

# Key stages 1 & 2

## Notes for readers in the English grammar, punctuation and spelling test: questions

### Key stage 1 and key stage 2

This document has been produced to support test administrators and readers when reading questions to pupils. This could be because a pupil has requested that a question is read to them on a one-to-one basis during the test or where a reader is provided as part of an access arrangement.

This document gives examples of how particular types of question in the key stage 1 and key stage 2 English grammar, punctuation and spelling tests should be read aloud to a pupil. It is intended to help schools understand what may and may not be read to a pupil. As with all access arrangements, readers must never provide an unfair advantage; the support given must not change the test questions and the answers must be the pupil's own.

If a reader is provided as part of an access arrangement, this should be normal classroom practice. Schools must have evidence to show that resources are routinely committed to providing this support.

The questions in this document have been selected from English grammar, punctuation and spelling test materials and are annotated. It is important to note that the live test papers will not contain specific notes for readers.

#### **General guidance for readers:**

- Readers should read all text with neutral intonation and take care not to overemphasise particular elements of the questions unless they are in bold or underlined.
- Subject-specific terminology must not be explained.
- The names of punctuation marks should not be read aloud.

1

Why do the underlined words start with a **capital letter**?

King Fred had a party at Greystone Palace on Sunday afternoon.

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1 mark

### Notes for the reader

For this type of question, you should read out all the text.

You may emphasise words that are underlined or in bold, but you **must not** explain subject-specific terminology. In this example, the words 'capital letter' must not be explained.

2

Write **s** or **es** to make each word a plural.

fox\_\_\_\_\_

card\_\_\_\_\_

match\_\_\_\_\_

1 mark

### Notes for the reader

This type of question should be read as follows:

1. Write **s** or **es** to make each word a plural.
2. Read out the words indicating the blank space by saying 'blank', e.g. fox *BLANK*.

Do not read the letters individually, but encourage the pupil to follow them as you read so that they can see the spelling differences.

3

Tick the correct word to complete the sentence below.

I hope \_\_\_\_\_ we will play musical chairs at the party.

Tick **one**.

when

if

that

because

---

1 mark

### Notes for the reader

This type of question should be read as follows:

1. Tick the correct word to complete the sentence below.
2. Read out the sentence indicating the blank space by saying 'blank': *I hope BLANK we will play musical chairs at the party.*
3. Read out the four options. Do **not** repeat the sentences with any of the options inserted.

4

Which **pair of verbs** correctly completes the sentence below?

Pluto \_\_\_\_\_ now called a dwarf planet, but once it \_\_\_\_\_ classified as a planet.

Tick **one**.

was      is     

was      was     

is      is     

is      was     

---

1 mark

### Notes for the reader

This type of question should be read as follows:

1. Which **pair of verbs** correctly completes the sentence below?
2. Read out the sentence indicating each blank space by saying 'blank':  
*Pluto BLANK now called a dwarf planet, but once it BLANK classified as a planet.*
3. Read out the list of options as pairs, e.g. *was is, was was*, leaving a brief pause between each pair.
4. Do **not** repeat the sentences with any of the four options inserted.

5

Complete the passage below with **adjectives** derived from the nouns in brackets. One has been done for you.

Elaine is a very **talented** [talent] painter. Her teacher says that her use of colour is \_\_\_\_\_ [drama]. Her \_\_\_\_\_ [artist] style was praised by judges in an art competition.

1 mark

### Notes for the reader

This type of question should be read as follows:

1. Complete the passage below with **adjectives** derived from the nouns in brackets. One has been done for you.
2. Then read out the example that has been completed. The word in brackets should be read aloud as part of the sentence: *Elaine is a very **talented** [talent] painter.*
3. Then read the remainder of the question indicating each blank space by saying 'blank': *Her teacher says that her use of colour is BLANK [drama]. Her BLANK [artist] style was praised by judges in an art competition.*
4. You may rephrase the question, e.g. *What is the adjective form of 'drama'?*

6

Rewrite the underlined verbs in the **simple present**.  
One has been done for you.

My mum's alarm clock woke me at 6am.

↓  
**wakes**

Suddenly, I heard a crash from my brother's bedroom.

↓

"Great. So much for my lie in!" I thought.

↓

1 mark

### Notes for the reader

This type of question should be read as follows:

1. Rewrite the underlined verbs in the **simple present**. One has been done for you.
2. Then read out the example that has been completed:  
*My mum's alarm clock woke me at 6am.*  
*My mum's alarm clock wakes me at 6am.*
3. Read the remainder of the question:  
*Suddenly, I heard a crash from my brother's bedroom.*  
*Suddenly, I BLANK a crash from my brother's bedroom.*  
*"Great. So much for my lie in!" I thought.*  
*"Great. So much for my lie in!" I BLANK.*
4. You may rephrase the question, e.g. Write 'heard' in the simple present. Change 'thought' into the simple present.

7

Circle the correct words so that the sentence makes sense.

We mixed eggs 

or	and
----	-----

 milk together 

when	that
------	------

  
we made scrambled eggs.

\_\_\_\_\_ **1 mark**

### Notes for the reader

This type of question should be read as follows:

1. *Circle the correct words so that the sentence makes sense.*
2. *Read the sentence with the options: We mixed eggs or and milk together when that we made scrambled eggs.*
3. Tell the pupil to circle the correct words.



8

Draw a line to match each **prefix** to a word to make **five** different words. Use each prefix only once.

Prefix	Word
re	mature
de	understood
mis	legible
im	frost
il	do

1 mark

### Notes for the reader

This type of question should be read as follows:

1. Draw a line to match each prefix to a word to make five different words. Use each prefix only once.
2. Read the first word: *mature*.
3. Read out all the options: *re, de, mis, im, il*.
4. Read the second word: *understood*
5. Read out all the options: *re, de, mis, im, il*.

Each word must be followed by the full list of prefix options. Do not read the letters individually. Do not read the words with the prefixes attached, e.g. *remature*.

9

Label the boxes with **V (verb)**, **S (subject)** and **O (object)**.

Nadia ate strawberries.

Three empty rectangular boxes are positioned below the words 'Nadia', 'ate', and 'strawberries' in the sentence above. Each box has a small upward-pointing arrow centered above it, indicating that the box is intended for labeling the word above it.

1 mark

### Notes for the reader

For this type of question, you should read out all the text.

You may rephrase the question, e.g. *What part of the sentence is 'Nadia'? Is it a verb, a subject or an object?* If you rephrase this type of question, you must offer all three alternatives for each word in the sentence.

10

Insert three **commas** in the correct places in the sentence below.

For the school trip I need to bring a packed lunch some sun  
cream a hat a raincoat and a clipboard.

1 mark

**Notes for the reader**

For this type of question, you should read out all the text. Care must be taken to read the sentence with a neutral intonation, without emphasising where the punctuation mark should go.

11

Which **punctuation mark** should be used in the place indicated by the arrow?

“Why did you do that?” he asked Harry was surprised by his classmate’s actions.



Tick **one**.

exclamation mark

full stop

question mark

comma

---

1 mark

**Notes for the reader**

For this type of question, you should read out all the text.

Care must be taken to read everything with a neutral intonation.

12

Tick one box to show the correct place for a **dash** in the sentence below.

African elephants are the largest animals in the world they can weigh up

to 10 tonnes.

1 mark

### Notes for the reader

This type of question should be read as follows:

1. Tick one box to show the correct place for a dash in the sentence below.
2. African elephants are the largest animals in the world they can weigh up to 10 tonnes.
3. Tell the pupil to choose the correct box.

Care must be taken to read everything with a neutral intonation, without emphasising where the punctuation mark should go.

13

Explain how the use of **commas** changes the meaning in the two sentences.

Mangoes, which are grown in hot countries, taste delicious.

Mangoes which are grown in hot countries taste delicious.

---

---

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1 mark

### Notes for the reader

This type of question should be read as follows:

1. Explain how the use of **commas** changes the meaning in the two sentences.
2. a) Mangoes (PAUSE) which are grown in hot countries (PAUSE) taste delicious.
3. b) Mangoes which are grown in hot countries taste delicious.

You should use pauses to indicate where the commas are placed, but you **must not** read out the name of the punctuation mark. For example, you must not read:  
*Mangoes (comma) which are grown in hot countries (comma) taste delicious.*

14

Which sentence is punctuated correctly?

Tick **one**.

Immediately after, dinner we did the washing up.

Immediately after dinner we did, the washing up.

Immediately after dinner, we did the washing up.

Immediately, after dinner we did the washing up.

---

1 mark

### Notes for the reader

For this type of question, you should read each of the sentences, using pauses to indicate where the commas are placed, but you **must not** read out the name of the punctuation mark.

For example, you should read:

*Immediately after (pause) dinner we did the washing up.*

In questions that test other punctuation marks in this way (e.g. apostrophes), you may be required to read the same sentence four times. There may be no audible difference between the sentences when read aloud. Encourage the pupil to follow the words as you read so that they can see the punctuation differences.

15

What is the sentence below? The end punctuation is covered.

What is your name 

Tick **one**.

a question

a command

a statement

an exclamation

---

1 mark

### Notes for the reader

For this type of question, you should read out all the text. Care must be taken to read the sentence with a neutral intonation.

The covered punctuation mark will make no audible difference to the sentence.



16

Tick one box in each row to show whether the underlined word is an **adjective** or an **adverb**.

Sentence	Adjective	Adverb
It is a <u>direct</u> flight to Spain.		
I hate arriving <u>late</u> .		
The door opened <u>wide</u> .		
That is the <u>wrong</u> spelling.		

1 mark

**Notes for the reader**

This type of question should be read as follows:

1. Tick one box in each row to show whether the underlined word is an **adjective** or an **adverb**.
2. Read each line of text in the table by first reading the whole sentence and then reading the underlined word. You may rephrase the question by reading the sentence and asking whether the underlined word is an adjective or an adverb.



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