

2023 national curriculum tests

Key stage 1

English grammar, punctuation and spelling test mark schemes

Paper 1: spelling

Paper 2: questions



Standards
& Testing
Agency

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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](#)¹ 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](#)² 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.

1 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

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

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 |
|-----------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Tick boxes and tables | <ul style="list-style-type: none"> any unambiguous indication of the correct answer, for example: <ul style="list-style-type: none"> the box is crossed rather than ticked the correct answer is circled rather than ticked correct answers that replace a crossed-out attempt | <ul style="list-style-type: none"> answers in which more than the required number of boxes have been ticked |
| Circling of the answer | <ul style="list-style-type: none"> any unambiguous indication of the correct answer, for example: <ul style="list-style-type: none"> the answer is underlined the answer is enclosed within a box | <ul style="list-style-type: none"> answers in which more than the required number of words have been circled answers in which the correct answer is circled, together with more than half of any surrounding words |
| Drawing lines to 'match' boxes | <ul style="list-style-type: none"> lines that do not touch the boxes, provided the intention is clear | <ul style="list-style-type: none"> multiple lines drawn to or from the same box (unless this is a question requirement) |
| Writing or inserting punctuation | <ul style="list-style-type: none"> correctly formed punctuation that is clear, unambiguous and recognisable as the required punctuation mark | <ul style="list-style-type: none"> punctuation that is ambiguous, for example, it is unclear whether the mark is a comma or full stop |

| Question type | Accept | Do not accept |
|-------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Additional punctuation | <ul style="list-style-type: none"> answers that are punctuated correctly according to the mark scheme, even if additional punctuation has been attempted incorrectly <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"> answers that do not meet the mark scheme criteria |
| Spelling (in Paper 2 only) | <ul style="list-style-type: none"> incorrect spellings of the correct answer, unless specific mark scheme guidance is given to require a correct spelling | <ul style="list-style-type: none"> incorrect spellings of answers for which the mark scheme requires correct spelling <p>For questions assessing contracted forms, verb forms, plurals, prefixes and suffixes, correct spelling is generally required.</p> |
| Answers outside the expected space | <ul style="list-style-type: none"> a correct answer given somewhere other than the answer space, provided it is not contradicted by another answer written elsewhere correct answers that are written in the 'blank' within a question, rather than in the expected space below it correct answers in which the pupil has written out a word or sentence that is already provided | <ul style="list-style-type: none"> answers that are given outside the expected space and are contradicted by another answer written elsewhere |
| More than one answer given | <ul style="list-style-type: none"> multiple answers that are all correct according to the mark scheme | <ul style="list-style-type: none"> both correct and incorrect responses given |

| Question type | Accept | Do not accept |
|----------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Handwriting | <ul style="list-style-type: none"> answers that are clear, unambiguous and recognisable, including letters that have been reversed, but which are still clearly identifiable to the marker | <ul style="list-style-type: none"> answers that are unclear or ambiguous |
| Capital letters | <ul style="list-style-type: none"> capital letters that are clear and unambiguous <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"> answers in which capital letters are omitted or placed inappropriately in a sentence, or where an entire word is capitalised <p>Where a pupil needs to write, rewrite or complete a sentence, the correct use of capital letters is required.</p> |
| Crossed-out answers | <ul style="list-style-type: none"> correct answers that replace a crossed-out attempt | <ul style="list-style-type: none"> crossed-out answers |

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>Award 1 mark 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>Award 1 mark for a question mark inserted in the box.</p> <p><i>Are we going to the shops now</i> <input style="display: inline-block; width: 20px; height: 20px; vertical-align: middle;" type="text" value="?"/></p> <p>Additional guidance:</p> <ul style="list-style-type: none"> Award mark for writing <i>question mark</i> in or outside of the box. | 1m |
| 3 | <p>Tick the adjective in the sentence below.</p> <p>Award 1 mark 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 full stops in the correct places below.</p> <p>Award 1 mark 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>Do not accept the insertion of additional punctuation.</p> | 1m |
| 5 | <p>Tick one box to show where the comma should go in the sentence below.</p> <p>Award 1 mark 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>Additional guidance:</p> <ul style="list-style-type: none"> Award mark for inserting a comma in the correct place in the sentence. | 1m |

| Qu. | Requirement | Mark |
|-----|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------|
| 6 | <p>What type of sentence is below?</p> <p><i>A wild forest surrounded the castle.</i></p> <p>Award 1 mark 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 one word in the sentence below that can be replaced with the word <i>if</i>.</p> <p>Award 1 mark 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 capital letter?</p> <p><u>This</u> afternoon, we will play games outside.</p> <p>Award 1 mark for reference to sentences being demarcated by a capital letter, for example:</p> <ul style="list-style-type: none"> • <i>sentences begin with capital letters</i> • <i>because every sentence starts with a capital letter</i> • <i>because that's how all sentences start</i> <p>or reference to the position of the word <i>This</i>, for example:</p> <ul style="list-style-type: none"> • <i>because it is the first word (in the sentence)</i> • <i>because it's the start of the sentence</i> • <i>it's the beginning of the sentence</i> <p>Additional guidance:</p> <ul style="list-style-type: none"> • There are no spelling, punctuation or capitalisation requirements for this question. | 1m |
| 9 | <p>The sentences below have their punctuation marks covered.</p> <p>Tick to show which two sentences are questions.</p> <p>Award 1 mark 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>Additional guidance:</p> <ul style="list-style-type: none"> • Award mark for inserting a question mark at the end of the correct sentences. | 1m |

| Qu. | Requirement | Mark | | | | | | | | |
|--------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------|---------------|-------|-------------|--------------------|---------------|--------------|--------------|----|
| 10 | <p>Circle the noun in the sentence below.</p> <p>Award 1 mark for the correct word identified.</p> <p>The beautiful <u>stars</u> are shining brightly.</p> | 1m | | | | | | | | |
| 11 | <p>Which sentence should end with an exclamation mark?</p> <p>Award 1 mark 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>Additional guidance:</p> <ul style="list-style-type: none"> Award mark for inserting an exclamation mark after <i>What a great goal he scored</i> | 1m | | | | | | | | |
| 12 | <p>Write one word, using an apostrophe, to show that the football belongs to Dom.</p> <p>This is _____ football.</p> <p>Award 1 mark for using an apostrophe to mark singular possession.</p> <table border="1" style="width: 100%; text-align: center;"> <thead> <tr> <th>Accept</th> <th>Do Not Accept</th> </tr> </thead> <tbody> <tr> <td>DOM'S</td> <td><u>DOMS</u></td> </tr> <tr> <td><u>Dom&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> </tbody> </table> <p>Additional guidance:</p> <ul style="list-style-type: none"> Mark positively in relation to the size and position of the apostrophe as some pupils at this age may have uneven handwriting. The name must begin with a capital letter. The other letters can be in upper or lower case, or a mixture of the two. | Accept | Do Not Accept | DOM'S | <u>DOMS</u> | <u>Dom&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&e's</u> | <u>DOM, S</u> | | | | | | | | | |
| <u>TOM'S</u> | <u>dom's</u> | | | | | | | | | |

| Qu. | Requirement | Mark | | | | | | | | | | | | | | | |
|-------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------|------------|---------------|-------------------------------|---|--|--------------------------|---|--|------------------------------|--|---|-------------------------|--|---|----|
| 13 | <p>Write the past tense of the word <u>borrow</u> on the line below.</p> <p><i>I _____ three books from the library.</i></p> <p>Award 1 mark for the word <i>borrowed</i> written in lower case.</p> <p>Also accept other correct past tense forms inserted, i.e. <i>was borrowing, had borrowed or had been borrowing.</i></p> <p>Do not accept misspellings of the verb.</p> | 1m | | | | | | | | | | | | | | | |
| 14 | <p>Add an apostrophe to the sentence below in the correct place.</p> <p>Award 1 mark for inserting an apostrophe correctly in <i>wasn't</i>.</p> <p><i>Ria wasn't late today.</i></p> <p>Additional guidance:</p> <ul style="list-style-type: none"> Mark positively in relation to the size and position of the apostrophe as some pupils at this age may have uneven handwriting. | 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>Award 1 mark 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 verbs in the sentence below.</p> <p>Award 1 mark for the two 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 past tense or the present tense.</p> <p>Award 1 mark for all four correct.</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 40%;">Sentence</th> <th style="width: 30%;">Past tense</th> <th style="width: 30%;">Present tense</th> </tr> </thead> <tbody> <tr> <td>Alex was planting some seeds.</td> <td style="text-align: center;">✓</td> <td></td> </tr> <tr> <td>Alex planted some seeds.</td> <td style="text-align: center;">✓</td> <td></td> </tr> <tr> <td>Alex is planting some seeds.</td> <td></td> <td style="text-align: center;">✓</td> </tr> <tr> <td>Alex plants some seeds.</td> <td></td> <td style="text-align: center;">✓</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 | | | | | | | | | | | | | | | |
| Alex was planting some seeds. | ✓ | | | | | | | | | | | | | | | | |
| Alex planted some seeds. | ✓ | | | | | | | | | | | | | | | | |
| Alex is planting some seeds. | | ✓ | | | | | | | | | | | | | | | |
| Alex plants some seeds. | | ✓ | | | | | | | | | | | | | | | |

| Qu. | Requirement | Mark | | | | | | | | | | | | |
|-----------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------|---|----|--------------------------------------|--|---|-------------------------------------------|---|--|-----------------------------------------------|---|--|----|
| 18 | <p>Tick to show the correct plural ending for each underlined word.</p> <p>Award 1 mark for all three 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 |
| 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. | ✓ | | | | | | | | | | | | | |
| 19 | <p>Tick the sentence below that has a noun phrase.</p> <p>Award 1 mark 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 capital letters and a full stop to correct the sentence below.</p> <p>Award 1 mark 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 Fridays.</i></p> <p>Do not accept the insertion of additional punctuation.</p> | 1m | | | | | | | | | | | | |

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