



REVISION GUIDES • WORKBOOKS • PRACTICE PAPERS

KEY STAGE 2 SATS

# 2026 KS2 Grammar, Punctuation & Spelling

Answers Explained

Sourced from SATs-Papers.co.uk • <https://www.SATs-Papers.co.uk>

Answers Explained © ExamNinja.co.uk.

Questions and mark schemes © Crown copyright, reproduced under the Open Government Licence v3.0; some source texts may be third-party copyright - see the original resource.

# How to beat each question type

---

## Tick the correct answer

1. Ask the child to read all the options carefully before choosing, rather than stopping at the first one that seems right.
  2. Encourage the child to cross out any options that are clearly wrong, so only the most likely ones remain.
  3. Remind the child that only one box should be ticked; if two are ticked, no mark is awarded.
- 

## Punctuation: insert the correct mark (G5)

1. Ask the child to read the sentence aloud and think about what the punctuation mark needs to do (e.g. separate two main clauses, add extra information, introduce a list).
  2. Encourage the child to try placing the mark in different positions and re-read each time to check it sounds right and makes sense.
  3. Remind the child that the mark must be clearly formed and in exactly the right place; a vague or misplaced mark will not be accepted.
- 

## Word classes: circle, underline or label words (G1)

1. Ask the child to read the whole sentence first, then think about the job each word is doing (e.g. naming, doing, describing, joining).
  2. Encourage the child to use the question's label (verb, noun, adverb, etc.) as a checklist and test each word against it before circling or underlining.
  3. Remind the child to check that the exact number of words asked for has been chosen; circling extra words means no mark is awarded.
- 

## Match words or phrases with a line (G6)

1. Ask the child to start with the word or prefix they feel most confident about and draw that line first, working through to the trickier ones.
  2. Remind the child that each item can only be used once, so once a line is drawn, that option is no longer available.
  3. Encourage the child to check the completed matches by reading each pair aloud to make sure the combined word or meaning sounds correct.
- 

## Verb tense and form (G4)

1. Ask the child to read the whole sentence and decide what time frame it is in (past, present, or future) before looking at the underlined verb.

2. Encourage the child to say the correct verb form aloud in the sentence to check it sounds consistent with the other verbs.
  3. Remind the child that correct spelling of the verb form is required; an incorrectly spelled answer will not be accepted.
- 

### **Explain how grammar or punctuation changes meaning (G5.6)**

1. Ask the child to read both sentences carefully and think about what is different, not just what the punctuation mark is called.
  2. Encourage the child to describe the change in meaning in their own words, focusing on what the reader now understands differently (e.g. a different number of places, a different level of certainty).
  3. Reassure the child that spelling and punctuation in the written answer do not affect the mark for these questions, so they should focus on expressing the idea clearly.
- 

### **Write your own sentence (question, active/passive, contracted forms) (G2)**

1. Ask the child to identify exactly what the question is asking them to produce (e.g. a question, a passive sentence, a contracted word) before writing anything.
  2. Encourage the child to draft the sentence mentally first, then check it has the required grammatical feature clearly in place.
  3. Remind the child to check capital letters, end punctuation, and spelling carefully, as errors in these will mean the answer is not accepted.
-

### Question 1 (1 mark)

**Answer:** The child should tick 'Will Orla buy tickets for all of us' - this is the sentence that must end with a question mark.

Before revealing the answer, encourage the child to read each sentence aloud and think about which one is actually asking something directly. Ask: "Which of these sentences is a real question - one that needs a yes or a no answer?"

All four sentences are printed without end punctuation, and children must identify which one must end with a question mark. A question mark is required only for a direct question. 'Will Orla buy tickets for all of us' begins with the auxiliary verb **Will**, forming a direct yes/no question - it must end with a question mark. The other sentences, despite containing question-related ideas, are statements in structure.

**Watch out:** A child might tick 'Orla wants to know when you are coming to the cinema with us' because it is about finding something out, but grammatically it is a statement, not a direct question, so it does not need a question mark.

### Question 2 (1 mark)

**Answer:** Children should tick 'Please be seated.'

Before checking, ask your child to think about which style of language they might hear at a formal event, like an awards ceremony. Ask: "Which of these sentences sounds like something you'd read in an official letter or hear from a formal announcement?"

Formality in language means choosing words and structures that are more official and less casual. '**Please be seated**' uses a formal passive construction typical of official announcements or polite written requests. The other three options all contain informal features: 'Come on' is a casual exclamation, 'won't you?' is a conversational tag question, and 'Have a sit-down' uses the informal noun phrase 'sit-down'. Children should recognise that formal language avoids contractions, slang, and chatty phrases.

**Watch out:** A child might tick 'Sit down, won't you?' as it sounds polite, but the tag question 'won't you?' makes it informal and conversational rather than truly formal.

### Question 3 (1 mark)

**Answer:** Children should draw lines matching: develop to ment, outrage to ous, weak to ness, and power to less.

Before drawing any lines, encourage the child to say each possible combination aloud and decide whether it sounds like a real word. Ask: "Can you say each word joined to a suffix and tell me which one sounds right?"

Each word in the left column combines with exactly one suffix to form a real English word. **Develop + ment** gives development; **outrage + ous** gives outrageous; **weak + ness** gives weakness; **power + less** gives powerless. Children need to try each combination mentally and discard those that do not form a word. The mark is awarded only if all four lines are correct.

**Watch out:** A child might match 'power' to 'ous' (thinking of 'powerful'), but 'powerful' uses a different suffix altogether, and 'powerous' is not a word.

#### Question 4 (1 mark)

**Answer:** The correct sentence to tick is: 'Flo – my youngest sister – is in year three.'

Before revealing the answer, ask your child to cover the tick boxes and read each sentence aloud, then ask: "Which sentence sounds right if you remove the words between the dashes?"

Dashes used as parenthesis must come in a matching pair, enclosing the extra information as a complete, removable unit. In the correct option, the phrase my youngest sister sits neatly between two dashes, so removing it leaves Flo is in year three – a perfectly complete sentence. Children should check that both dashes are present and that they bracket only the inserted detail, not parts of the main clause.

**Watch out:** A child might be tempted by 'Flo – my youngest – sister is in year three' because it has two dashes, but the dashes are in the wrong places and split the phrase 'youngest sister' incorrectly.

#### Question 5 (1 mark)

**Answer:** The answer children need to tick is 'Plants cannot live without these three things: light, water and nutrients.'

Before revealing the answer, ask your child to read each option and cover the list at the end. Ask: "Does the part before the colon make sense as a complete sentence on its own?"

A **colon** should be placed after a complete clause to introduce a list. Children need to check that the words before the colon form a complete sentence on their own. Only 'Plants cannot live without these three things' works as a full, standalone clause, making the colon correct before the list 'light, water and nutrients'. The other options break the sentence mid-clause, where a colon is not grammatically correct.

**Watch out:** A child might be tempted by the first option 'Plants cannot live without: these three things light, water and nutrients' because the colon appears near the start, but 'Plants cannot live without' is not a complete clause and cannot introduce a list with a colon.

### Question 6 (1 mark)

**Answer:** The sentence 'I am not as good at them tricks as Jay is.' should be ticked, as 'them' is used incorrectly instead of 'those'.

Before looking at the options, ask your child to read each sentence aloud and think about whether it sounds like the kind of English used in formal writing or school work. Ask: "Which sentence has a word that doesn't sound quite right for formal, written English?"

Standard English requires **those** rather than **them** when used as a determiner before a noun. Children need to spot that 'them tricks' is non-standard dialect usage – **them** can only be an object pronoun in Standard English, not a determiner. The other three sentences all use Standard English correctly, so the sentence containing 'them tricks' is the odd one out.

**Watch out:** A child might tick 'Jay did a brilliant trick on his skateboard' thinking 'did' is wrong, but 'did' is perfectly correct Standard English in the simple past tense.

### Question 7 (1 mark)

**Answer:** The child should tick 'Look at that horse!' - this is the only sentence punctuated correctly.

Before checking, ask the child to read each sentence aloud and decide whether it is a statement, a question, or an exclamation. Ask: "Which sentence has the right punctuation mark at the end for what kind of sentence it is?"

Each sentence in this question uses a punctuation mark that does not match the sentence type.

'**Look at that horse!**' is an exclamation and is correctly ended with an exclamation mark. The other options are all wrongly punctuated: 'We saw horses from the train window?' is a statement given a question mark; 'What a lovely sight it was?' is an exclamation given a question mark; 'Where are the horses.' is a question given a full stop. Children need to match each sentence type to its correct end punctuation.

**Watch out:** A child might tick 'Where are the horses.' because it looks tidy with a full stop, but a question must end with a question mark, not a full stop.

### Question 8 (1 mark)

**Answer:** The correct answer to tick is 'obvious'.

Before checking, ask the child to put the word 'apparent' into their own words using the sentence as a clue. Ask: "What do you think 'apparent' means in this sentence - can you think of another word that fits in its place?"

A **synonym** is a word that means the same, or nearly the same, as another word. Children need to decide which of the four options matches the meaning of apparent in the sentence 'It was apparent that Yasir had worked hard on his model.' Here, apparent means clearly visible or easy to see.

**Obvious** is the closest match, as both words mean something that is easy to notice or understand. 'Curious' means strange or eager to know, 'surprising' means unexpected, and 'exciting' suggests enthusiasm - none of these carry the same meaning as apparent.

**Watch out:** A child might be tempted by 'surprising' because hard work producing a good result could feel unexpected, but 'surprising' means something you did not expect - not simply something that is easy to see or understand.

### Question 9 (1 mark)

**Answer:** The child should tick 'According to the weather forecast, it will be sunny this afternoon.'

Before revealing the answer, point the child to each option and ask them to identify the opening phrase in each sentence. Ask: "Which sentence has a describing phrase at the very start, followed by a comma, then the main part of the sentence?"

A **fronted adverbial** is a word or phrase placed at the start of a sentence that tells us how, when, where or under what circumstances the action happens. The phrase 'According to the weather forecast' is the fronted adverbial here, and the comma is correctly placed immediately after it, before the main clause begins. The other options either place the comma mid-clause where it does not belong, or the fronted adverbial itself is not properly separated from the rest of the sentence.

**Watch out:** A child might tick 'Whatever, the cost she was determined...' because it does have a comma early on, but the comma is placed incorrectly inside the fronted adverbial phrase rather than after it.

### Question 10 (1 mark)

**Answer:** Children should draw lines matching: vast to enormous, unpleasant to nasty, agreeable to pleasant, tiny to small. All four must be correct to score the mark.

Before drawing any lines, ask your child to think about what each word on the left means in everyday life. Ask: "Can you think of another word that means the same thing as each of these words?"

Synonyms are words with the same or very similar meaning. Children need to pair each word on the left with its closest match on the right. **Vast** means enormous; **unpleasant** means nasty; **agreeable** means pleasant; **tiny** means small. The trickiest pairing is agreeable/pleasant, as children may confuse it with another option. All four lines must be correct for the single mark.

**Watch out:** A child might match 'agreeable' to 'enormous' or confuse 'unpleasant' with 'small', but agreeable means pleasant and unpleasant means nasty - thinking of their everyday meanings helps avoid this.

### Question 11 (1 mark)

**Answer:** Children should circle all four more formal words: 'request', 'consider', 'proceeds', and 'purchase'.

Before checking, ask the child to read the sentence aloud and think about which kind of writing each word pair belongs in. Ask: "Which word in each pair sounds more like something you'd read in a formal letter?"

Formality in vocabulary is the focus here. Each underlined pair offers one everyday word and one more formal alternative. **Request** is more formal than 'ask', **consider** more formal than 'think about', **proceeds** more formal than 'money', and **purchase** more formal than 'buy'. The full mark requires all four correct; circling even one wrong option loses the mark.

**Watch out:** A child might circle 'ask' or 'buy' as these are perfectly correct English words, but in each pair they are the informal option, not the formal one.

### Question 12 (1 mark)

**Answer:** The brackets should go around 'a black cat from York', giving: Pepper (a black cat from York) hid in the back of his owner's car for a whole night.

Before looking at the answer, ask your child to find the part of the sentence that gives extra detail about who Pepper is, and think about whether it could be removed without changing the main meaning. Ask: "Which part of the sentence is extra information about Pepper that you could take out?"

Brackets are used to add extra, parenthetical information that could be removed without breaking the sentence. The phrase '**a black cat from York**' is a parenthetical description of Pepper - it slots neatly inside a pair of brackets. Children should check that removing the bracketed phrase still leaves a



complete, sensible sentence: 'Pepper hid in the back of his owner's car for a whole night.' That test confirms the brackets are placed correctly.

**Watch out:** A child might place only one bracket, or put them in the wrong position around a different phrase. Both brackets must be present and surrounding only 'a black cat from York' to score.

### Question 13 (1 mark)

**Answer:** The child should tick the box beneath the word 'built'.

Before revealing the answer, ask your child to read the sentence aloud and notice what tense most of the verbs are in. Ask: "Which of the underlined words sounds like it belongs to a different time from the rest?"

The sentence uses the present tense throughout: use, is, begin are all present-tense forms. **Built** is simple past tense and breaks that consistency - the correct form would be build. Children should read each underlined verb and ask whether it matches the tense of the others; built is the only one that does not.

**Watch out:** A child might tick 'begin' because it looks irregular, but 'begin' is correctly in the present tense here; it is 'built' that is past tense and therefore wrong.

### Question 14 (1 mark)

**Answer:** The two commas go after 'decided' and after 'tired': She decided, although she was feeling tired, that she would still go to Rita's party.

Before checking, ask the child to read the sentence aloud and spot the part that could be lifted out without breaking the main sentence. Ask: "Which part of that sentence is extra information that interrupts the main idea?"

The subordinate clause '**although she was feeling tired**' is embedded in the middle of the main clause. Pairs of commas (or brackets, or dashes) are used to mark off such an embedded parenthetical clause. Children need to place one comma directly after decided and one directly after tired, correctly wrapping the interruption. Both commas must be present and correctly placed for the mark.

**Watch out:** A child might place only one comma, perhaps after 'tired' alone - both commas are needed for the mark.

### Question 15 (1 mark)

**Answer:** The answer children need to give is that changing 'will' to 'might' makes the action less certain - it is now only a possibility rather than a definite plan.

Before revealing the answer, ask your child to think about the difference in meaning between the two modal verbs in the sentences. Ask: "Which word makes something sound definite, and which one makes it sound like it might not happen?"

Modal verbs show how likely or certain an action is. '**Will**' expresses certainty - walking home is going to happen. '**Might**' expresses possibility - it may or may not happen. Children need to explain this shift in degree of certainty, for example by writing something like 'It shows they may or may not walk home' or 'It changes it from a certainty to a possibility.' The answer does not need perfect spelling or punctuation to be correct.

**Watch out:** A child might simply say 'might' is different from 'will' without explaining the effect on meaning - noting a difference is not enough; the answer must explain how the certainty changes.

### Question 16 (1 mark)

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

Before looking at the options, ask your child to read the underlined words and think about whether those words make sense on their own as a complete sentence. Ask: "Could 'unless you are a member' stand alone as a sentence?"

The underlined section unless you are a member begins with the subordinating conjunction 'unless', which connects it to the main clause 'You cannot borrow books from the local library'. Because it depends on the main clause and cannot stand alone as a sentence, children should recognise it as a **subordinate clause**. A preposition phrase would lack a verb; a noun phrase would name something; a main clause could stand alone - none of those fit here.

**Watch out:** A child might tick 'a main clause' because the underlined part contains a subject and a verb - but a main clause must make sense on its own, and 'unless you are a member' does not.

### Question 17 (1 mark)

**Answer:** How I hate tidying my bedroom = Exclamation; Your bedroom is always neat and tidy = Statement; Before we go out on our bikes, help me tidy my bedroom = Command.

Before looking at the table, ask your child to think about what makes each type of sentence different from the others. Ask: "Can you tell me what a command, a statement, and an exclamation each do?"

Each sentence type has distinguishing features children should recognise. **'How I hate tidying my bedroom'** is an exclamation because it begins with 'How' and contains a subject and verb in that structure. **'Your bedroom is always neat and tidy'** is a statement - it simply tells us a fact. **'Before we go out on our bikes, help me tidy my bedroom'** is a command because it instructs someone to do something. All three rows must be ticked correctly to earn the mark.

**Watch out:** A child might tick 'How I hate tidying my bedroom' as a statement because it expresses a feeling, but a grammatical exclamation in this context must start with 'What' or 'How' followed by a subject and verb.

### Question 18 (1 mark)

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

Before your child looks for the answer, remind them what a conjunction does - it joins two parts of a sentence. Ask: "Can you find the word in the sentence that joins the two things that are happening at the same time?"

The question tests whether children can identify a **conjunction** - a word that joins two clauses. In the sentence, 'while' connects 'Salma decided to cook dinner' with 'her mum enjoyed a rest after a tiring day at work'. Children should look for the word that links the two parts of the sentence together. 'After' is a preposition here, not the joining word between the two main clauses, so children should not be tempted by it.

**Watch out:** A child might circle 'after' because it also connects ideas, but 'after' here is part of a phrase describing the rest, not the conjunction joining the two main clauses.

### Question 19 (1 mark)

**Answer:** Children should tick 'What were you doing?' as this is the sentence written in the past progressive tense.

Before checking, ask your child to think about how we describe an action that was already happening at a point in the past. Ask: "What does a past progressive verb look like - what two parts does it need?"

The past progressive is formed with a past tense form of 'to be' (was or were) plus a verb ending in -ing. In this question, **'What were you doing?'** uses were + doing, which is the correct construction.

'What did you do?' is simple past; 'What are you doing?' is present progressive; 'What could you have done?' uses a modal verb with a past participle.

**Watch out:** A child might tick 'What did you do?' because it clearly refers to the past, but that is simple past, not the progressive form, which requires 'was' or 'were' plus a verb ending in '-ing'.

### Question 20 (1 mark)

**Answer:** Children should draw lines matching: im to perfect, in to direct, dis to loyal, de to construct.

Before your child draws any lines, ask them to say each prefix aloud and think about which word it could join to make a real word that means the opposite. Ask: "Can you think of a word starting with 'im' that means the opposite of one of those words?"

Prefix and antonym knowledge is being tested here. Each prefix must combine with exactly one word to form a real opposite: **im + perfect = imperfect**, **in + direct = indirect**, **dis + loyal = disloyal**, **de + construct = deconstruct**. Children should check each pairing makes a real word. All four lines must be correct to score the mark.

**Watch out:** A child might match 'in' to 'direct' correctly but then pair 'im' with 'perfect' and 'dis' with 'loyal' incorrectly by swapping im and dis - checking that each combination makes a real English word avoids this.

### Question 21 (1 mark)

**Answer:** The child should tick 'I had eaten breakfast'.

Before revealing anything, ask your child to think about how the past perfect tense is formed and what two-word combination it needs. Ask: "Which of these options uses the word 'had' followed by a past action?"

The **past perfect** is formed with had plus a past participle. In this question, children need to identify which option uses that structure. 'I had eaten breakfast' uses had + eaten, placing the action before another past event - exactly the past perfect form. 'I was eating' is past progressive; 'I eat' is simple present; 'I have eaten' is present perfect, not past perfect.

**Watch out:** A child might tick 'I have eaten breakfast' as it also uses 'eaten', but 'have eaten' is the present perfect, not the past perfect - the past perfect requires 'had', not 'have'.

### Question 22 (1 mark)

**Answer:** Children should circle the three verbs: 'waited', 'choose', and 'served'.

Before revealing the answer, ask your child to point to each action word in the sentence. Ask: "Can you find all the words that describe something being done or happening in this sentence?"

Three words in the sentence function as verbs: **waited** (what Jackson did), **choose** (what everyone else was to do), and **served** (what Jackson did next). A child might be drawn to 'else' or 'before' but these are not verbs. All three must be circled correctly to earn the mark.

**Watch out:** A child might circle 'food' or 'everyone', which are nouns, not verbs. Only words describing actions count here.

### Question 23 (1 mark)

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

Before revealing the answer, ask your child to look at the noun the gap refers to and think about what kind of word links extra information about a person. Ask: "What word could we use to connect the extra information about the gymnast to the rest of the sentence?"

The sentence introduces the gymnast as a person and adds extra information about him inside a pair of commas. Children need to recognise that a **relative pronoun** introducing a relative clause about a person is **who**. The official answer accepts only who and requires correct spelling; misspellings such as 'hoo' or capitalisation errors will not score.

**Watch out:** A child might write 'which' or 'that', but the official answer requires 'who' specifically, as the relative clause refers to a person.

### Question 24 (1 mark)

**Answer:** The child needs to add inverted commas before 'I' and after the exclamation mark, so the speech reads: "I can see the bacteria really clearly!"

Before revealing the answer, cover the question and ask your child to read the passage aloud and point to exactly which words Imran says out loud. Ask: "Which words are actually being spoken by Imran?"

Inverted commas (speech marks) must wrap only the words that are spoken aloud. The spoken words begin with I and end after the exclamation mark, so the opening inverted comma goes before I and the closing one goes immediately after !. Both double (") and single (') inverted commas are

accepted. Children should check that the punctuation mark ending the speech sits inside the closing inverted comma, not outside it.

**Watch out:** A child might place the closing inverted comma after 'exclaimed' or after the full stop, but the closing mark must sit directly after the exclamation mark that ends the spoken words.

## Question 25 (1 mark)

**Answer:** Children need to write 'flew' in the first box, 'sat' in the second box, and 'relaxed' in the third box.

Before looking at the answer, ask your child to say what tense the highlighted verbs are in now, and then think about what changes when we talk about something that already happened. Ask: "Can you read the sentence aloud and then say it again as if it happened yesterday?"

All three underlined verbs - **flies**, **sit**, and **relax** - are in the simple present tense, and the task asks children to rewrite them in the simple past. 'Flies' becomes **flew** (irregular), 'sit' becomes **sat** (irregular), and 'relax' becomes **relaxed** (regular, add -ed). All three must be correct to earn the mark, and misspellings are not accepted.

**Watch out:** Misspellings such as 'flier' or 'flown' for 'flew' will not score. Only the correct simple past spellings are accepted.

## Question 26 (1 mark)

**Answer:** Children should underline 'which first appeared over 5000 years ago' - that is the relative clause in the sentence.

Before the child underlines anything, point them to the word 'which' in the sentence. Ask: "Can you find the part of the sentence that gives us extra information about the wheel and starts with a pronoun like 'which'?"

The sentence contains a **relative clause** introduced by the relative pronoun which: '**which first appeared over 5000 years ago**'. A relative clause adds extra information about a noun - here, about 'the wheel' - and is introduced by a relative pronoun such as which, who, that. Children should spot that the clause begins immediately after the comma following 'the wheel' and runs to the end of the sentence.

**Watch out:** A child might underline the whole second half including 'the wheel, which first appeared...' but the noun phrase 'the wheel' is not part of the relative clause itself - the clause begins at 'which'.

### Question 27 (1 mark)

**Answer:** The semi-colon should be placed after the word 'coastline', giving: 'The lovely county of Cornwall has a long, rugged coastline; its secluded coves provide safe, sheltered harbours.'

Before revealing the answer, cover the sentence and ask your child to explain what a semi-colon is used for. Then uncover it and ask: "Can you find the point in this sentence where one complete idea ends and a new but related idea begins?"

A semi-colon links two **main clauses** that are closely related in meaning but could each stand alone as a sentence. The sentence contains exactly two such clauses: the first ends at 'coastline' and the second begins with 'its'. Children need to spot that the break falls between those two independent ideas, not in the middle of either one. Placing the semi-colon anywhere else would split a clause incorrectly.

**Watch out:** A child might place the semi-colon after 'Cornwall' or after 'rugged', but those positions split a single clause rather than separating two complete ones.

### Question 28 (1 mark)

**Answer:** The three contracted forms children need to write are: doesn't, don't, and she'll.

Before checking, have the child point to each underlined pair in turn and explain what those two words would become if they were squashed together. Ask: "Where does the apostrophe go when you join these two words?"

Three underlined word pairs each need replacing with a contraction. **does not** becomes doesn't, **do not** becomes don't, and **she will** becomes she'll. All three must be correct to gain the mark, and the apostrophe must be placed accurately in each word. The official answer is clear that misspellings or punctuation errors in the contracted forms are not accepted.

**Watch out:** A child might write 'dosn't' or 'dont' - misspellings and missing apostrophes are not accepted for this question.

### Question 29 (1 mark)

**Answer:** The child should tick the box next to the word 'over', as it is the preposition in the sentence.

Before looking at the options, ask the child to think about what type of word shows where one thing is in relation to another. Ask: "Can you find a word in the sentence that tells you where the bridge is in relation to the stream?"

Prepositions show the relationship between a noun and another part of the sentence, often indicating place, direction or time. In the sentence 'The bridge **over** the stream was broken so we had to paddle across', **over** tells us the positional relationship between the bridge and the stream, making it the preposition. Children should note that **across** could be tempting, but here it functions as an adverb modifying 'paddle', not linking two nouns.

**Watch out:** A child might tick 'across' because it sounds position-related, but in this sentence it works as an adverb describing how they paddled, not as a preposition linking two nouns.

### Question 30 (1 mark)

**Answer:** The dash should be placed after 'grapes', giving: 'My fruit salad will include strawberries, blueberries and grapes – they're so delicious.'

Before revealing the answer, ask your child to read the sentence aloud and spot where the sentence changes from listing things to making a comment about them. Ask: "Where does the sentence stop listing fruits and start saying something different?"

A dash used this way introduces a comment or afterthought that follows on from the main clause. The sentence lists three fruits, then adds a personal remark ('they're so delicious'). Children need to recognise that the dash separates the completed list from that added comment, so it belongs **after** 'grapes' and before 'they're'. Placing it anywhere inside the list would break the meaning.

**Watch out:** A child might place the dash after 'strawberries,' or 'blueberries,' thinking it separates items in the list, but the dash is needed to separate the whole list from the afterthought that follows.

### Question 31 (1 mark)

**Answer:** The word that fits is 'motivation' (also accepted: 'motive' or 'motivator'). The child must spell it correctly.



Before revealing the answer, ask the child to think about what kind of word fits after 'Her' and before 'was'. Ask: "Can you think of a word related to 'motivated' that names the thing that drives someone to do something?"

Children need to find a noun from the same **word family** as motivated that makes sense in the sentence 'Her \_\_\_ was the chance to swim for her county.' The blank follows 'Her' and precedes 'was', so a noun is required. Motivation is the most obvious word family member that fits grammatically and in meaning. The official answer also accepts motive or motivator. Spelling must be correct; a misspelling will not score.

**Watch out:** A misspelling such as 'motivasion' or 'motivashun' will not score, as correct spelling is required for word family questions.

### Question 32 (1 mark)

**Answer:** Children should tick the first option: 'Rani wanted to make the right decision.'

Before checking, ask the child to read each sentence and decide what job the word 'right' is doing in that sentence. Ask: "In which sentence is 'right' describing a noun?"

Four sentences each use the word right in a different grammatical role. In 'Rani wanted to make the **right** decision', the word describes the noun decision, telling us what kind of decision it is - that is the job of an adjective. In the second sentence, right describes how far they went ('went right to the top'), making it an adverb. In the third sentence it is a noun ('the right to fair treatment'). In the fourth it is a verb ('tried to right his mistakes'). Children need to spot which role modifies a noun directly.

**Watch out:** A child might tick 'You have the right to fair treatment' because 'right' sounds important there, but in that sentence it is a noun (a thing you possess), not an adjective.

### Question 33 (1 mark)

**Answer:** The two apostrophes should go in 'Tom's' (possession) and 'who's' (contraction of 'who is'), giving: Tom's one of those boys who's always happy to help.

Before checking, ask your child to point to each word that might need an apostrophe and explain why. Ask: "Can you find two words in this sentence where a letter has been left out or something belongs to someone?"

Both apostrophes in this sentence do different jobs. **Tom's** needs an apostrophe to show possession (the boys belong to Tom's group). **Who's** needs an apostrophe because it is a contraction of 'who is' - children should check by reading 'who is always happy', which makes sense. A common error is confusing 'who's' with the possessive 'whose', which never takes an apostrophe.

**Watch out:** A child might write 'whose' instead of 'who's', confusing the possessive pronoun with the contraction. The sentence means 'who is always happy', so an apostrophe is needed.

### Question 34 (1 mark)

**Answer:** Children should circle the word 'until'.

Before looking at the sentence together, remind the child that a subordinating conjunction joins an unequal pair of clauses. Ask: "Can you find the word in this sentence that introduces the reason why the club is closed?"

Subordinating conjunctions introduce a subordinate clause and connect it to the main clause. In the sentence 'the youth club will be closed until we have completed the repairs and replaced the sports equipment', the word **until** introduces the dependent clause explaining the condition. Children should be able to distinguish it from **and**, which is a co-ordinating conjunction, and from **unfortunately**, which is an adverb.

**Watch out:** A child might be tempted to circle 'and' because it joins two clauses, but 'and' is a co-ordinating conjunction, not a subordinating one.

### Question 35 (1 mark)

**Answer:** The hyphen goes between 'ready' and 'made', giving 'ready-made pasta sauce'.

Before checking, ask your child to find the two words in the sentence that are describing the pasta sauce together, as if they were one joined idea. Ask: "Which two words are working together to describe the pasta sauce?"

Hyphens are used to join two words that work together as a single modifier before a noun. Here, **ready** and **made** combine to describe the pasta sauce, so the hyphen belongs between them: ready-made pasta sauce. Children should look for the two-word compound adjective sitting directly before a noun. The other spaces in the sentence are between ordinary separate words that do not need linking.

**Watch out:** A child might place the hyphen between 'ready' and 'made pasta', or elsewhere in the sentence, but the hyphen must join only the two words that form the compound modifier.

### Question 36 (1 mark)

**Answer:** Children should write a grammatically correct question that asks about the start time of the game, ending with a question mark. For example: 'What time does the game start?'

Before the child writes anything, ask them to think about what kind of sentence asks for information. Ask: "What type of sentence do we use when we want to find something out?"

Children need to compose a correctly punctuated question asking about when the game begins. The sentence must start with a capital letter, be grammatically correct, ask about the time the game starts, and end with a question mark. The official answer also accepts broader questions about the start time, such as 'How long until the game begins?' A question enclosed in inverted commas is also acceptable, but adding a reporting clause such as 'asked Sam' turns the sentence into a statement and does not score.

**Watch out:** If a child adds a reporting clause - for example, writing '"What time does it start?" asked Sam.' - the whole sentence becomes a statement containing a question, and this does not score.

**Model answer:** What time does the game start?

### Question 37 (1 mark)

**Answer:** Label the boxes: Seema = S, the playground = O, she = S, her friends = O.

Before your child writes anything, ask them to find the 'doing' word in each part of the sentence and decide who or what is doing it and who or what it is being done to. Ask: "In each part of this sentence, who is doing the action and who is it happening to?"

The sentence contains two clauses. In the first clause, **Seema** is the subject (the person doing the reaching) and **the playground** is the object (what she reached). In the second clause, **she** is the subject (the person doing the greeting) and **her friends** is the object (the people being greeted). Children need to remember that the subject performs the action and the object receives it. All four boxes must be correct to gain the mark.

**Watch out:** A child might label 'the playground' as S, thinking it is a noun, but it is the object because it is what is being reached, not the one doing the reaching.

### Question 38 (1 mark)

**Answer:** The comma in sentence 2 separates 'near the pond' from 'in the park or under the trees', making it three separate places. In sentence 1, the pond is described as being in the park.

Ask your child to read both sentences carefully and count how many different places are mentioned in each one. Ask: "Does the pond change where it is between the two sentences?"

Sentence 1 reads 'near the pond in the park or under the trees' - this means two locations: near the pond in the park, or under the trees. The comma in sentence 2 ('near the pond, in the park or under the trees') creates three separate locations: near the pond, in the park, or under the trees. Children should explain that the comma changes either the **number of places** (from two to three) or the **position of the pond** (no longer necessarily inside the park).

**Watch out:** A child who simply says 'there is a comma' without explaining what difference it makes to meaning will not score. The explanation must address how the meaning changes.

**Model answer:** In the first sentence, the pond is in the park - there are only two eating places. In the second sentence, the comma separates the pond from the park, so there are three separate places: near the pond, in the park, or under the trees.

### Question 39 (1 mark)

**Answer:** Children should circle three words: Cardiff, weather, enthusiasm.

Before circling anything, ask your child to think about what nouns are. Ask: "Can you remind me what kind of word a noun is, and then find three of them in the sentence?"

Nouns name people, places, things or ideas. In this sentence, **Cardiff** is a proper noun (a place), **weather** is a common noun (a thing/condition), and **enthusiasm** is an abstract noun (a feeling). Children sometimes confuse adjectives with nouns here: bad modifies weather but is itself an adjective, not a noun. All three correct circles are required for the single mark.

**Watch out:** A child might circle 'bad' (an adjective describing the weather) or 'excited' (an adjective), confusing describing words with naming words.

### Question 40 (1 mark)

**Answer:** Children need to add three capital letters and three full stops to make the passage correct: 'Camels live in the desert. They can survive extremes of temperature and manage without food for a long time. Although some camels have one hump, others have two.'

Before looking at the answer, ask the child to read the passage aloud and think about where they would naturally pause between separate ideas. Ask: "How many different facts about camels can you spot, and where does each one end?"

Three separate sentences are run together without any capitals or full stops. Children need to identify where each sentence ends and the next begins. The first sentence ends after 'desert', so a full stop and capital 'T' for 'They' are needed. The second ends after 'long time', requiring a full stop and capital 'A' for 'Although'. The passage also needs 'Camels' to open with a capital 'C'. All three full stops and all three capital letters must be correct to earn the mark.

**Watch out:** A child might place full stops or capitals in the wrong positions, for example after 'temperature' rather than after 'long time'. All three sentences must be correctly separated to score.

### Question 41 (1 mark)

**Answer:** Children need to rewrite the sentence so that pollution is doing the harming, for example: 'Pollution is harming the trees.' The sentence must begin with a capital letter and end with a full stop.

Before checking the answer, ask your child to identify who or what is doing the harming in the original sentence. Ask: "Can you rewrite the sentence so that pollution comes first and is doing the action?"

The question tests children's ability to convert a **passive** sentence into an **active** one. In the original, 'The trees are being harmed by pollution', the trees are the grammatical subject receiving the action. In the active version, pollution must become the subject doing the harm. The official answer accepts 'Pollution is harming the trees.' and also 'Pollution harms the trees.' Correct punctuation and capitalisation are required; misspellings of verb forms will not score.

**Watch out:** Misspellings of verb forms (for example 'harming' written incorrectly) or missing capital letters and full stops will not score, even if the active structure is otherwise correct.

### Question 42 (1 mark)

**Answer:** The possessive pronoun is 'mine'. Children should circle the word 'mine' in the final sentence of the passage.

Ask your child to think about words that show something belongs to someone, without having a noun following them. Ask: "Can you find a word in this passage that shows something belongs to the speaker, without the word 'pen' coming after it?"

Possessive pronouns stand alone to show ownership without needing a noun after them. In this passage, **mine** at the end of 'one of mine' replaces 'one of my pens' - it owns the noun without

repeating it. Children might be tempted by whose (which shows possession), but whose is a relative pronoun here, not a possessive pronoun standing independently. The word **mine** is the only word functioning as a true possessive pronoun.

**Watch out:** A child might circle 'whose' as it suggests possession, but 'whose' is functioning as a relative pronoun in this sentence, not a possessive pronoun standing alone.

### Question 43 (1 mark)

**Answer:** Children should underline: 'The beautiful grey elephants'

Before looking at the answer, ask your child to find the main noun (the thing the sentence is about) and then collect all the describing words attached to it. Ask: "Which word is the main naming word in this sentence, and what words come before it to describe it?"

A **noun phrase** is a group of words built around a noun and including any words that describe or modify it. The noun here is elephants. Children need to identify the longest possible noun phrase, which means including all the words that describe the elephants: The beautiful grey elephants. The words walked slowly through the forest form the verb and adverbial parts of the sentence, so they are not part of the noun phrase. The underline should stop at elephants.

**Watch out:** A child might underline the whole sentence, but 'walked slowly through the forest' is the verb phrase and adverbial, not part of the noun phrase.

### Question 44 (1 mark)

**Answer:** The answer children need to tick is 'If I were to look inside the box, what would I find?'

Before looking at the options, remind your child that the subjunctive often involves a verb form that looks slightly unusual or 'wrong' compared to everyday speech. Ask: "Can you spot which sentence uses a verb form that sounds different from how you might normally say it?"

The subjunctive mood uses a verb form that differs from the normal present tense to express hypothetical or conditional situations. The giveaway here is '**were**' instead of the standard 'was' - 'If I were to look' is the classic subjunctive construction. The other options all use normal indicative verb forms ('had', 'is', 'are'), none of which are subjunctive. Children should look for that distinctive 'were' as the signal.

**Watch out:** A child might tick 'If I had to choose my favourite food...' because 'had' can feel like an unusual verb form, but 'had' here is simply the past tense, not the subjunctive.

### Question 45 (1 mark)

**Answer:** Children should rewrite the sentence so that pollution is the subject doing the harm, for example: 'Pollution is harming the trees.' The sentence must start with a capital letter and end with a full stop.

Before your child writes anything, ask them to identify who or what is doing the harm in the original sentence, and then think about how to put that word first. Ask: "If pollution is causing the harm, how could you rewrite the sentence so that pollution comes at the beginning?"

Changing a passive sentence to an active one means making the agent (the thing doing the action) the grammatical subject. In the original, the trees are acted upon 'by pollution'; in the active version, pollution must come first and do the harming. The official answer accepts 'Pollution is harming the trees.' and also 'Pollution harms the trees.' Children should not misspell verb forms, and correct capitalisation and punctuation are required.

**Watch out:** Misspellings of verb forms such as 'harming' written as 'harming' are not accepted, nor are errors in punctuation or capitalisation - a missing full stop or lower-case 'p' in 'pollution' at the start would mean the answer does not score.

**Model answer:** Pollution is harming the trees.

### Question 46 (1 mark)

**Answer:** Children should underline 'at the weekend' - this is the adverbial in the sentence.

Ask your child to read the sentence and think about whether any words tell us when, where or how something happens. Ask: "Can you find the words that tell us when the visit is going to happen?"

The sentence 'I'm going to visit my uncle **at the weekend**' contains one adverbial: the prepositional phrase at the weekend, which tells us **when** the action takes place. Children need to identify that an adverbial adds information about time, place or manner - here it specifies time. The phrase 'at the weekend' modifies the whole verb phrase, making it the adverbial. Only those words should be underlined; underlining more than that does not score.

**Watch out:** A child might underline 'to visit my uncle' as it seems to add extra detail, but that is part of the main verb phrase, not the adverbial.

### Question 47 (1 mark)

**Answer:** The sentence 'What a brilliant song this is' should be ticked.

Before checking, ask your child what special word an exclamation sentence must start with. Ask: "Can you remember which word or words an exclamation sentence has to begin with?"

Exclamations have a precise grammatical definition at KS2: they **must** begin with What or How and contain a subject and a verb. 'What a brilliant song this is' meets all three criteria - it opens with 'What', has a subject ('song') and a verb ('is'). The other options either start differently or lack the required structure. Children should not simply choose the sentence that sounds most enthusiastic.

**Watch out:** A child might tick 'That's my favourite band' because it sounds enthusiastic, but that sentence does not begin with 'What' or 'How', so it cannot be a grammatical exclamation.

### Question 48 (1 mark)

**Answer:** The two co-ordinating conjunctions are 'or' and 'and'. Children should circle both of these words in the sentence.

Before looking at the answer, ask your child to think about what kinds of conjunctions join two equal parts together. Ask: "Can you find any words in this sentence that link two things of equal importance?"

Co-ordinating conjunctions join two main clauses or items of equal grammatical weight. In this sentence, '**or**' joins the two options the brother was choosing between ('trainers' and 'boots'), and '**and**' joins the two things that happened as a result ('we left late' and 'almost missed the bus'). Children should be careful not to circle 'because' or 'whether', which are also conjunctions in the sentence, but are subordinating, not co-ordinating.

**Watch out:** A child might circle 'because' or 'whether', both of which appear in the sentence, but these are subordinating conjunctions, not co-ordinating ones.

### Question 49 (1 mark)

**Answer:** Children should circle both 'always' and 'jubilantly'.

Before looking at the answer, ask your child to read the passage aloud and think about which words describe how or how often an action is done. Ask: "Can you find a word that describes how Dad and you sang, and another word that tells us how often something will be remembered?"

Both **always** and **jubilantly** are adverbs in this passage. Always modifies the verb 'remember' by telling us how frequently something happens, and jubilantly modifies the verb 'sang' by describing the manner of the singing. Children must circle both words to score the mark. Words such as 'through' might tempt children, but that is a preposition, not an adverb.



**Watch out:** A child might circle 'through' or 'as', as these could seem like describing words, but 'through' is a preposition and 'as' is a conjunction - neither is an adverb.

### Question 50 (1 mark)

**Answer:** Children should circle three words: 'the', 'every', and 'my'.

Before checking, ask your child to point to each noun in the sentence and think about the word just in front of it that tells us which one or whose it is. Ask: "Can you find the words that introduce the nouns in this sentence?"

Determiners are words that introduce a noun and tell us which one or how many. In the sentence I go to the swimming pool every week with my best friend Peter, children need to identify the three determiners: **the** (introduces 'swimming pool'), **every** (introduces 'week'), and **my** (introduces 'best friend'). All three must be correctly circled to earn the mark.

**Watch out:** A child might circle 'my' but miss 'every', thinking it is an adverb rather than a determiner introducing the noun 'week'. All three must be circled for the mark.

Answers Explained © ExamNinja.co.uk.

Questions and mark schemes © Crown copyright, reproduced under the Open Government Licence v3.0; some source texts may be third-party copyright - see the original resource.