

2024 national curriculum tests

# Key stage 1

## English grammar, punctuation and spelling test mark schemes

Paper 1: spelling

Paper 2: questions



Standards  
& Testing  
Agency

# Contents

<b>1. Introduction</b>	<b>3</b>
<b>2. Structure of the test</b>	<b>3</b>
<b>3. Content domain coverage</b>	<b>3</b>
<b>4. Internal moderation procedures</b>	<b>3</b>
<b>5. Paper 1: spelling</b>	<b>4</b>
5.1 Content domain coverage for Paper 1: spelling	4
5.2 General marking guidance for Paper 1: spelling	4
5.3 Pupil version of Paper 1: spelling	5
<b>6. Mark schemes for Paper 1: spelling</b>	<b>6</b>
<b>7. Paper 2: questions</b>	<b>7</b>
7.1 Content domain coverage for Paper 2: questions	7
7.2 General marking guidance for Paper 2: questions	8
7.3 Explanation of the mark schemes for Paper 2: questions	10
<b>8. Mark schemes for Paper 2: questions</b>	<b>11</b>

# 1. Introduction

The Standards and Testing Agency (STA) is responsible for the development and delivery of key stage 1 and 2 statutory and optional tests. STA is an executive agency of the Department for Education.

The 2024 optional 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 this teacher assessment.

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 2024 tests will be published in June 2024.

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 optional 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 2024 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](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

<div style="border: 1px solid black; border-radius: 15px; padding: 5px; display: inline-block;"> <b>Spelling</b> </div>	<p><b>P.</b> _____ is sports day?</p> <hr style="border: 0; border-top: 1px solid black; margin-top: 5px;"/>	<input type="radio"/>
<p><b>1.</b> I am learning to _____ in my swimming lesson.</p>	<input type="radio"/>	
<p><b>2.</b> I am going to the shops _____.</p>	<input type="radio"/>	
<p><b>3.</b> _____ of a good game.</p>	<input type="radio"/>	
<p><b>4.</b> Jack wanted to _____ next to his friend.</p>	<input type="radio"/>	
<p><b>5.</b> She _____ her tissues in her bag.</p>	<input type="radio"/>	
<p><b>6.</b> Jordan is learning to _____.</p>	<input type="radio"/>	
<p><b>7.</b> He crossed to the _____ side of the road.</p>	<input type="radio"/>	
<p><b>8.</b> Mo blew out the candles with one _____.</p>	<input type="radio"/>	
<p><b>9.</b> My sister is quiet and _____.</p>	<input type="radio"/>	
<p><b>10.</b> Amaya wore her gloves on the _____ day.</p>	<input type="radio"/>	
<div style="border: 1px solid black; border-radius: 15px; padding: 5px; display: inline-block;"> <b>End of spelling test</b> </div>	<p><b>11.</b> I like drawing but I _____ like reading.</p>	<input type="radio"/>
<p><b>12.</b> We _____ hard to finish the project.</p>	<input type="radio"/>	
<p><b>13.</b> He _____ the soup for lunch.</p>	<input type="radio"/>	
<p><b>14.</b> We eat _____ for a treat.</p>	<input type="radio"/>	
<p><b>15.</b> I let her have the _____ slice of pizza.</p>	<input type="radio"/>	
<p><b>16.</b> We are learning _____ at school.</p>	<input type="radio"/>	
<p><b>17.</b> The goalkeeper _____ the ball.</p>	<input type="radio"/>	
<p><b>18.</b> The sunset was _____.</p>	<input type="radio"/>	
<p><b>19.</b> _____ is a type of sweet.</p>	<input type="radio"/>	
<p><b>20.</b> It was _____ to have a story before home time.</p>	<input type="radio"/>	
<div style="border: 1px solid black; border-radius: 15px; padding: 5px; display: inline-block;"> <b>End of spelling test</b> </div>	<div style="border: 1px solid black; border-radius: 15px; padding: 5px; display: inline-block;"> <b>End of spelling test</b> </div>	<div style="border: 1px solid black; border-radius: 15px; padding: 5px; display: inline-block;"> <b>End of spelling test</b> </div>
<p>Page 2 of 4</p>	<p>Page 3 of 4</p>	<p>Page 4 of 4</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	dive	1	S4 – the /v/ sound at the end of words	S8 – vowel digraphs and trigraphs
2	later	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	S8 – vowel digraphs and trigraphs
3	think	1	S2 – the <i>ŋ</i> sound spelt <i>n</i> before <i>k</i>	
4	move	1	S4 – the /v/ sound at the end of words	S37 – common exception words
5	found	1	S8 – vowel digraphs and trigraphs	
6	dance	1	S15 – the /s/ sound spelt <i>c</i> before <i>e</i> , <i>i</i> and <i>y</i>	
7	other	1	S28 – the /ʌ/ sound spelt <i>o</i>	
8	puff	1	S1 – the sounds /f/, /l/, /s/, /z/ and /k/ spelt <i>ff</i> , <i>ll</i> , <i>ss</i> , <i>zz</i> and <i>ck</i>	
9	shy	1	S22 – the /aɪ/ sound spelt <i>-y</i> at the end of words	
10	coldest	1	S7 – adding <i>-er</i> and <i>-est</i> to adjectives where no change is needed in the root word	S37 – common exception words
11	also	1	S27 – the /ɔ:/ sound spelt <i>a</i> before <i>l</i> and <i>ll</i>	
12	worked	1	S31 – the /ɜ:/ sound spelt <i>or</i> after <i>w</i>	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
13	tried	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	
14	pancakes	1	S12 – compound words	S8 – vowel digraphs and trigraphs
15	biggest	1	S26 – adding <i>-ing</i> , <i>-ed</i> , <i>-er</i> , <i>-est</i> and <i>-y</i> to words of one syllable ending in a single consonant letter after a single vowel letter	
16	phonics	1	S10 – new consonant spellings <i>ph</i> and <i>wh</i>	
17	catches	1	S3 – <i>-tch</i>	S5 – adding <i>-s</i> and <i>-es</i> to words (plural of nouns and the third-person singular of verbs)
18	beautiful	1	S37 – common exception words	
19	fudge	1	S14 – the /dʒ/ sound spelt as <i>-ge</i> and <i>-dge</i> at the end of words, and sometimes spelt as <i>g</i> elsewhere in words before <i>e</i> , <i>i</i> and <i>y</i>	
20	usual	1	S33 – the /ʒ/ sound spelt <i>s</i>	S20 – the // or /ə// sound spelt <i>-al</i> at the end of words
<b>Total marks</b>		<b>20</b>		

## 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**

	<b>G1</b>	<b>G2</b>	<b>G3</b>	<b>G4</b>	<b>G5</b>	<b>G6</b>
<b>Qu.</b>	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		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> <li>the answer is circled together with part of a surrounding word</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 the whole 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
<p><b>Additional punctuation</b></p>	<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>
<p><b>Spelling (in Paper 2 only)</b></p>	<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>
<p><b>Answers outside the expected space</b></p>	<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> <p>For answers in both the expected space (e.g. the tick box) and elsewhere, the intended answer space takes precedence.</p>	<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>

Question type	Accept	Do not accept
<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>
<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 correct word to complete the sentence below.</p> <p><i>Max had to put his coat on _____ it was cold outside.</i></p> <p><b>Award 1 mark</b> for the correct box ticked.</p> <p>that <input type="checkbox"/></p> <p>because <input checked="" type="checkbox"/></p> <p>or <input type="checkbox"/></p> <p>but <input type="checkbox"/></p>	1m
2	<p>Circle the <b>adjective</b> in the sentence below.</p> <p><b>Award 1 mark</b> for the correct word identified.</p> <p><i>I can see an <u>unusual</u> fish in the pond.</i></p>	1m
3	<p>Tick the <b>suffix</b> that can be added to the word <u>entertain</u> to complete the sentence below.</p> <p><i>The children enjoyed the entertain _____ in the Year 6 assembly.</i></p> <p><b>Award 1 mark</b> for the correct box ticked.</p> <p>ment <input checked="" type="checkbox"/></p> <p>ful <input type="checkbox"/></p> <p>ness <input type="checkbox"/></p> <p>est <input type="checkbox"/></p>	1m
4	<p>Tick the sentence that must end with a <b>question mark</b>.</p> <p><b>Award 1 mark</b> for the correct box ticked.</p> <p>Milo thought the bus might be late <input type="checkbox"/></p> <p>Do you know where my shoes are <input checked="" type="checkbox"/></p> <p>Ron wonders what ducks eat <input type="checkbox"/></p> <p>I asked if I could finish my picture <input type="checkbox"/></p>	1m

Qu.	Requirement	Mark
5	<p>Tick one box to show where a <b>comma</b> should go.</p> <p><b>Award 1 mark</b> for the correct box ticked.</p> <p><i>Marek saw donkeys cows and sheep at the farm.</i></p> <p style="text-align: center;"> <input type="checkbox"/>                      <input checked="" type="checkbox"/>                      <input type="checkbox"/>                      <input type="checkbox"/> </p> <p><b>Also award the mark</b> for inserting a comma in the correct place in the sentence.</p>	1m
6	<p>Circle the <b>adverb</b> in the sentence below.</p> <p><b>Award 1 mark</b> for the correct word identified.</p> <p><i>The children <u>quickly</u> looked for a good place to sit.</i></p>	1m
7	<p>Add one <b>full stop</b> in the correct place below.</p> <p><b>Award 1 mark</b> for a full stop after <i>buttons</i>.</p> <p><i>My coat is bright yellow with shiny buttons. I like wearing it.</i></p>	1m
8	<p>Which word can have the letters <u>un</u> in front of it to make another word?</p> <p><b>Award 1 mark</b> for the correct box ticked.</p> <p>talk     <input type="checkbox"/></p> <p>shout   <input type="checkbox"/></p> <p>do       <input checked="" type="checkbox"/></p> <p>play    <input type="checkbox"/></p>	1m
9	<p>Add a different punctuation mark to complete the second sentence.</p> <p><b>Award 1 mark</b> for an exclamation mark inserted in the box.</p> <p><i>It is very hot today.</i></p> <p><i>It is very hot today</i> <input type="text" value="!"/></p> <p><b>Also award the mark</b> for an ellipsis inserted in the box.</p>	1m
10	<p>Which sentence is written in the <b>past tense</b>?</p> <p><b>Award 1 mark</b> for the correct box ticked.</p> <p>The weather forecast is for snow.     <input type="checkbox"/></p> <p>The snow covers the trees.             <input type="checkbox"/></p> <p>The boy made footprints in the snow.   <input checked="" type="checkbox"/></p> <p>The snow turns to slush in the sun.     <input type="checkbox"/></p>	1m

Qu.	Requirement	Mark
11	<p>Write a different <b>suffix</b> on each line to complete Sam's and Katie's sentences.</p> <p><b>Award 1 mark</b> for both suffixes spelt correctly written in lower case.</p> <p><i>Sam: I am a <b>faster</b> runner than you.</i></p> <p><i>Katie: I am the <b>fastest</b> runner of all.</i></p> <p><b>Also award the mark</b> for <i>faster</i> and <i>fastest</i> written out in full (on or near the appropriate answer line) with the suffix spelt correctly.</p>	1m
12	<p>Tick the <b>noun</b> in the sentence below.</p> <p><b>Award 1 mark</b> for the correct box ticked.</p> <p><i>We baked a delicious cake and we ate it.</i></p> <p style="text-align: center;"> <input type="checkbox"/>     <input type="checkbox"/>     <input checked="" type="checkbox"/>     <input type="checkbox"/> </p>	1m
13	<p>Tick the <b>two</b> commands.</p> <p><b>Award 1 mark</b> for both correct boxes ticked.</p> <p>Blackberry pie tastes great.     <input type="checkbox"/></p> <p>Fresh blackberries are best.     <input type="checkbox"/></p> <p>Put them carefully in the dish.     <input checked="" type="checkbox"/></p> <p>A topping makes it really special.     <input type="checkbox"/></p> <p>Bake it in the oven.     <input checked="" type="checkbox"/></p>	1m
14	<p>The sentences below have their punctuation marks covered.</p> <p>Which sentence is an <b>exclamation</b>?</p> <p><b>Award 1 mark</b> for the correct box ticked.</p> <p>We are cooking today ●     <input type="checkbox"/></p> <p>What are we doing later ●     <input type="checkbox"/></p> <p>What a fast runner she is ●     <input checked="" type="checkbox"/></p> <p>Walk outside quietly ●     <input type="checkbox"/></p>	1m
15	<p>The verbs in the sentence below should all be in the <b>same tense</b>.</p> <p>Circle one <b>verb</b> that needs to be changed.</p> <p><b>Award 1 mark</b> for the correct word identified.</p> <p><i>The children closed their books, (pack) their bags and stood behind their chairs.</i></p>	1m

Qu.	Requirement	Mark								
16	<p>Which sentence is written in the <b>present tense</b>?</p> <p><b>Award 1 mark</b> for the correct box ticked.</p> <p>I went for a long run. <input type="checkbox"/></p> <p>I was playing a game. <input type="checkbox"/></p> <p>I am watching television. <input checked="" type="checkbox"/></p> <p>I walked the dog today. <input type="checkbox"/></p>	1m								
17	<p>Write the words <u>has not</u> as one word, using an <b>apostrophe</b>.</p> <p><i>The fence <u>has not</u> been fixed.</i></p> <p><b>Award 1 mark</b> for <i>hasn't</i> spelt correctly.</p> <table border="1" data-bbox="213 792 1385 1240"> <thead> <tr> <th data-bbox="213 792 799 837">Accept</th> <th data-bbox="799 792 1385 837">Do not accept</th> </tr> </thead> <tbody> <tr> <td data-bbox="213 837 799 972"><u>hasn't</u></td> <td data-bbox="799 837 1385 972"><u>has'n't</u></td> </tr> <tr> <td data-bbox="213 972 799 1106"><u>Hasnt</u></td> <td data-bbox="799 972 1385 1106"><u>hasient</u></td> </tr> <tr> <td data-bbox="213 1106 799 1240"><u>hasn-t</u></td> <td data-bbox="799 1106 1385 1240"><u>has'net</u></td> </tr> </tbody> </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 response can be written in upper or lower case or a mixture of the two.</li> </ul>	Accept	Do not accept	<u>hasn't</u>	<u>has'n't</u>	<u>Hasnt</u>	<u>hasient</u>	<u>hasn-t</u>	<u>has'net</u>	1m
Accept	Do not accept									
<u>hasn't</u>	<u>has'n't</u>									
<u>Hasnt</u>	<u>hasient</u>									
<u>hasn-t</u>	<u>has'net</u>									
18	<p>Circle the <b>verb</b> in the sentence below.</p> <p><b>Award 1 mark</b> for the correct word identified.</p> <p>We <u>went</u> on a school visit.</p>	1m								

Qu.	Requirement	Mark
19	<p>Use only the words in the box below to write a <b>question</b>.</p> <p>Remember to use correct punctuation.</p> <div style="border: 1px solid black; padding: 5px; margin: 10px 0; display: flex; justify-content: space-around;"> <span>bees</span> <span>far</span> <span>fly</span> <span>can</span> </div> <p><b>Award 2 marks</b> for a grammatically correct question using only the words given and with correct punctuation (see additional guidance), i.e.</p> <ul style="list-style-type: none"> <li>• <i>Can bees fly far?</i></li> </ul> <p><b>Also award 2 marks</b> for a grammatically correct question with the word 'far' omitted and with correct punctuation (see additional guidance), i.e.</p> <ul style="list-style-type: none"> <li>• <i>Can bees fly?</i></li> </ul> <p><b>Award 1 mark</b> for a grammatically correct question using only the words given with incorrect punctuation, e.g.</p> <ul style="list-style-type: none"> <li>• <i>Can bees fly far.</i></li> <li>• <i>can bees fly far?</i></li> <li>• <i>can bees fly far</i></li> <li>• <i>Can bees fly Far?</i></li> </ul> <p><b>Also award 1 mark</b> for a grammatically correct question with the word 'far' omitted with incorrect punctuation, e.g.</p> <ul style="list-style-type: none"> <li>• <i>can bees fly?</i></li> <li>• <i>Can bees fly.</i></li> </ul> <p><b>Do not accept</b> other sentence types, e.g. <i>Bees can fly far.</i></p> <p><b>Additional guidance:</b></p> <ul style="list-style-type: none"> <li>• Correct punctuation refers to correct capitalisation throughout the sentence and an end question mark - other additional incorrect punctuation should not be penalised.</li> <li>• Incorrect spelling should not be penalised, unless a misspelling creates a grammatically incorrect sentence, e.g. <i>Can bee fly far?</i></li> <li>• Attempts to punctuate the whole sentence as direct speech should not be penalised.</li> </ul>	2m



2024 key stage 1 English grammar, punctuation and spelling test mark schemes  
Paper 1: spelling and Paper 2: questions  
Electronic PDF version product code: STA/24/8806/e ISBN: 978-1-83507-021-5

**For more copies**

Printed copies of this booklet are not available. It can be downloaded from <https://www.primaryassessmentgateway.education.gov.uk> during May 2024, or afterwards from <https://www.gov.uk/government/collections/national-curriculum-assessments-practice-materials>.

© Crown copyright 2024

**Re-use of Crown copyright in test materials**

With the exception of third-party copyright content, the 2024 key stage 1 test materials are Crown copyright. You may re-use them (not including logos) free of charge in any format or medium in accordance with the terms of the Open Government Licence v3.0 which can be found on the National Archives website and accessed via the following link: [www.nationalarchives.gov.uk/doc/open-government-licence](http://www.nationalarchives.gov.uk/doc/open-government-licence). When you use this information under the Open Government Licence v3.0, you should include the following attribution: 'Contains material developed by the Standards and Testing Agency for 2024 national curriculum assessments and licensed under Open Government Licence v3.0' and where possible provide a link to the licence.



**Exception – third-party copyright content in test materials**

Schools and other educational establishments, as defined in the Copyright Designs and Patents Act 1988 (CDPA), may re-use the test materials in their entirety for teaching purposes: <https://www.gov.uk/guidance/exceptions-to-copyright>. However, if not expressly permitted under the CDPA, you must obtain permission from the relevant copyright owners, listed in the '2024 key stage 1 tests copyright report', for re-use of any third-party copyright content which we have identified in the test materials. Alternatively, you should remove the unlicensed third-party copyright content and/or replace it with appropriately licensed material.

If you have any queries regarding these test materials, contact the national curriculum assessments helpline on 0300 303 3013 or email [assessments@education.gov.uk](mailto:assessments@education.gov.uk).