

2023 national curriculum tests

# Key stage 1

## English grammar, punctuation and spelling

### Paper 1: spelling

First name	
Middle name	
Last name	

Total marks	
-------------	--

# Spelling

**P.** There was a big \_\_\_\_\_ in the garden.

---

**1.** There are \_\_\_\_\_ girls in the team.

☐

**2.** She is \_\_\_\_\_ her grandad to cook.

☐

**3.** A big \_\_\_\_\_ can destroy a sandcastle.

☐

**4.** I wonder \_\_\_\_\_ the sea looks blue.

☐

**5.** The \_\_\_\_\_ wore a helmet.

☐

**6.** I am \_\_\_\_\_ I am late.

☐

**7.** I need to use \_\_\_\_\_ glue on my model.

☐

**8.** The leaves fell to the \_\_\_\_\_.

☐

**9.** We saw a \_\_\_\_\_ in the garden.

☐

**10.** The \_\_\_\_\_ ate a banana.

☐

**11.** We sat still for the school \_\_\_\_\_.

☐

**12.** Did you \_\_\_\_\_ that noise?

☐

**13.** Children with packed \_\_\_\_\_ can eat outside.

☐

**14.** The athletes \_\_\_\_\_ around the track.

☐

**15.** My \_\_\_\_\_ lives in Australia.

☐

**16.** Will quickly packed his \_\_\_\_\_ away.

☐

**17.** Swimming lessons are on \_\_\_\_\_.

☐

**18.** I enjoy reading \_\_\_\_\_ books.

☐

**19.** Sam chose red wool to \_\_\_\_\_ a hat.

☐

**20.** We cleaned the \_\_\_\_\_ boots last.

☐

**End of spelling test**

2023 key stage 1 English grammar, punctuation and spelling

Paper 1: spelling

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2023 national curriculum tests

# Key stage 1

## English grammar, punctuation and spelling

Administering Paper 1: spelling

### CONFIDENTIAL

The optional English grammar, punctuation and spelling test can be administered during **May 2023**.

The confidentiality and integrity of the test must be maintained until **Thursday 1 June**. The test must not be shared or made available outside your school before this date.

Please ensure you have read and understood the 2023 test administration guidance before administering the test.

For test administration

## 2023 key stage 1 English grammar, punctuation and spelling test

The key stage 1 English grammar, punctuation and spelling test consists of 2 papers. The papers must be administered in order. Pupils do not have to sit both papers on the same day. If both papers are administered on the same day, pupils may benefit from a break between papers. Both papers can be administered to the whole class, smaller groups of pupils or on an individual basis.

### Paper 1: spelling

The following information explains how to administer the key stage 1 English grammar, punctuation and spelling test Paper 1: spelling. The transcript for administration of the test is included in these instructions.

Please follow these instructions correctly to ensure the test is properly administered.

<b>Format</b>	<ul style="list-style-type: none"><li>● Paper 1: spelling consists of an answer booklet for pupils to complete and a test transcript to be read by the test administrator. The transcript is included in this guidance.</li><li>● It is expected that Paper 1 will take approximately 15 minutes to complete, but it is not strictly timed.</li><li>● It is at your discretion to choose when, or if, a pupil requires a break during the test or whether, if appropriate, to stop the test early.</li></ul>
<b>Equipment</b>	<p>Each pupil will need the equipment specified below:</p> <ul style="list-style-type: none"><li>● a pencil or blue or black pen</li></ul> <p>Rubbers are allowed, but please encourage pupils to cross out answers they wish to change instead of rubbing them out. Highlighter pens may be used if this is normal classroom practice.</p> <p>Pupils are <b>not</b> allowed:</p> <ul style="list-style-type: none"><li>● dictionaries</li><li>● electronic spell checkers</li><li>● bilingual word lists or electronic translators</li></ul>
<b>Assistance</b>	<ul style="list-style-type: none"><li>● You must ensure that nothing you say or do during the test could be interpreted as giving pupils an advantage, for example, indicating that an answer is correct or incorrect, or suggesting the pupil look at an answer again.</li><li>● You should take care not to overemphasise spelling when reading out the words that pupils need to spell.</li><li>● There is no specific hearing impairment guidance for this test, but be careful when signing to ensure you do not convey information that could give pupils an advantage. If this paper is presented through sign language, fingerspelling must not be used.</li><li>● Guidance for administering the test to pupils with a visual impairment is contained in the modified test packs.</li></ul>
<b>Before the test begins</b>	<ul style="list-style-type: none"><li>● Review the list of pupils with any particular individual needs, for example, pupils who may need support from a scribe or a transcript made at the end of the test.</li></ul>
<b>What to do at the start of the test</b>	<ul style="list-style-type: none"><li>● Check seating is appropriately spaced and that no pupil can see another pupil's test paper.</li><li>● Check pupils do not have mobile phones or other disruptive items.</li><li>● Check pupils do not have any materials or equipment that may give them extra help.</li><li>● Ensure each pupil has a copy of Paper 1: spelling.</li></ul>

## How to introduce the test

- It is important to brief pupils fully at the start of each test. Use these instructions to introduce Paper 1: spelling.
- The wording of these instructions can be adapted, provided the meaning is retained.

*This is the English grammar, punctuation and spelling test  
Paper 1: spelling.*

*The test will take around 15 minutes.*

*You should have Paper 1: spelling in front of you.*

*Write your name on the front of your answer booklet.*

*When we are doing the test, if you want to change an answer, you should put a line through it or rub out the answer you do not want to be marked.*

*You need to work on your own. You should think of your own answers and you must not talk about them with anyone else.*

*Do you have any questions?*

*Now turn to page 2.*

*There is 1 practice question that we'll do together.*

- Read the practice spelling to the pupils.

*The word is **tree**.*

*There was a big **tree** in the garden.*

*The word is **tree**.*

- Check all pupils have understood that 'tree' should be written in the first blank space.
- Explain that you will now read the rest of the sentences and the missing words.
- Leave at least a 12-second gap between spellings.
- The target words may be repeated if needed.
- The 20 spellings should be read as follows:

1. Give the spelling number
2. Say: *The word is...*
3. Read the context sentence
4. Repeat: *The word is...*

- You should take care not to overemphasise spelling when reading out the words.

# Spelling

**Spelling 1:** The word is **five**.

There are **five** girls in the team.

The word is **five**.

**Spelling 2:** The word is **helping**.

She is **helping** her grandad to cook.

The word is **helping**.

**Spelling 3:** The word is **wave**.

A big **wave** can destroy a sandcastle.

The word is **wave**.

**Spelling 4:** The word is **why**.

I wonder **why** the sea looks blue.

The word is **why**.

**Spelling 5:** The word is **biker**.

The **biker** wore a helmet.

The word is **biker**.

**Spelling 6:** The word is **sorry**.

I am **sorry** I am late.

The word is **sorry**.

**Spelling 7:** The word is **stronger**.

I need to use **stronger** glue on my model.

The word is **stronger**.

**Spelling 8:** The word is **ground**.

The leaves fell to the **ground**.

The word is **ground**.

**Spelling 9:** The word is **worm**.

We saw a **worm** in the garden.

The word is **worm**.

**Spelling 10:** The word is **monkey**.

The **monkey** ate a banana.

The word is **monkey**.



**Spelling 11:** The word is **photo**.

We sat still for the school **photo**.

The word is **photo**.

**Spelling 12:** The word is **hear**.

Did you **hear** that noise?

The word is **hear**.

**Spelling 13:** The word is **lunches**.

Children with packed **lunches** can eat outside.

The word is **lunches**.

**Spelling 14:** The word is **raced**.

The athletes **raced** around the track.

The word is **raced**.

**Spelling 15:** The word is **uncle**.

My **uncle** lives in Australia.

The word is **uncle**.

**Spelling 16:** The word is **stuff**.

Will quickly packed his **stuff** away.

The word is **stuff**.

**Spelling 17:** The word is **Thursday**.

Swimming lessons are on **Thursday**.

The word is **Thursday**.

**Spelling 18:** The word is **fiction**.

I enjoy reading **fiction** books.

The word is **fiction**.

**Spelling 19:** The word is **knit**.

Sam chose red wool to **knit** a hat.

The word is **knit**.

**Spelling 20:** The word is **dirtiest**.

We cleaned the **dirtiest** boots last.

The word is **dirtiest**.

- **You should now read all 20 sentences again.**
- Give the pupils the opportunity to make any changes they wish to their answers.
- At the end of the test say:

*This is the end of the test. Please put down your pen or pencil.*

<b>How to deal with issues during the test</b>	<p>It is impossible to plan for every scenario. Whatever action you take, pupil safety must always be your first consideration.</p> <p>In the following circumstances, you will need to stop the test either for an individual pupil, group of pupils or for the whole cohort:</p> <ul style="list-style-type: none"> <li>• test papers are incorrectly collated or the print is illegible</li> <li>• an incorrect test has been administered</li> <li>• a fire alarm goes off</li> <li>• a pupil is unwell</li> <li>• a pupil needs to leave the room</li> <li>• a pupil is caught cheating</li> </ul> <p>If you need to stop the test:</p> <ul style="list-style-type: none"> <li>• make sure the pupils are kept under test conditions and that they are supervised</li> <li>• if the pupils have to leave the room, ensure they do not talk about the test</li> <li>• speak to your test co-ordinator or a senior member of staff for advice on what to do next</li> <li>• consider contacting the national curriculum assessments helpline on 0300 303 3013 for further advice</li> </ul> <p>You should brief your headteacher on how the incident was dealt with once the test is over.</p>
<b>What to do at the end of the test</b>	<ul style="list-style-type: none"> <li>• Follow your school's procedure for collecting and storing the pupils' test scripts.</li> <li>• All test materials, including unused test papers, must be stored securely until Thursday 1 June.</li> <li>• If you need to make a transcript of a test script, complete it with the individual pupil at the end of the test under test conditions. Particular care should be taken to ensure accurate transcriptions are made and the pupil's spellings are not corrected or amended.</li> </ul>
<b>Marking the test</b>	<ul style="list-style-type: none"> <li>• Use the key stage 1 test mark schemes to mark the test, following both the general guidance and any specific guidance for each question.</li> </ul>

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2023 key stage 1 English grammar, punctuation and spelling  
Administering Paper 1: spelling  
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**2023 national curriculum tests**

# Key stage 1

## English grammar, punctuation and spelling

### Paper 2: questions

First name	
Middle name	
Last name	

Total marks	
-------------	--

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Please do not write on this page.

## Practice questions

**a** The sentences below have their punctuation marks covered.

Which sentence is a **command**?

Tick **one**.

Throw the ball ●

☐

You could throw the ball ●

☐

Can we throw the ball ●

☐

How big that ball is ●

☐

**b** Write the **present tense** of rode in the box.

The children rode their bikes.



**1** Tick the word that completes the sentence.

You can join the red team \_\_\_\_\_ the green team.

Tick **one**.

because ☐

but ☐

or ☐

when ☐

☐  
1 mark

**2** Add the correct punctuation mark in the box below.

Are we going to the shops now

☐  
1 mark



3

Tick the **adjective** in the sentence below.

Anna shut the heavy door in a hurry.

↑  
☐

↑  
☐

↑  
☐

↑  
☐



1 mark

4

Add two **full stops** in the correct places below.

Amir gave a picture to his sister Zara really liked it



1 mark

5

Tick one box to show where the **comma** should go in the sentence below.

We play with balls bats or hoops in the afternoon.

	↑	↑	↑	↑
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	



1 mark

6

What type of sentence is below?

*A wild forest surrounded the castle.*

Tick **one**.

a question

☐

an exclamation

☐

a statement

☐

a command

☐

1 mark

7

Circle **one** word in the sentence below that can be replaced with the word if.

When it is cold, I wear a warm coat and a hat.



1 mark

8

Why does the underlined word start with a **capital letter**?

This afternoon, we will play games outside.

---



1 mark

9

The sentences below have their punctuation marks covered.

Tick to show which **two** sentences are **questions**.

Tick **two**.

What a hot day it is today ●

☐

When you go, put your coat on ●

☐

Where did I put my bag ●

☐

How excited I am ●

☐

How did you guess where I was hiding ●

☐

1 mark

10

Circle the **noun** in the sentence below.

*The beautiful stars are shining brightly.*



1 mark

11

Which sentence should end with an **exclamation mark**?

Tick **one**.

What time does the match start

☐

What a great goal he scored

☐

How are you getting there

☐

How did he score from there

☐

1 mark

12

Write one word, using an **apostrophe**, to show that the football belongs to Dom.

This is \_\_\_\_\_ football.



1 mark

13

Write the **past tense** of the word borrow on the line below.

I \_\_\_\_\_ three books from the library.



1 mark

14

Add an **apostrophe** to the sentence below in the correct place.

R i a   w a s n t   l a t e   t o d a y .



1 mark

15

What type of word is underlined in the sentence below?

Put the pens away neatly.

Tick **one**.

a noun

☐

a verb

☐

an adjective

☐

an adverb

☐

1 mark

16

Circle the **verbs** in the sentence below.

Anna read a funny poem and everyone laughed.



1 mark

17

Tick one box in each row to show if the sentence is in the **past tense** or the **present tense**.

Sentence	Past tense	Present tense
Alex was planting some seeds.		
Alex planted some seeds.		
Alex is planting some seeds.		
Alex plants some seeds.		



1 mark

18

Tick to show the correct **plural** ending for each underlined word.

Word	s	es
We put the <u>dish</u> on the table.		
We tied <u>ribbon</u> around the present.		
We took the <u>parcel</u> to the post office.		



1 mark



19

Tick the sentence below that has a **noun phrase**.

Tick **one**.

He was sleepy and tired.

☐

He wore a red jumper.

☐

He wanted to be kind.

☐

He was very excited.

☐

1 mark

20

Add **capital letters** and a **full stop** to correct the sentence below.

the pool is shut on fridays



1 mark

End of test



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2023 key stage 1 English grammar, punctuation and spelling

Paper 2: questions

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2023 national curriculum tests

# Key stage 1

## English grammar, punctuation and spelling

Administering Paper 2: questions

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Please ensure you have read and understood the 2023 test administration guidance before administering the test.

For test administration

## 2023 key stage 1 English grammar, punctuation and spelling test

The key stage 1 English grammar, punctuation and spelling test consists of 2 papers. The papers must be administered in order. Pupils do not have to sit both papers on the same day. If both papers are administered on the same day, pupils may benefit from a break between papers. Both papers can be administered to the whole class, smaller groups of pupils or on an individual basis.

### Paper 2: questions

The following information explains how to administer the key stage 1 English grammar, punctuation and spelling test Paper 2: questions.

Please follow these instructions correctly to ensure the test is properly administered.

<b>Format</b>	<ul style="list-style-type: none"><li>● Paper 2: questions consists of a single test paper.</li><li>● It is expected that Paper 2 will take approximately 20 minutes to complete, but it is not strictly timed.</li><li>● It is at your discretion to choose when, or if, a pupil requires a break during the test or whether, if appropriate, to stop the test early.</li></ul>
<b>Equipment</b>	<p>Each pupil will need the equipment specified below:</p> <ul style="list-style-type: none"><li>● a pencil or blue or black pen</li></ul> <p>Rubbers are allowed, but please encourage pupils to cross out answers they wish to change instead of rubbing them out. Highlighter pens may be used if this is normal classroom practice.</p> <p>Pupils are <b>not</b> allowed:</p> <ul style="list-style-type: none"><li>● dictionaries</li><li>● electronic spell checkers</li><li>● bilingual word lists or electronic translators</li></ul>
<b>Assistance</b>	<ul style="list-style-type: none"><li>● You must ensure that nothing you say or do during the test could be interpreted as giving pupils an advantage, for example, indicating that an answer is correct or incorrect, or suggesting the pupil look at an answer again.</li><li>● You must not explain any subject-specific terminology. If any other word in a question is unfamiliar to pupils, you may explain it, or show them objects or pictures to help them understand.</li><li>● You must not give alternative explanations, for example, explain 'commands' as 'instructions' or name punctuation.</li><li>● There is no specific hearing impairment guidance for this test, but be careful when signing to ensure you do not convey information that could give pupils an advantage.</li><li>● Guidance for administering the test to pupils with a visual impairment is contained in the modified test packs.</li><li>● The document <b>Notes for readers in the English grammar, punctuation and spelling test</b><sup>1</sup>, gives examples of how to read particular types of question in Paper 2.</li><li>● The examples below illustrate how to deal with some common situations.</li></ul> <p><b>Question:</b> I don't understand the question. <b>Answer:</b> Read the question again and underline the key words that tell you what to do.</p> <p><b>Question:</b> What does 'adverb' mean? <b>Answer:</b> I can't tell you, but think hard and try to remember. We can talk about it after the test.</p>
<b>Before the test begins</b>	<ul style="list-style-type: none"><li>● Review the list of pupils with any particular individual needs, for example, pupils who may need support from a scribe, a reader or a transcript made at the end of the test.</li><li>● Read <b>Notes for readers in the English grammar, punctuation and spelling test</b>.</li></ul>

1. [www.gov.uk/government/publications/notes-for-readers-in-the-english-grammar-punctuation-and-spelling-test-short-answer-questions](http://www.gov.uk/government/publications/notes-for-readers-in-the-english-grammar-punctuation-and-spelling-test-short-answer-questions)

<b>What to do at the start of the test</b>	<ul style="list-style-type: none"> <li>Check seating is appropriately spaced and that no pupil can see another pupil's test paper.</li> <li>Check pupils do not have mobile phones or other disruptive items.</li> <li>Check pupils do not have any materials or equipment that may give them extra help.</li> <li>Ensure each pupil has a copy of Paper 2: questions.</li> </ul>
<b>How to introduce the test</b>	<ul style="list-style-type: none"> <li>It is important to brief pupils fully at the start of each test. Use these instructions to introduce Paper 2: questions.</li> <li>The wording of these instructions can be adapted, provided the meaning is retained.</li> </ul> <p><i>This is the English grammar, punctuation and spelling test</i>  <i>Paper 2: questions.</i></p> <p><i>The test will take around 20 minutes.</i></p> <p><i>You should have Paper 2: questions in front of you.</i></p> <p><i>Write your name on the front of your test paper.</i></p> <p><i>If you want to change an answer, you should put a line through it or rub out the answer you do not want to be marked.</i></p> <p><i>Now turn to page 3.</i></p> <p><i>There are 2 practice questions that we'll do together.</i></p> <ul style="list-style-type: none"> <li>Read the question to the pupils.</li> </ul> <p><i>The sentences below have their punctuation marks covered.</i></p> <ul style="list-style-type: none"> <li>Then read the sentence.</li> </ul> <p><i>Which sentence is a <b>command</b>?</i></p> <ul style="list-style-type: none"> <li>Direct pupils towards the options and then give them the opportunity to answer the question in their booklet. If any pupil is not sure what to do, explain what they need to do to answer the question.</li> <li>Read the question to the pupils.</li> </ul> <p><i>Write the <b>present tense</b> of <u>rode</u> in the box.</i></p> <ul style="list-style-type: none"> <li>Then read the sentence.</li> </ul> <p><i>The children <u>rode</u> their bikes.</i></p> <ul style="list-style-type: none"> <li>Give pupils the opportunity to answer the question in their booklet. If any pupil is not sure what to do, explain what they need to do to answer the question.</li> </ul>

**This section continues on the next page.**

<b>How to introduce the test</b> (continued)	<ul style="list-style-type: none"> <li>Tell the pupils that: <i>There will be other types of question. If you are unsure how to answer, you should put up your hand to ask.</i> <i>You need to work on your own. You need to think of your own answers and you must not talk about them with anyone else.</i> <i>Try to answer all of the questions. If you can't answer a question, move on to the next one and come back to it later if you have time.</i> <i>Read each question carefully so you know what it is asking.</i> <i>Remember to check your work carefully.</i> <i>If you have any questions during the test, you should put your hand up and wait for someone to come over. Remember, we can't help you answer any of the test questions.</i> <i>Do you have any questions?</i> <i>Turn to page 4 and start the test.</i> </li> </ul>
<b>How to deal with issues during the test</b>	<p>It is impossible to plan for every scenario. Whatever action you take, pupil safety must always be your first consideration.</p> <p>In the following circumstances, you will need to stop the test either for an individual pupil, group of pupils or for the whole cohort:</p> <ul style="list-style-type: none"> <li>test papers are incorrectly collated or the print is illegible</li> <li>an incorrect test has been administered</li> <li>a fire alarm goes off</li> <li>a pupil is unwell</li> <li>a pupil needs to leave the room</li> <li>a pupil is caught cheating</li> </ul> <p>If you need to stop the test:</p> <ul style="list-style-type: none"> <li>make sure the pupils are kept under test conditions and that they are supervised</li> <li>if the pupils have to leave the room, ensure they do not talk about the test</li> <li>speak to your test co-ordinator or a senior member of staff for advice on what to do next</li> <li>consider contacting the national curriculum assessments helpline on 0300 303 3013 for further advice</li> </ul> <p>You should brief your headteacher on how the incident was dealt with once the test is over.</p>
<b>What to do at the end of the test</b>	<ul style="list-style-type: none"> <li>Follow your school's procedure for collecting and storing the pupils' test scripts.</li> <li>All test materials, including unused test papers, must be stored securely until Thursday 1 June.</li> <li>If you need to make a transcript of a test script, complete it with the individual pupil at the end of the test under test conditions. Particular care should be taken to ensure accurate transcriptions are made and the pupil's answers, including spelling, are not corrected or amended.</li> </ul>
<b>Marking the test</b>	<ul style="list-style-type: none"> <li>Use the key stage 1 test mark schemes to mark the test, following both the general guidance and any specific guidance for each question.</li> </ul>

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2023 key stage 1 English grammar, punctuation and spelling  
Administering Paper 2: questions  
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**2023 national curriculum tests**

# **Key stage 1**

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

Paper 1: spelling

Paper 2: questions



**Standards  
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# 1. Introduction

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

The 2023 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 1.

This key stage 1 English grammar, punctuation and spelling test is not statutory. The key stage 1 tests can be marked internally within schools to inform teacher assessment. The evidence from the test can be used to help inform teacher assessment of writing.

A new test and new mark schemes are produced each year.

Scaled score conversion tables are not included in this document. Conversion tables are produced as part of the standards maintenance process. [Scaled score conversion tables](#)<sup>2</sup> for the 2023 tests will be published in June 2023.

The mark schemes should be used to mark pupils' responses. The pupil examples are based on responses gathered from the test trialling process. It is important when marking to refer to the general marking principles, the additional guidance and the exemplars section to ensure marking is accurate and consistent.

# 2. Structure of the test

The key stage 1 English grammar, punctuation and spelling test materials comprise:

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

# 3. Content domain coverage

The 2023 test meets the specification in the test framework. Tables 1 and 2 set out the areas of the content domain that are assessed in Papers 1 and 2.

# 4. Internal moderation procedures

We recommend those who are involved in marking the key stage 1 tests undertake moderation activity to ensure marking is consistent across their school.

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1 [www.gov.uk/government/publications/key-stage-1-english-grammar-punctuation-and-spelling-test-framework](http://www.gov.uk/government/publications/key-stage-1-english-grammar-punctuation-and-spelling-test-framework)

2 [www.gov.uk/guidance/scaled-scores-at-key-stage-1](http://www.gov.uk/guidance/scaled-scores-at-key-stage-1)

## 5. Paper 1: spelling

### 5.1 Content domain coverage for Paper 1: spelling

This information is provided in the mark schemes in Table 1.

### 5.2 General marking guidance for Paper 1: spelling

The following guidance applies to all questions in Paper 1. Please read this carefully before applying the individual mark schemes.

- If a pupil makes more than one attempt, it must be clear which answer the pupil wishes to be marked.
- If a pupil makes two or more attempts and it is not clear which answer should be considered, the mark is not awarded.
- Pupils 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 with an initial capital letter for the mark to be awarded.
- If a pupil has answered with the correct sequence of letters but has incorrectly inserted an apostrophe or a hyphen, the mark is not awarded.
- If a 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.
- If a pupil uses a reversed letter, it must be unambiguous for the award of the mark. Markers may refer to the pupil's handwriting in the rest of the paper to decide whether or not the letter is ambiguous.
- Crossed-out answers that have not been replaced by a further attempt should not be awarded the mark.

### 5.3 Pupil version of Paper 1: spelling

Spelling		
P.	There was a big _____ in the garden.	<input type="radio"/>
1.	There are _____ girls in the team.	<input type="radio"/>
2.	She is _____ her grandad to cook.	<input type="radio"/>
3.	A big _____ can destroy a sandcastle.	<input type="radio"/>
4.	I wonder _____ the sea looks blue.	<input type="radio"/>
5.	The _____ wore a helmet.	<input type="radio"/>
6.	I am _____ I am late.	<input type="radio"/>
7.	I need to use _____ glue on my model.	<input type="radio"/>
8.	The leaves fell to the _____.	<input type="radio"/>
9.	We saw a _____ in the garden.	<input type="radio"/>
10.	The _____ ate a banana.	<input type="radio"/>
11.	We sat still for the school _____.	<input type="radio"/>
12.	Did you _____ that noise?	<input type="radio"/>
13.	Children with packed _____ can eat outside.	<input type="radio"/>
14.	The athletes _____ around the track.	<input type="radio"/>
15.	My _____ lives in Australia.	<input type="radio"/>
16.	Will quickly packed his _____ away.	<input type="radio"/>
17.	Swimming lessons are on _____.	<input type="radio"/>
18.	I enjoy reading _____ books.	<input type="radio"/>
19.	Sam chose red wool to _____ a hat.	<input type="radio"/>
20.	We cleaned the _____ boots last.	<input type="radio"/>
End of spelling test		

## 6. Mark schemes for Paper 1: spelling

Information relating to the content domain reference codes can be found in the key stage 1 English grammar, punctuation and spelling test framework.

**Table 1: Mark schemes and content domain references for Paper 1**

Qu.	Spelling	M.	Primary content domain reference	Secondary content domain reference
1	five	1	S8 – vowel digraphs and trigraphs	S4 – the /v/ sound at the end of words
2	helping	1	S6 – adding the endings <i>-ing</i> , <i>-ed</i> and <i>-er</i> to verbs where no change is needed in the root word	
3	wave	1	S4 – the /v/ sound at the end of words	S8 – vowel digraphs and trigraphs
4	why	1	S22 – the /aɪ/ sound spelt <i>-y</i> at the end of words	S10 – new consonant spellings <i>ph</i> and <i>wh</i>
5	biker	1	S25 – adding the endings <i>-ing</i> , <i>-ed</i> , <i>-er</i> , <i>-est</i> and <i>-y</i> to words ending in <i>-e</i> with a consonant before it	
6	sorry	1	S9 – words ending in <i>-y</i> (/i:/ or /ɪ/)	
7	stronger	1	S7 – adding <i>-er</i> and <i>-est</i> to adjectives where no change is needed in the root word	S8 – vowel digraphs and trigraphs
8	ground	1	S8 – vowel digraphs and trigraphs	
9	worm	1	S31 – the /ɜ:/ sound spelt <i>or</i> after <i>w</i>	
10	monkey	1	S29 – the /i:/ sound spelt <i>-ey</i>	
11	photo	1	S10 – new consonant spellings <i>ph</i> and <i>wh</i>	
12	hear	1	S36 – homophones and near-homophones	S8 – vowel digraphs and trigraphs
13	lunches	1	S5 – adding <i>-s</i> and <i>-es</i> to words (plural of nouns and the third-person singular of verbs)	
14	raced	1	S15 – the /s/ sound spelt <i>c</i> before <i>e</i> , <i>i</i> and <i>y</i>	S25 – adding the endings <i>-ing</i> , <i>-ed</i> , <i>-er</i> , <i>-est</i> and <i>-y</i> to words ending in <i>-e</i> with a consonant before it
15	uncle	1	S18 – the // or /ə/ sound spelt <i>-le</i> at the end of words	
16	stuff	1	S1 – the sounds /f/, //, /s/, /z/ and /k/ spelt <i>ff</i> , <i>ll</i> , <i>ss</i> , <i>zz</i> and <i>ck</i>	
17	Thursday	1	S13 – the days of the week	
18	fiction	1	S35 – words ending in <i>-tion</i>	
19	knit	1	S16 – the /n/ sound spelt <i>kn-</i> and (less often) <i>gn-</i> at the beginning of words	S36 – homophones and near-homophones
20	dirtiest	1	S24 – adding <i>-ed</i> , <i>-ing</i> , <i>-er</i> and <i>-est</i> to a root word ending in <i>-y</i> with a consonant before it	S8 – vowel digraphs and trigraphs
Total marks		20		

## 7. Paper 2: questions

### 7.1 Content domain coverage for Paper 2: questions

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

**Table 2: Content domain coverage for Paper 2**

	G1	G2	G3	G4	G5	G6
Qu.	Grammatical terms or word classes	Functions of sentences	Combining words, phrases and clauses	Verb tenses and consistency	Punctuation	Vocabulary
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	

## 7.2 General marking guidance for Paper 2: questions

To ensure consistency of marking, the most frequent procedural queries are listed in Table 3, along with the action you should take. The following guidance applies to all questions in Paper 2. Please read this carefully before applying the individual mark schemes.

**Table 3: General marking principles for Paper 2**

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> <li>correct answers that replace a crossed-out attempt</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 of the answer</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 answer is underlined</li> <li>the answer is enclosed within a box</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>answers in which more than the required number of words have been circled</li> <li>answers in which the correct answer is circled, together with more than half of 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>Writing or inserting 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, it is unclear whether the mark is a comma or full stop</li> </ul>



Question type	Accept	Do not accept
<b>Additional punctuation</b>	<ul style="list-style-type: none"> <li>answers that are punctuated correctly according to the mark scheme, even if additional punctuation has been attempted incorrectly</li> </ul> <p>Pupils may try to use inverted commas around spoken words. This is beyond the key stage 1 programme of study and should not be taken into account when considering whether the answer is correct according to the mark scheme.</p>	<ul style="list-style-type: none"> <li>answers that do not meet the mark scheme criteria</li> </ul>
<b>Spelling (in Paper 2 only)</b>	<ul style="list-style-type: none"> <li>incorrect spellings of the correct answer, unless specific mark scheme guidance is given to require a correct spelling</li> </ul>	<ul style="list-style-type: none"> <li>incorrect spellings of answers for which the mark scheme requires correct spelling</li> </ul> <p>For questions assessing contracted forms, verb forms, plurals, prefixes and suffixes, correct spelling is generally required.</p>
<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 are 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>both correct and incorrect responses given</li> </ul>

Question type	Accept	Do not accept
<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>Capital letters</b>	<ul style="list-style-type: none"> <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 the same as, or greater than, that of letters with ascenders.</p> <p>Markers may refer to the pupil's handwriting in the rest of the paper to distinguish between upper and lower case letters.</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> <p>Where a pupil needs to write, rewrite or complete a sentence, the correct use of capital letters is required.</p>
<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>

## 7.3 Explanation of the mark schemes for Paper 2: questions

Those marking the tests should familiarise themselves with the marking guidance in section 7.2 of this document before applying the mark schemes.

The practice questions are not marked as they are completed by the pupils together with the test administrator as an introduction to the test.

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 this question
- any additional guidance that may be relevant

## 8. Mark schemes for Paper 2: questions

Qu.	Requirement	Mark
1	<p>Tick the word that completes the sentence.</p> <p><i>You can join the red team _____ the green team.</i></p> <p><b>Award 1 mark</b> for the correct box ticked.</p> <p>because <input type="checkbox"/></p> <p>but <input type="checkbox"/></p> <p>or <input checked="" type="checkbox"/></p> <p>when <input type="checkbox"/></p>	1m
2	<p>Add the correct punctuation mark in the box below.</p> <p><b>Award 1 mark</b> for a question mark inserted in the box.</p> <p><i>Are we going to the shops now</i> <input data-bbox="662 884 726 952" type="text" value="?"/></p> <p><b>Additional guidance:</b></p> <ul style="list-style-type: none"> <li>Award mark for writing <i>question mark</i> in or outside of the box.</li> </ul>	1m
3	<p>Tick the <b>adjective</b> in the sentence below.</p> <p><b>Award 1 mark</b> for the correct box ticked.</p> <p><i>Anna shut the heavy door in a hurry.</i></p> <p><input type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/></p>	1m
4	<p>Add two <b>full stops</b> in the correct places below.</p> <p><b>Award 1 mark</b> for a full stop after <i>sister</i> and a full stop after <i>it</i>.</p> <p><i>Amir gave a picture to his sister. Zara really liked it.</i></p> <p><b>Do not accept</b> the insertion of additional punctuation.</p>	1m
5	<p>Tick one box to show where the <b>comma</b> should go in the sentence below.</p> <p><b>Award 1 mark</b> for the correct box ticked.</p> <p><i>We play with balls bats or hoops in the afternoon.</i></p> <p><input type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/></p> <p><b>Additional guidance:</b></p> <ul style="list-style-type: none"> <li>Award mark for inserting a comma in the correct place in the sentence.</li> </ul>	1m

Qu.	Requirement	Mark
6	<p>What type of sentence is below?</p> <p><i>A wild forest surrounded the castle.</i></p> <p><b>Award 1 mark</b> for the correct box ticked.</p> <p>a question <input type="checkbox"/></p> <p>an exclamation <input type="checkbox"/></p> <p>a statement <input checked="" type="checkbox"/></p> <p>a command <input type="checkbox"/></p>	1m
7	<p>Circle <b>one</b> word in the sentence below that can be replaced with the word <u>if</u>.</p> <p><b>Award 1 mark</b> for the correct word identified.</p> <p><u>When</u> it is cold, I wear a warm coat and a hat.</p>	1m
8	<p>Why does the underlined word start with a <b>capital letter</b>?</p> <p><u>This</u> afternoon, we will play games outside.</p> <p><b>Award 1 mark</b> for reference to sentences being demarcated by a capital letter, for example:</p> <ul style="list-style-type: none"> <li>• sentences begin with capital letters</li> <li>• because every sentence starts with a capital letter</li> <li>• because that's how all sentences start</li> </ul> <p>or reference to the position of the word <i>This</i>, for example:</p> <ul style="list-style-type: none"> <li>• because it is the first word (in the sentence)</li> <li>• because it's the start of the sentence</li> <li>• it's the beginning of the sentence</li> </ul> <p><b>Additional guidance:</b></p> <ul style="list-style-type: none"> <li>• There are no spelling, punctuation or capitalisation requirements for this question.</li> </ul>	1m
9	<p>The sentences below have their punctuation marks covered.</p> <p>Tick to show which <b>two</b> sentences are <b>questions</b>.</p> <p><b>Award 1 mark</b> for both correct boxes ticked.</p> <p>What a hot day it is today ● <input type="checkbox"/></p> <p>When you go, put your coat on ● <input type="checkbox"/></p> <p>Where did I put my bag ● <input checked="" type="checkbox"/></p> <p>How excited I am ● <input type="checkbox"/></p> <p>How did you guess where I was hiding ● <input checked="" type="checkbox"/></p> <p><b>Additional guidance:</b></p> <ul style="list-style-type: none"> <li>• Award mark for inserting a question mark at the end of the correct sentences.</li> </ul>	1m

Qu.	Requirement	Mark								
10	<p>Circle the <b>noun</b> in the sentence below.</p> <p><b>Award 1 mark</b> for the correct word identified.</p> <p>The beautiful(stars)are shining brightly.</p>	1m								
11	<p>Which sentence should end with an <b>exclamation mark</b>?</p> <p><b>Award 1 mark</b> for the correct box ticked.</p> <p>What time does the match start <input type="checkbox"/></p> <p>What a great goal he scored <input checked="" type="checkbox"/></p> <p>How are you getting there <input type="checkbox"/></p> <p>How did he score from there <input type="checkbox"/></p> <p><b>Additional guidance:</b></p> <ul style="list-style-type: none"><li>• Award mark for inserting an exclamation mark after <i>What a great goal he scored</i></li></ul>	1m								
12	<p>Write one word, using an <b>apostrophe</b>, to show that the football belongs to Dom.</p> <p>This is _____ football.</p> <p><b>Award 1 mark</b> for using an apostrophe to mark singular possession.</p> <table><tr><th>Accept</th><th>Do Not Accept</th></tr><tr><td>Dom's</td><td><u>DOMS</u></td></tr><tr><td><u>Dom&amp;e's</u></td><td><u>DOM, S</u></td></tr><tr><td><u>Tom's</u></td><td><u>dom's</u></td></tr></table> <p><b>Additional guidance:</b></p> <ul style="list-style-type: none"><li>• Mark positively in relation to the size and position of the apostrophe as some pupils at this age may have uneven handwriting.</li><li>• The name must begin with a capital letter. The other letters can be in upper or lower case, or a mixture of the two.</li></ul>	Accept	Do Not Accept	Dom's	<u>DOMS</u>	<u>Dom&amp;e's</u>	<u>DOM, S</u>	<u>Tom's</u>	<u>dom's</u>	1m
Accept	Do Not Accept									
Dom's	<u>DOMS</u>									
<u>Dom&amp;e's</u>	<u>DOM, S</u>									
<u>Tom's</u>	<u>dom's</u>									

Qu.	Requirement	Mark															
13	<p>Write the <b>past tense</b> of the word <u>borrow</u> on the line below.</p> <p><i>I _____ three books from the library.</i></p> <p><b>Award 1 mark</b> for the word <i>borrowed</i> written in lower case.</p> <p><b>Also accept</b> other correct past tense forms inserted, i.e. <i>was borrowing</i>, <i>had borrowed</i> or <i>had been borrowing</i>.</p> <p><b>Do not accept</b> misspellings of the verb.</p>	1m															
14	<p>Add an <b>apostrophe</b> to the sentence below in the correct place.</p> <p><b>Award 1 mark</b> for inserting an <b>apostrophe</b> correctly in <i>wasn't</i>.</p> <p><i>Ria wasn't late today.</i></p> <p><b>Additional guidance:</b></p> <ul style="list-style-type: none"> <li>Mark positively in relation to the size and position of the apostrophe as some pupils at this age may have uneven handwriting.</li> </ul>	1m															
15	<p>What type of word is underlined in the sentence below?</p> <p><i>Put the pens away <u>neatly</u>.</i></p> <p><b>Award 1 mark</b> for the correct box ticked.</p> <p>a noun <input type="checkbox"/></p> <p>a verb <input type="checkbox"/></p> <p>an adjective <input type="checkbox"/></p> <p>an adverb <input checked="" type="checkbox"/></p>	1m															
16	<p>Circle the <b>verbs</b> in the sentence below.</p> <p><b>Award 1 mark</b> for the <b>two</b> correct words identified.</p> <p><i>Anna <u>read</u> a funny poem and everyone <u>laughed</u>.</i></p>	1m															
17	<p>Tick one box in each row to show if the sentence is in the <b>past tense</b> or the <b>present tense</b>.</p> <p><b>Award 1 mark</b> for all <b>four</b> correct.</p> <table border="1"> <thead> <tr> <th>Sentence</th><th>Past tense</th><th>Present tense</th></tr> </thead> <tbody> <tr> <td>Alex was planting some seeds.</td><td>✓</td><td></td></tr> <tr> <td>Alex planted some seeds.</td><td>✓</td><td></td></tr> <tr> <td>Alex is planting some seeds.</td><td></td><td>✓</td></tr> <tr> <td>Alex plants some seeds.</td><td></td><td>✓</td></tr> </tbody> </table>	Sentence	Past tense	Present tense	Alex was planting some seeds.	✓		Alex planted some seeds.	✓		Alex is planting some seeds.		✓	Alex plants some seeds.		✓	1m
Sentence	Past tense	Present tense															
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Alex planted some seeds.	✓																
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Qu.	Requirement	Mark												
18	<p>Tick to show the correct <b>plural</b> ending for each underlined word.</p> <p><b>Award 1 mark</b> for all <b>three</b> correct.</p> <table border="1"> <thead> <tr> <th>Word</th><th>s</th><th>es</th></tr> </thead> <tbody> <tr> <td>We put the <u>dish</u> on the table.</td><td></td><td>✓</td></tr> <tr> <td>We tied <u>ribbon</u> around the present.</td><td>✓</td><td></td></tr> <tr> <td>We took the <u>parcel</u> to the post office.</td><td>✓</td><td></td></tr> </tbody> </table>	Word	s	es	We put the <u>dish</u> on the table.		✓	We tied <u>ribbon</u> around the present.	✓		We took the <u>parcel</u> to the post office.	✓		1m
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19	<p>Tick the sentence below that has a <b>noun phrase</b>.</p> <p><b>Award 1 mark</b> for the correct box ticked.</p> <p>He was sleepy and tired. <input type="checkbox"/></p> <p>He wore a red jumper. <input checked="" type="checkbox"/></p> <p>He wanted to be kind. <input type="checkbox"/></p> <p>He was very excited. <input type="checkbox"/></p>	1m												
20	<p>Add <b>capital letters</b> and a <b>full stop</b> to correct the sentence below.</p> <p><b>Award 1 mark</b> for a capital letter for <i>the</i> and <i>fridays</i> and a full stop after <i>fridays</i>.</p> <p><i>The pool is shut on <b>F</b>ridays.</i></p> <p><b>Do not accept</b> the insertion of additional punctuation.</p>	1m												



Standards  
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2023 key stage 1 English grammar, punctuation and spelling test mark schemes

Paper 1: spelling and Paper 2: questions

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2023 national curriculum tests

# Key stage 1

## English reading

### Paper 2: reading answer booklet

First name	
Middle name	
Last name	

Total marks	
-------------	--

**[BLANK PAGE]**

Please do not write on this page.

Questions 1–8 are about *Houses Around the World*  
(pages 4–5)

(page 4)

- 1 Sara must be careful about how long she spends in the shower.

This is because...

Tick **one**.

all the water could run out.

☐

there might not be enough electricity.

☐

other people might want to use the shower.

☐

she might not have enough time for a shower.

☐

1 mark

(page 4)

- 2 Gers are covered with special fabric...

This fabric is most helpful on...

Tick **one**.

hot days.

☐

cloudy days.

☐

sunny days.

☐

stormy days.

☐

1 mark

(page 4)

3

Where does Bora's family get electricity from?



1 mark

(page 5)

4

Put ticks in the table to show which statements about Tom's lighthouse are **true** and which are **false**.

	True	False
Tom thinks it's easy to climb to the top of his lighthouse.		
Tom's lighthouse is in Australia.		
Tom keeps lots of food in his lighthouse.		
When it gets stormy, Tom leaves his lighthouse.		



2 marks

(page 5)

5

Why are the shafts in Ella's house important?

---



1 mark

(page 5)

6

Why is it easy for Ella to visit her neighbours?

---



1 mark

7

...you are not disturbed by any outside noise, so you will definitely have a good night's sleep!

In this sentence, the word *disturbed* means the same as...

Tick **one**.

woken up.

☐

refreshed.

☐

calmed down.

☐

confused.

☐

1 mark

8

Put ticks in the table to show which sentences are **true** and which are **false**.

	True	False
Sara has everything she needs in her house.		
Bora's house has a hole in the roof to let sunlight in.		
There is lots of room in Tom's house.		
Ella's underground house does not have the internet.		



2 marks

Questions 9–17 are about *In a Minute*  
(pages 6–7)

(page 6)

9 Why did Mum ask for Rory's help?

Tick **one**.

She was fixing his bike.

☐

She was washing up.

☐

She was baking.

☐

She was eating a snack.

☐

1 mark

(page 6)

10 *The clothes on the line were soaked.*

What does the word *soaked* tell you about the clothes?

---



1 mark

(page 6)

**11** Look at page 6.

How was everyone feeling about Rory?

---



1 mark

(page 7)

**12** Put ticks in the table to show how each person made Rory wait.

	Mum	Dad
did not fix Rory's bike		
did not give Rory a sandwich		
watched TV		
read the newspaper		



2 marks



(page 7)

- 13 Find and **copy one** word that shows Rory was upset when his friends went on the bike ride.

---



1 mark

(page 7)

- 14 How do you know Rory didn't mean to make everyone wait?

---

---



1 mark

(page 7)

**15** Why did Rory grin at the end of the story?

Tick **one**.

He realised his mistake.

☐

He was happy that everyone had waited.

☐

He was looking forward to his bike ride.

☐

He loved his new watch.

☐

  
1 mark

(pages 6–7)

**16** Next time Rory's dad asks him for help, what might Rory do?

---

---

  
1 mark

(pages 6–7)

17

Number the sentences from 1 to 4 to show the order in which they happened in the story.

Mum and Dad made a plan.

Rory learned how long a minute is.

Mum gave Rory a watch.

Everyone noticed Rory never did anything on time.



1 mark

**End of test**



Standards  
& Testing  
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2023 key stage 1 English reading

Paper 2: reading answer booklet

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