  
Agency**

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# 1. Introduction

The Standards and Testing Agency (STA) is responsible for the development and delivery of statutory tests and assessments. STA is an executive agency of the Department for Education.

The 2025 tests assess the national curriculum. This test has been developed to meet the specification set out in the [test framework](#)<sup>1</sup> for English grammar, punctuation and spelling at key stage 2.

A new test and new mark schemes will be produced each year.

Key stage 2 tests are marked by external markers, who receive training to ensure the mark schemes are applied consistently and fairly. The mark schemes are provided to show teachers how the tests are marked. The pupil examples are based on responses gathered from the test trialling process.

Scaled score conversion tables are not included in this document. Conversion tables will be produced as part of the standards maintenance process. [Scaled score conversion tables](#)<sup>2</sup> for the 2025 tests will be published in July 2025. The standards confirmation meeting will take place in July 2025.

# 2. Structure of the test

The key stage 2 English grammar, punctuation and spelling test comprises:

- Paper 1: questions (50 marks)
- Paper 2: spelling (20 marks)

# 3. Content domain coverage

The 2025 test meets the specification in the test framework. Tables 1 and 3 set out the areas of the content domain that are assessed in Paper 1 and Paper 2.

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<sup>1</sup> [www.gov.uk/government/publications/key-stage-2-english-grammar-punctuation-and-spelling-test-framework](https://www.gov.uk/government/publications/key-stage-2-english-grammar-punctuation-and-spelling-test-framework)

<sup>2</sup> [www.gov.uk/guidance/scaled-scores-at-key-stage-2](https://www.gov.uk/guidance/scaled-scores-at-key-stage-2)

## 4. Paper 1: questions

### 4.1 Content domain coverage for Paper 1: questions

Table 1 sets out the content domain coverage for questions in Paper 1. Information relating to the codes in Table 1 can be found in the key stage 2 English grammar, punctuation and spelling test framework.

**Table 1: Content domain coverage for questions in Paper 1**

	G1	G2	G3	G4	G5	G6	G7
Qu.	Grammatical terms or word classes	Functions of sentences	Combining words, phrases and clauses	Verb forms, tense and consistency	Punctuation	Vocabulary	Standard English and formality
1						1	
2						1	
3					1		
4		1					
5					1		
6					1		
7							1
8					1		
9		1					
10					1		
11							1
12	1						
13							1
14					1		
15					1		
16	1						
17					1		
18			1				
19	1						
20						1	
21					1		
22					1		

	G1	G2	G3	G4	G5	G6	G7
Qu.	Grammatical terms or word classes	Functions of sentences	Combining words, phrases and clauses	Verb forms, tense and consistency	Punctuation	Vocabulary	Standard English and formality
23					1		
24			1				
25			1				
26		1					
27				1			
28	1						
29						1	
30					1		
31					1		
32	1						
33					1		
34			1				
35	1						
36	1						
37				1			
38				1			
39	1						
40	1						
41			1				
42					1		
43				1			
44	1						
45	1						
46				1			
47	1						
48				1			
49	1						
50				1			

## 4.2 General marking guidance for Paper 1: questions

To ensure consistency of marking, the most frequent procedural queries are listed in Table 2, along with the action the marker will take.

### Recording marks awarded

Marking takes place on screen, with markers viewing scanned images of pupils' responses. Marks are entered into the marking system in accordance with the guidance for the on-screen marking software.

For each question, markers record the award of 1 or 0 marks as appropriate, according to the mark scheme criteria. There is provision in the software to record questions not attempted. The software aggregates marks automatically.

The following guidance applies to all questions in Paper 1.

**Table 2: General marking principles for Paper 1**

Question type	Accept	Do not accept
<b>Tick boxes and tables</b>	<ul style="list-style-type: none"> <li>any unambiguous indication of the correct answer, for example:               <ul style="list-style-type: none"> <li>the box is crossed rather than ticked</li> <li>the correct answer is circled rather than ticked</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>answers in which more than the required number of boxes have been ticked</li> </ul>
<b>Circling or underlining of the answer</b>	<ul style="list-style-type: none"> <li>any unambiguous indication of the correct answer, such as the answer being enclosed within a box</li> </ul>	<ul style="list-style-type: none"> <li>answers in which more than the required number of words have been circled or underlined</li> <li>answers in which the correct answer is circled or underlined, together with any surrounding words</li> </ul>
<b>Drawing lines to 'match' boxes</b>	<ul style="list-style-type: none"> <li>lines that do not touch the boxes, provided the intention is clear</li> </ul>	<ul style="list-style-type: none"> <li>multiple lines drawn to or from the same box (unless this is a question requirement)</li> </ul>
<b>Labelling</b>	<ul style="list-style-type: none"> <li>clear labels, whether they use the full vocabulary required by the question or an unambiguous abbreviation, for example, 'V' for 'verb'</li> </ul>	<ul style="list-style-type: none"> <li>ambiguity in labelling, for example, the use of 'AD' or 'A' where a distinction is required between 'adjective' and 'adverb'</li> </ul>

Question type	Accept	Do not accept
<b>Punctuation</b>	<ul style="list-style-type: none"> <li>correctly formed punctuation that is clear, unambiguous and recognisable as the required punctuation mark</li> </ul>	<ul style="list-style-type: none"> <li>punctuation that is ambiguous, for example, if it is unclear whether the mark is a comma or full stop</li> </ul>
<b>Sentences and capital letters</b>	<ul style="list-style-type: none"> <li>a sentence that has an initial capital letter and an appropriate punctuation mark indicating the end of the sentence</li> <li>capital letters that are clear and unambiguous</li> </ul> <p>Where letters do not have unique capital letter forms, the height of the capital letter will be equal to, or greater than, that of letters with ascenders.</p>	<ul style="list-style-type: none"> <li>answers in which capital letters are omitted or placed inappropriately in a sentence, or where an entire word is capitalised</li> </ul>
<b>Spelling</b>	<ul style="list-style-type: none"> <li>incorrect spellings of the correct response if no specific mark scheme guidance is given</li> </ul>	<ul style="list-style-type: none"> <li>incorrect spellings of answers for which the mark scheme requires correct spelling</li> </ul> <p>Correct spelling is required for the award of the mark for the majority of questions in Paper 1, especially for questions assessing contracted forms, verb forms, plurals, prefixes and suffixes.</p>

Question type	Accept	Do not accept
<b>Answers outside the expected space</b>	<ul style="list-style-type: none"> <li>a correct answer given somewhere other than the answer space, provided it is not contradicted by another answer written elsewhere</li> <li>correct answers that are written in the 'blank' within a question, rather than in the expected space below it</li> <li>correct answers in which the pupil has written out a word or sentence that is already provided</li> </ul>	<ul style="list-style-type: none"> <li>answers that are given outside the expected space and contradicted by another answer written elsewhere</li> </ul>
<b>More than one answer given</b>	<ul style="list-style-type: none"> <li>multiple answers that are all correct according to the mark scheme</li> </ul>	<ul style="list-style-type: none"> <li>responses where both correct and incorrect answers are given</li> </ul>
<b>Handwriting</b>	<ul style="list-style-type: none"> <li>answers that are clear, unambiguous and recognisable, including letters that have been reversed, but which are still clearly identifiable to the marker</li> </ul>	<ul style="list-style-type: none"> <li>answers that are unclear or ambiguous</li> </ul>
<b>Crossed-out answers</b>	<ul style="list-style-type: none"> <li>correct answers that replace a crossed-out attempt</li> </ul>	<ul style="list-style-type: none"> <li>crossed-out answers</li> </ul>

### 4.3 Explanation of the mark schemes for Paper 1: questions

The mark schemes contain the following information for each question:

- the question number
- the question from the test paper
- what is required to answer each question – either a correct answer or examples of different types of creditworthy response
- how many marks are available for the question
- any additional guidance that may be relevant
- the content domain reference



## 5. Mark schemes for Paper 1: questions

Qu.	Requirement	Mark															
1 G6.2	<div style="display: flex; align-items: center;"> <div style="margin-right: 10px;"> <input type="checkbox"/>  <input checked="" type="checkbox"/>  <input type="checkbox"/>  <input type="checkbox"/> </div> <div>opposite</div> </div>	1m															
2 G6.1	<b>Award 1 mark</b> for the correct word circled. <div style="display: flex; justify-content: space-around; align-items: center;"> <span>uneven</span> <span>sore</span> <span>smooth</span> <span>low</span> </div>	1m															
3 G5.3	<p>“Have you finished eating your lunch ” asked Hannah</p> <div style="display: flex; justify-content: space-around; align-items: center; margin-top: 10px;"> <div style="text-align: center;">↑ <input type="checkbox"/></div> <div style="text-align: center;">↑ <input type="checkbox"/></div> <div style="text-align: center;">↑ <input checked="" type="checkbox"/></div> <div style="text-align: center;">↑ <input type="checkbox"/></div> </div>	1m															
4 G2.1 G2.3	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 40%;">Sentence</th><th style="width: 30%;">Statement</th><th style="width: 30%;">Command</th></tr> </thead> <tbody> <tr> <td>Watch where you’re going.</td><td></td><td style="text-align: center;">✓</td></tr> <tr> <td>We watched the game together.</td><td style="text-align: center;">✓</td><td></td></tr> <tr> <td>My watch stopped working.</td><td style="text-align: center;">✓</td><td></td></tr> <tr> <td>Do not watch too much television.</td><td></td><td style="text-align: center;">✓</td></tr> </tbody> </table>	Sentence	Statement	Command	Watch where you’re going.		✓	We watched the game together.	✓		My watch stopped working.	✓		Do not watch too much television.		✓	1m
Sentence	Statement	Command															
Watch where you’re going.		✓															
We watched the game together.	✓																
My watch stopped working.	✓																
Do not watch too much television.		✓															
5 G5.5	<b>Award 1 mark</b> for two commas correctly inserted. We lifted up the log and found worms, woodlice, snails and slugs.	1m															
6 G5.4	<div style="display: flex; align-items: center;"> <div style="margin-right: 10px;"> <input type="checkbox"/>  <input type="checkbox"/>  <input checked="" type="checkbox"/>  <input type="checkbox"/> </div> <div>an exclamation mark</div> </div>	1m															
7 G7.1	<b>Award 1 mark</b> for both correct. We <u>was</u> / <u>were</u> going on a school trip to a concert. The musicians <u>did</u> / <u>done</u> a sound check before the show.	1m															
8 G5.11	<b>Award 1 mark</b> for a semi-colon correctly inserted. We have been learning about the Vikings; they were a fascinating civilisation.	1m															

Qu.	Requirement	Mark
9 G2.2 G5.3	<div> <input type="checkbox"/> </div> <p>Is Jay going to come on Tuesday <input checked="" type="checkbox"/></p> <div> <input type="checkbox"/> </div> <p>Do you know if Jay is coming on Tuesday <input checked="" type="checkbox"/></p>	1m
10 G5.9	<p><b>Award 1 mark</b> for a pair of brackets correctly inserted.</p> <p>Our class visited a castle (the oldest in the country) to help us with our history project.</p>	1m
11 G7.2	<p><b>Award 1 mark</b> for all <b>three</b> correct.</p> <p>The basketball club was set up / (established) by a group of friends last year.</p> <p>They (invited) / got people who were interested in the game to join.</p> <p>Now they play / (compete) in their local league.</p>	1m
12 G1.6a	<div> <input type="checkbox"/> </div> <p>After dinner, Kal is going to her room. <input checked="" type="checkbox"/></p> <div> <input type="checkbox"/> </div> <div> <input type="checkbox"/> </div>	1m
13 G7.3 G7.2	<div> <input type="checkbox"/> </div> <div> <input type="checkbox"/> </div> <p>The coach has yet to announce the team. <input checked="" type="checkbox"/></p> <div> <input type="checkbox"/> </div>	1m
14 G5.9	<div> <input type="checkbox"/> </div> <div> <input type="checkbox"/> </div> <div> <input type="checkbox"/> </div> <p>dashes <input checked="" type="checkbox"/></p>	1m
15 G5.10	<p><b>Award 1 mark</b> for a colon correctly inserted.</p> <p>We saw various animals on our evening walk: badgers, foxes, mice and an owl.</p>	1m
16 G1.3	<p><b>Award 1 mark</b> for all <b>three</b> correctly circled.</p> <p>The (crumbling) castle stood high on the (rocky) hill. The views over the countryside were (glorious).</p>	1m

Qu.	Requirement	Mark
17 G5.9	<div><div><input type="checkbox"/></div><div>Swimming, which strengthens muscles in the arms and legs, is great exercise.</div><div><input checked="" type="checkbox"/></div><div><input type="checkbox"/></div><div><input type="checkbox"/></div></div>	1m
18 G3.1a G1.5b	<p><b>Award 1 mark</b> for a grammatically correct relative clause that retains the meaning of the sentence in the box, for example:</p> <ul style="list-style-type: none"><li>My uncle, <u>who lives on a farm</u>, is going to plant potatoes.</li><li>My uncle, <u>who's a farmer</u>, is going to plant potatoes.</li></ul> <p><b>Do not accept</b> misspellings of relative pronouns or verb forms.</p> <p><b>Do not accept</b> errors in punctuation or capitalisation.</p>	1m
19 G1.2	<div><div><input type="checkbox"/></div><div><u>Space</u> yourselves out in the hall for PE.</div><div><input checked="" type="checkbox"/></div><div><input type="checkbox"/></div><div><input type="checkbox"/></div></div>	1m
20 G6.3	<p><b>Award 1 mark</b> for all <b>four</b> matched correctly.</p> <div><div><p>Word</p><div>recruit</div><div>advert</div><div>class</div><div>alien</div></div><div><p>Suffix</p><div>ate</div><div>ise</div><div>ment</div><div>ify</div></div></div>	1m
21 G5.8	<div><div><input type="checkbox"/></div><div>to show that who's is the contracted form of 'who has'</div><div><input checked="" type="checkbox"/></div><div><input type="checkbox"/></div></div>	1m
22 G5.6b	<div><div><input type="checkbox"/></div><div>When the waitress came over, I asked which flavours were the most popular.</div><div><input checked="" type="checkbox"/></div><div><input type="checkbox"/></div><div><input type="checkbox"/></div></div>	1m

Qu.	Requirement	Mark												
<b>23</b> G5.12	<b>Award 1 mark</b> for a dash correctly inserted. I must repair my backpack – the zip is broken and I need it for our camping trip.	<b>1m</b>												
<b>24</b> G3.4	<div style="display: flex; align-items: center; justify-content: center;"> <input type="checkbox"/>  <input type="checkbox"/>  <input type="checkbox"/>  a subordinate clause <input checked="" type="checkbox"/> </div>	<b>1m</b>												
<b>25</b> G3.1 G3.4	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 40%;">Sentence</th><th style="width: 20%;">Main clause</th><th style="width: 20%;">Subordinate clause</th></tr> </thead> <tbody> <tr> <td>I walked to school with Hazel <u>as</u> we live on the same road.</td><td></td><td style="text-align: center;">✓</td></tr> <tr> <td>Hazel uses a wheelchair <u>so</u> we went up the ramp.</td><td style="text-align: center;">✓</td><td></td></tr> <tr> <td><u>Before</u> we entered the classroom, we greeted our friends.</td><td></td><td style="text-align: center;">✓</td></tr> </tbody> </table>	Sentence	Main clause	Subordinate clause	I walked to school with Hazel <u>as</u> we live on the same road.		✓	Hazel uses a wheelchair <u>so</u> we went up the ramp.	✓		<u>Before</u> we entered the classroom, we greeted our friends.		✓	<b>1m</b>
Sentence	Main clause	Subordinate clause												
I walked to school with Hazel <u>as</u> we live on the same road.		✓												
Hazel uses a wheelchair <u>so</u> we went up the ramp.	✓													
<u>Before</u> we entered the classroom, we greeted our friends.		✓												
<b>26</b> G2.3 G2.2 G2.4	<b>Award 1 mark</b> for all <b>four</b> matched correctly. <div style="display: flex; justify-content: space-around; margin-top: 10px;"> <div style="text-align: center;"> <b>Sentence</b>  <div style="border: 1px solid black; padding: 5px; margin-bottom: 10px;">Are you coming to the film night at school</div> <div style="border: 1px solid black; padding: 5px; margin-bottom: 10px;">What a shame you can't come</div> <div style="border: 1px solid black; padding: 5px; margin-bottom: 10px;">Don't worry about it</div> <div style="border: 1px solid black; padding: 5px;">There will be another one next term</div> </div> <div style="text-align: center;"> <b>Form</b>  <div style="border: 1px solid black; padding: 5px; margin-bottom: 10px;">question</div> <div style="border: 1px solid black; padding: 5px; margin-bottom: 10px;">command</div> <div style="border: 1px solid black; padding: 5px; margin-bottom: 10px;">statement</div> <div style="border: 1px solid black; padding: 5px;">exclamation</div> </div> </div>	<b>1m</b>												
<b>27</b> G4.1c	<div style="display: flex; align-items: center; justify-content: center;"> <input type="checkbox"/>  <input type="checkbox"/>  <input type="checkbox"/>  I must be at school early tomorrow. <input checked="" type="checkbox"/> </div>	<b>1m</b>												

Qu.	Requirement	Mark																
28 G1.5	<b>Award 1 mark</b> for a response explaining that it is unclear who <i>they</i> refers to, for example: <ul style="list-style-type: none"><li><i>You don't know who 'they' is referring to; you don't know if it is the tennis players or Kate and Ravi.</i></li><li><i>Because we don't know who 'they' are.</i></li><li><i>It doesn't clarify who they are referring to by 'they'.</i></li></ul>	1m																
29 G6.2	<b>Award 1 mark</b> for re	1m																
30 G5.13	<b>Award 1 mark</b> for a hyphen correctly inserted.  At the museum, we enjoyed dressing up in the old-fashioned costumes and fancy hats.	1m																
31 G5.7	<b>Award 1 mark</b> for inverted commas correctly inserted, i.e.  “I think it is over here!” shouted Reena, pointing at the map. “Follow me!”  ‘I think it is over here!’ shouted Reena, pointing at the map. ‘Follow me!’	1m																
32 G1.1 G1.2 G1.3	<table><thead><tr><th>Sentence</th><th>Verb</th><th>Noun</th><th>Adjective</th></tr></thead><tbody><tr><td>He <u>folds</u> the letter carefully.</td><td>✓</td><td></td><td></td></tr><tr><td>The <u>folded</u> letter was put in the envelope.</td><td></td><td></td><td>✓</td></tr><tr><td>The letter had <u>folds</u> in it.</td><td></td><td>✓</td><td></td></tr></tbody></table>	Sentence	Verb	Noun	Adjective	He <u>folds</u> the letter carefully.	✓			The <u>folded</u> letter was put in the envelope.			✓	The letter had <u>folds</u> in it.		✓		1m
Sentence	Verb	Noun	Adjective															
He <u>folds</u> the letter carefully.	✓																	
The <u>folded</u> letter was put in the envelope.			✓															
The letter had <u>folds</u> in it.		✓																
33 G5.6a	<b>Award 1 mark</b> for a response explaining that the comma changes who is being addressed and/or who is being called, for example: <ul style="list-style-type: none"><li><i>In the first sentence it's asking if you called Raheem. In the second sentence they are asking if Raheem called somebody.</i></li><li><i>The second sentence makes it seem like it is the caller's name and the other does not.</i></li><li><i>The 1st one means that they were talking about Raheem and the 2nd one shows that they are talking to Raheem.</i></li></ul>	1m																
34 G3.1a	<b>Award 1 mark</b> for  After her dance class, Jamila has a strawberry milkshake, <u>which</u> she buys from the local cafe.	1m																

Qu.	Requirement	Mark
35 G1.7	<b>Award 1 mark</b> for both correctly circled. Stef trained hard <u>before</u> the hockey tournament. Concentrating intensely, Emma hit the ball <u>into</u> the net.	1m
36 G1.9	<b>Award 1 mark</b> for the correct word circled. After the heavy rain, <u>Mum</u> decided not to water the garden.	1m
37 G4.4	<b>Award 1 mark</b> for a correctly punctuated sentence using the passive, for example: <ul style="list-style-type: none"> <li><i>The treasure was stolen by someone.</i></li> <li><i>The treasure was stolen by somebody.</i></li> <li><i>The treasure was stolen.</i></li> </ul> <b>Do not accept</b> misspellings of verb forms or errors in punctuation or capitalisation.	1m
38 G4.1a	<b>Award 1 mark</b> for both correct. I <u>brought</u> my violin to school. I <u>forgot</u> it last week. <div style="display: flex; justify-content: space-around; margin-top: 10px;"> <div style="text-align: center;">↑ <div style="border: 1px solid black; padding: 2px 5px;">to bring</div></div> <div style="text-align: center;">↑ <div style="border: 1px solid black; padding: 2px 5px;">to forget</div></div> </div> <b>Do not accept</b> misspellings or errors in punctuation or capitalisation.	1m
39 G1.1	<b>Award 1 mark</b> for all <b>three</b> correctly circled. He played the <u>piano</u> with great <u>confidence</u> and rarely made <u>mistakes</u> .	1m
40 G1.6	an adverb <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	1m
41 G3.2	<b>Award 1 mark</b> for an appropriate noun phrase, for example: <ul style="list-style-type: none"> <li><i>The bus driver</i></li> <li><i>The owner of the house</i></li> <li><i>His big hands</i></li> <li><i>The old man who couldn't sleep</i></li> </ul> <b>Do not accept</b> errors in punctuation or capitalisation.	1m
42 G5.2 G5.1	<b>Award 1 mark</b> for This year, we have been on a number of school trips. <b>M</b> <sub>my</sub> favourite was to the Science Museum because we saw some incredible experiments. <b>H</b> <sub>however</sub> , Elise preferred our visit to Colchester Castle.	1m

Qu.	Requirement	Mark
43 G4.4	<p><b>Award 1 mark</b> for a correctly punctuated sentence using the active, for example:</p> <ul style="list-style-type: none"> <li>• <i>The council maintain the local park.</i></li> <li>• <i>The council maintains the local park.</i></li> </ul> <p><b>Do not accept</b> misspellings of verb forms or errors in punctuation or capitalisation.</p>	1m
44 G1.5a	<p><b>Award 1 mark</b> for both correctly circled.</p> <p>Dad told me that Mum's favourite sport is cycling and (his) is cricket.</p> <p>Tennis is Karen's favourite sport and (mine) is football.</p>	1m
45 G1.4 G3.4 G3.3	<p><b>Award 1 mark</b> for all <b>three</b> correctly circled.</p> <p>(Since) Billy has started swimming lessons, he has been going to the pool every Saturday (and) sometimes on Wednesdays too, (if) his dad has time to take him.</p>	1m
46 G4.3 G7.4	<p><b>Award 1 mark</b> for the correct word circled.</p> <p>If I (were) to help, I would start by clearing the tables.</p>	1m
47 G1.8	<p><b>Award 1 mark</b> for all <b>three</b> correctly circled.</p> <p>There are (some) biscuits in (this) tin but there are not (any) chocolate ones.</p>	1m
48 G4.1d G1.2	<p><b>Award 1 mark</b> for</p> <p>While we <u>were talking</u> to our friend, his phone started ringing.</p> <p style="text-align: center;">↑ to talk</p> <p><b>Do not accept</b> misspellings or errors in punctuation or capitalisation.</p>	1m
49 G1.6	<p><b>Award 1 mark</b> for the correct word circled.</p> <p>Although Jane was a speedy runner, she was (almost) beaten in the race.</p>	1m
50 G4.1b G1.2	<p><b>Award 1 mark</b> for</p> <p>The teacher told the class that he <u>had decided</u> not to give them any homework.</p> <p style="text-align: center;">↑ to decide</p> <p><b>Do not accept</b> misspellings or errors in punctuation or capitalisation.</p>	1m

## 6. Paper 2: spelling

### 6.1 Content domain coverage for Paper 2: spelling



This information is provided in Table 3.

### 6.2 General marking guidance for Paper 2: spelling

The following guidance applies to all questions in Paper 2. Please read this carefully before applying the individual mark schemes.

- If the pupil makes more than one attempt, it must be clear which answer the pupil wishes to be marked.
- If the pupil makes two or more attempts and it is not clear which is to be considered, the mark is not awarded.
- The pupil can answer in upper or lower case, or a mixture of the two. The exception to this is for days of the week, which must be written in lower-case letters with an initial capital letter for the award of the mark.
- If the pupil has answered with the correct sequence of letters but has incorrectly inserted an apostrophe or a hyphen, the mark is not awarded.
- If the pupil has answered with the correct sequence of letters but these have been separated into clearly divided components, with or without a hyphen, the mark is not awarded.

### 6.3 Pupil version of Paper 2: spelling

<div style="text-align: center; border: 1px solid black; padding: 5px; margin-bottom: 10px;"><b>Spelling</b></div> <ol style="list-style-type: none"> <li>There was a brave _____ in the story.</li> <li>The children walked home _____ the park.</li> <li>We were _____ for our hard work.</li> <li>I enjoy reading _____ stories.</li> <li>After a few days, the seeds _____ shoots.</li> <li>There was an _____ of colour during the firework display.</li> <li>They _____ a bridge on their way to school.</li> <li>There was a funny _____ in the school play.</li> <li>The new phone is lightweight and _____.</li> <li>It was a good _____ to move to a quieter room.</li> </ol> <div style="text-align: center; margin-top: 20px;">  </div> <div style="text-align: left; font-size: small;">Page 2 of 4</div>	<ol style="list-style-type: none"> <li>My sister stomped _____ up the stairs.</li> <li>There was an _____ to the bus timetable.</li> <li>Cold environments are the preferred habitats for _____.</li> <li>I am looking forward to going on a _____ trip next year.</li> <li>The ship was held in place by an _____.</li> <li>Brushing your teeth helps to remove _____.</li> <li>I hid my _____ when my friend won the contest.</li> <li>The plants will _____ on the sunny windowsill.</li> <li>Ava was _____ to miss the school trip.</li> <li>I look forward to _____ your reply.</li> </ol> <div style="text-align: center; margin-top: 20px;"> <div style="border: 1px solid black; padding: 5px; display: inline-block;"><b>END OF TEST</b></div> </div> <div style="text-align: center; margin-top: 20px;">  </div> <div style="text-align: right; font-size: small;">Page 3 of 4</div>
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## 7. Mark schemes for Paper 2: spelling

Information relating to the content domain reference codes in Table 3 can be found in the key stage 2 English grammar, punctuation and spelling test framework.

**Table 3: Mark schemes and content domain references for Paper 2**

Qu.	Spelling	Mark	Content domain reference
1	knight	1	S60 – words with ‘silent’ letters (i.e. letters whose presence cannot be predicted from the pronunciation of the word)
2	through	1	S59 – words containing the letter string <i>ough</i> S61 – homophones and near homophones (Years 3 and 4) homophones and other words that are often confused (Years 5 and 6)
3	rewarded	1	S38 – adding suffixes beginning with vowel letters to words of more than one syllable
4	adventure	1	S44 – words with endings sounding like /ʒə/ or /tʃə/
5	developed	1	S38 – adding suffixes beginning with vowel letters to words of more than one syllable
6	explosion	1	S45 – endings that sound like /ʒən/
7	passed	1	S61 – homophones and near homophones (Years 3 and 4) homophones and other words that are often confused (Years 5 and 6)
8	scene	1	S51 – words with the /s/ sound spelt <i>sc</i> S61 – homophones and near homophones (Years 3 and 4) homophones and other words that are often confused (Years 5 and 6)
9	affordable	1	S56 – words ending in <i>-able</i> and <i>-ible</i> words ending in <i>-ably</i> and <i>-ibly</i> S38 – adding suffixes beginning with vowel letters to words of more than one syllable
10	suggestion	1	S47 – endings that sound like /ʃən/, spelt <i>-tion</i> , <i>-sion</i> , <i>-ssion</i> , <i>-cian</i>
11	angrily	1	S43 – the suffix <i>-ly</i>
12	alteration	1	S42 – the suffix <i>-ation</i>
13	reindeer	1	S52 – words with the /eɪ/ sound spelt <i>ei</i> , <i>eigh</i> , or <i>ey</i>
14	residential	1	S54 – endings which sound like /ʃəl/
15	anchor	1	S48 – words with the /k/ sound spelt <i>ch</i>
16	plaque	1	S50 – words ending with the /g/ sound spelt <i>-gue</i> and the /k/ sound spelt <i>-que</i>
17	jealousy	1	S46 – the suffix <i>-ous</i>
18	flourish	1	S40 – the /ʌ/ sound spelt <i>ou</i>
19	disappointed	1	S41 – prefixes
20	receiving	1	S58 – words with the /i:/ sound spelt <i>ei</i> after <i>c</i>
<b>Total</b>		<b>20</b>	



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Key stage 2 English grammar, punctuation and spelling mark schemes

Paper 1: questions and Paper 2: spelling

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