

The Year 6 grammar, punctuation and spelling test

2022 national curriculum tests

Key stage 2

English grammar, punctuation and spelling

Paper 1: questions

First name					
Middle name					
Last name					
Date of birth	Day	Month	Year		
School name					
DfE number					


4 6 0 0 9 3 4 0 1 3 2

Have a go at completing some pages of the SPAG test for Year 6

Instructions

Questions and answers

There are different types of question for you to answer in different ways. The space for your answer shows you what type of answer is needed. Write your answer in the space provided. Do not write over any barcodes.

Multiple-choice answers

For some questions, you do not need to do any writing. Read the instructions carefully so that you know how to answer each question.

Short answers

Some questions are followed by a line or a box. This shows that you need to write a word, a few words or a sentence.

Key stage 2 tests

The statutory [key stage 2 tests](#) are timetabled from Monday 13 May to Thursday 16 May 2024:

Date	Activity
Monday 13 May 2024	English grammar, punctuation and spelling papers 1 and 2
Tuesday 14 May 2024	English reading
Wednesday 15 May 2024	Mathematics papers 1 and 2
Thursday 16 May 2024	Mathematics paper 3

The KS2 English grammar, punctuation and spelling test

2022 national curriculum tests

Key stage 2

**English grammar,
punctuation and spelling**

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 45 minutes

 50 marks

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2

Draw a line to match each word to its correct **suffix**.

Words

child

champion

neighbour

friend

member

Suffix

hood

ship

1 mark

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Which sentence must end with a **question mark**?

Tick **one**.

Shall we go round the fitness trail in the park

☐

We could go tomorrow if you like

☐

What I really like is the rope bridge

☐

Let me know what you would like to do

☐

1 mark

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Circle the **relative pronoun** in the sentence below.

The children who were going swimming had their lunch earlier than we did.

1 mark

The KS2 English grammar, punctuation and spelling test

45

2022 national curriculum

Key stage 2

English grammar
punctuation

Paper 1: question

First name	
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Tick one box in each row to show if the statement about the apostrophe is **true** or **false**.

Sentence	The apostrophe shows that...	True	False
The boys' lunch was delicious.	there is only one boy.		
Gina put out the cats' food.	there is more than one cat.		
The girl's party is this afternoon.	there is more than one girl.		
The trees' leaves were green.	there is only one tree.		

1 mark

The KS2 English grammar, punctuation and spelling test

2022 national curriculum tests

Key stage 2

English grammar, punctuation and spelling

Paper 2: spelling

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K00002040102

🕒 15 minutes
✅ 20 marks

The KS2 English grammar, punctuation and spelling test

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Key stage 2

English grammar, punctuation and spelling

Paper 2: spelling

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Spelling

1. The children were _____ the objects from smallest to largest.
2. Do not show _____ to anyone.
3. I was given a _____ award.

Key stage 2

English grammar,
punctuation and spelling

Paper 2: spelling

First name				
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1	thumb	1	S60 — words with 'silent' letters (i.e. letters whose presence cannot be predicted from the pronunciation of the word)
2	trouble	1	S40 — the /ʌ/ sound spelt ou
3	mixture	1	S44 — words with endings sounding like /ʒə/ or /tʃə/
4	portable	1	S56 — words ending in -able and -ible words ending in -ably and -ibly
5	dough	1	S59 — words containing the letter string ough
6	science	1	S55 — words ending in -ant, -ance, -ant, -ence, -ency S51 — words with the /s/ sound spelt sc
7	attention	1	S47 — endings that sound like /ʃən/, spelt -tion, -sion, -ssion, -cian
8	obtained	1	S38 — adding suffixes beginning with vowel letters to words of more than one syllable
9	weightless	1	S52 — words with the /eɪ/ sound spelt ei, eigh, or ey
10	council	1	S61 — homophones and near homophones (Years 3 and 4) homophones and other words that are often confused (Years 5 and 6)
11	suffered	1	S38 — adding suffixes beginning with vowel letters to words of more than one syllable
12	typical	1	S39 — the /i/ sound spelt y other than at the end of words
13	usually	1	S43 — the suffix -ly
14	cautious	1	S53 — endings which sound like /ʃəs/ spelt -cious or -tious
15	essential	1	S54 — endings which sound like /ʃəl/
16	vague	1	S50 — words ending with the /g/ sound spelt -gue and the /k/ sound spelt -que
17	adventurous	1	S46 — the suffix -ous S38 — adding suffixes beginning with vowel letters to words of more than one syllable
18	architect	1	S48 — words with the /k/ sound spelt ch
19	descendant	1	S51 — words with the /s/ sound spelt sc S60 — words with 'silent' letters (i.e. letters whose presence cannot be predicted from the pronunciation of the word)
20	inconceivable	1	S58 — words with the /i:/ sound spelt ei after c

What is being assessed in the English Punctuation, Grammar and Spelling test?

- ✓ Grammatical terms / word classes
- ✓ Function of sentences
- ✓ Combining words, phrases and clauses
- ✓ Verb form, tense and consistency
- ✓ Punctuation
- ✓ Vocabulary
- ✓ Standard English and formality

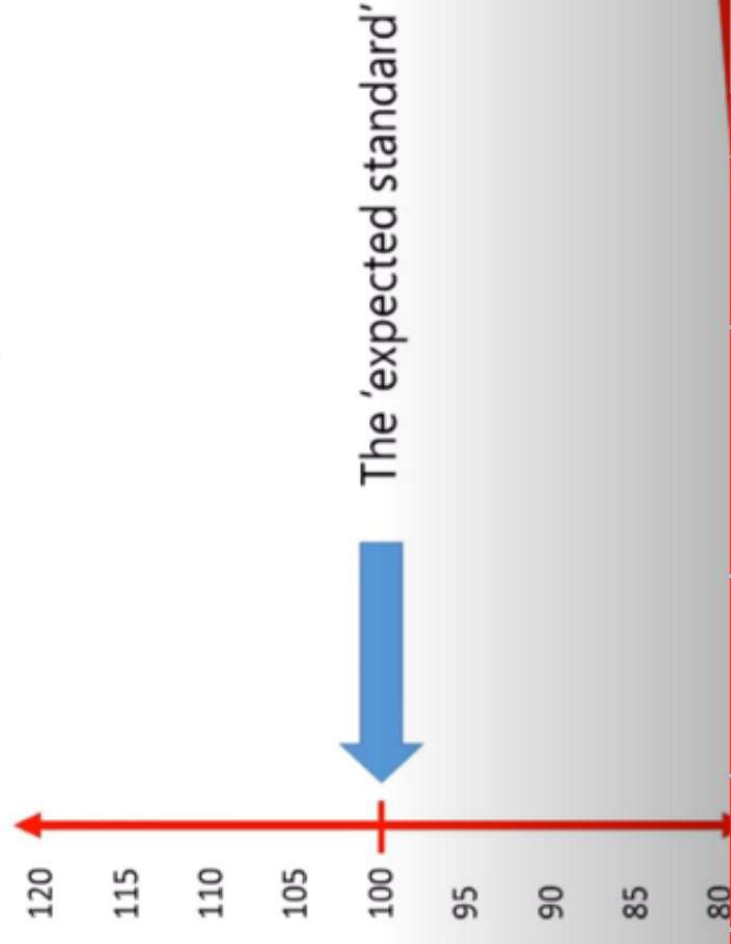
How will the tests be marked?

Marked externally.

The raw score (the total out of 70 marks – EPG and spelling combined) will be converted into a scaled score and each child will receive an overall result indicating whether or not they have achieved the required standard on the test.

Reporting results

- Results returned: early July



Subject knowledge needed for the GPAS paper

- Conjunctions (pupils might be familiar with 'conjunction' is new terminology for them)
- Adverbials
- Determiners
- Subject and object
- Relative clauses
- Noun phrases
- Modal verbs
- Present and past progressive tenses
- Subjunctive verb forms
- Passive and active forms
- Semi-colons
- Hyphens to avoid ambiguity
- Possessive and relative pronouns
- Present and past perfect form

[illegible]

Assessment of Writing:

There is no formal test for writing. The children's writing is assessed throughout their time in year 6. There is a moderation process for writing and the work is examined and judged.

Expectations for writing:

- ✓ write for a range of purposes
- ✓ evaluate, edit and proof-read own writing
- ✓ precise use of grammar and punctuation in sentence structures
- ✓ be able to choose the correct genre for the task given and therefore how to write appropriately for different audiences e.g. formal and informal.

Working towards the expected standard

The pupil can:

- write for a range of purposes
- use paragraphs to organise ideas
- in narratives, describe settings and characters
- in non-narrative writing, use simple devices to structure the writing and support the reader (e.g. headings, sub-headings, bullet points)
- use capital letters, full stops, question marks, commas for lists and apostrophes for contraction mostly correctly
- spell correctly most words from the year 3 / year 4 spelling list, and some words from the year 5 / year 6 spelling list^{*}
- write legibly.¹

^{*} These are detailed in the word lists within the spelling appendix to the national curriculum (English Appendix 1). Teachers should refer to these to exemplify the words that pupils should be able to spell.

¹ At this standard, there is no specific requirement for a pupil's handwriting to be joined.

Working at the expected standard

The pupil can:

- write effectively for a range of purposes and audiences, selecting language that shows good awareness of the reader (e.g. the use of the first person in a diary; direct address in instructions and persuasive writing)
- in narratives, describe settings, characters and atmosphere
- integrate dialogue in narratives to convey character and advance the action
- select vocabulary and grammatical structures that reflect what the writing requires, doing this mostly appropriately (e.g. using contracted forms in dialogues in narrative; using passive verbs to affect how information is presented; using modal verbs to suggest degrees of possibility)
- use a range of devices to build cohesion (e.g. conjunctions, adverbials of time and place, pronouns, synonyms) within and across paragraphs
- use verb tenses consistently and correctly throughout their writing
- use the range of punctuation taught at key stage 2 mostly correctly[^] (e.g. inverted commas and other punctuation to indicate direct speech)
- spell correctly most words from the year 5 / year 6 spelling list,^{*} and use a dictionary to check the spelling of uncommon or more ambitious vocabulary
- maintain legibility in joined handwriting when writing at speed.²

Working at greater depth

The pupil can:

- write effectively for a range of purposes and audiences, selecting the appropriate form and drawing independently on what they have read as models for their own writing (e.g. literary language, characterisation, structure)
- distinguish between the language of speech and writing³ and choose the appropriate register
- exercise an assured and conscious control over levels of formality, particularly through manipulating grammar and vocabulary to achieve this
- use the range of punctuation taught at key stage 2 correctly (e.g. semi-colons, dashes, colons, hyphens) and, when necessary, use such punctuation precisely to enhance meaning and avoid ambiguity.[^]

[There are no additional statements for spelling or handwriting]

- * These are detailed in the word lists within the spelling appendix to the national curriculum (English Appendix 1). Teachers should refer to these to exemplify the words that pupils should be able to spell.
- [^] This relates to punctuation taught in the national curriculum, which is detailed in the grammar and punctuation appendix to the national curriculum (English Appendix 2). Pupils are expected to be able to use the range of punctuation shown here in their writing, but this does not mean that every single punctuation mark must be evident.
- ² The national curriculum states that pupils should be taught to 'use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined'.
- ³ Pupils should recognise that certain features of spoken language (e.g. contracted verb forms, other grammatical informality, colloquial expressions, long coordinated sentences) are less likely in writing and be able to select alternative vocabulary and grammar.

How can you help?

- ✓ Revision books
- ✓ Use the spag knowledge organisers
- ✓ Keep up with homework
- ✓ Spellings – work on rules
- ✓ Read, read, read... Frequent, quality
and varied
- ✓ Keep in touch
- ✓ Stress relief



Remember to relax

