

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



This document provides examples to show how particular types of questions in the levels 3-5 and level 6 English grammar, punctuation and spelling test: short answer questions should be read aloud to a child. It is intended to help schools make sure readers understand what may and may not be read to a child in a particular test and any subject-specific issues that might occur.

Readers should only be used if it is part of the child's normal classroom practice. 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 child's own. Schools must have evidence to show that resources are routinely committed to providing this support.

The questions in this document have been selected from sample English grammar, punctuation and spelling test materials. It is important to note that the test papers used in the tests will not be annotated.

- 1 Circle the most suitable **connective** to complete the sentence below.

Amir went out to play, _____ feeling ill.

however

because

despite

yet

_____ 1 mark

Notes for the reader

This type of question tests children's knowledge of particular terminology, language or punctuation features and vocabulary. In most cases they will have to tick, underline or circle the response.

You **must not** explain subject-specific terminology therefore in this case the word 'connective' must not be explained.

The question should be read to the child as follows:

1. "Circle the most suitable connective to complete the sentence below."
2. "Amir went out to to play, BLANK feeling ill."
3. Read out all the options.

4

max is coming here in december to learn english.

- a) Circle the three words in the sentence above that should start with a capital letter.
- b) For one of the words you identified above, explain why it needs a capital letter.

Word chosen _____

2 marks

Notes for the reader

The question should be read as follows:

1. *"max is coming here in december to learn english."*
2. *"a) Circle the three words in the sentence above that should start with a capital letter."*
3. Wait for the child to answer part a.
4. *"b) For one of the words you identified above, explain why it needs a capital letter."*

5 Each of the sentences below is missing a verb.

Draw a line to match each sentence with the correct verb.

One has been done for you.

Sentence	Verb
Liam and Dan _____ gone outside.	are
The children _____ listening to a story.	is
Kyle _____ forgotten his lunch.	has
The teacher _____ writing on the board.	have

1 mark

Notes for the reader

This type of question should be read as follows:

1. "Each of the sentences below is missing a verb. Draw a line to match each sentence with the correct verb. One has been done for you."
2. Read the example as a whole: "The teacher is writing on the board."
3. Read the first sentence, pausing where the blank is indicated: "Liam and Dan BLANK gone outside."
4. Leaving out the options used as an example, read out **all** other options: "are, has, have".

Note: After the child has chosen their answer, you must still read out all the options (excluding the example answer) for the next sentence.

6 Tick one box to show where the missing **question mark** should go.

Sam asked, "Have I time to get popcorn" after he had bought his ticket.

_____ **1 mark**

Notes for the reader

This type of question tests the child's understanding of a punctuation mark, therefore you **must not** explain what the punctuation mark is. Care must be taken to read everything with a natural intonation, being careful **not** to emphasise where the punctuation mark should go.

The question should be read as follows:

1. "Tick one box to show where the missing question mark should go."
2. "Sam asked, "Have I time to get popcorn" after he had bought his ticket."
3. Tell the child to choose the correct box.

8

Draw lines to match the words with their most likely final punctuation.

Use each punctuation mark **once**.

Sentence	Punctuation
Wow	.
What did you eat last night	!
Tina looked around the classroom	?

_____ 1 mark

Notes for the reader

With this type of question, you may read out all the text. You **must not** name any of the punctuation marks.

You must take care to read the sentences with a neutral tone, without over aiding the child by providing clues through intonation.

9

Write a **connective** from the boxes in each space to complete the sentences.

Use each word once.

as

however

and

Sarah _____ Ashley said the science test was easy. Paul,
_____, complained to the teacher _____ it was too hard
for him.

1 mark

Notes for the reader

This type of question should be read as follows:

1. "Write a connective from the boxes in each space to complete the sentences. Use each word once."
2. Read out the options: "as", "however", "and".
3. Read out the sentence with blanks: "Sarah BLANK Ashley said the science test was easy. Paul, BLANK, complained to the teacher BLANK it was too hard for him."

11

Which pair of pronouns is best to complete the sentence below?

The teacher split _____ into teams. _____ were
batting; the other team was fielding.

Tick **one**.

- | | | |
|------|------|--------------------------|
| they | Them | <input type="checkbox"/> |
| us | We | <input type="checkbox"/> |
| her | She | <input type="checkbox"/> |
| them | I | <input type="checkbox"/> |

1 mark

Notes for the reader

When reading this type of question, care must be taken to read the options as pairs, e.g. "*they Them, us We*", leaving a brief pause between each pair.

15 Which of the sentences below uses **commas** correctly?

Tick **one**.

We'll, need a board, counters, and a pair of dice.

We'll need a board, counters, and a pair, of dice.

We'll need a board, counters, and, a pair of dice.

We'll need a board, counters and a pair of dice.

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** say where the commas are.

For example, you should read,

"We'll (pause) need a board (pause) counters (pause) and a pair of dice."

You **must not** read *"We'll comma need a board comma counters comma and a pair of dice."*

20

Look at the passage below. Change all the verbs from the **past** tense to the **present** tense.

One has been done for you.

wakes

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

I pulled the pillow over my head and sighed.

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

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

2 marks

Notes for the reader

When reading this type of question, you should first read out the example that has been completed.

You may then rephrase the question by asking, for example,

"What is the present tense of 'pulled'?"

"What is the present tense of 'sighed'?"

27

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

When reading this type of question, you must be careful to read the sentence very evenly.

You **must not** indicate pauses as this could over aid the child.

32

Put one letter in each box to show the **word class**.

noun A

verb B

adjective C

adverb D

The first singer was clearly the best.

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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1 mark

Notes for the reader

When reading this type of question, you may rephrase the question by reading the sentence, then asking "What is the word class of 'first'? Is it A, B, C or D?"

You **must not** explain "word class", "noun", "verb", "adjective" or "adverb".

36

Put a tick in each row to show whether the **main** clause or the **subordinate** clause is in bold.

One has been done for you.

	Main clause	Subordinate clause
My sister , who is very annoying, is older than me.	✓	
Sports day was cancelled because it was raining heavily.		
The sofa, which is old and worn , is the cat's favourite place to sleep.		
When I arrived, everyone else was already there.		

 1 mark

Notes for the reader

This type of question should be read as follows:

1. First read the introductory question text: "Put a tick in each row to show whether the **main** clause or the **subordinate** clause is in bold. One has been done for you."
2. You may wish to explain the example by first reading out the whole sentence, "My sister, who is very annoying, is older than me."
3. Read the part in bold: "My sister is older than me."
4. Explain that in the example the clause in bold is the main clause.
5. Continue reading the rest of the question by first reading the whole sentence, then reading the part in bold. You may rephrase the question by asking whether the part in bold is the main clause or the subordinate clause.

You **must not** explain "main clause" or "subordinate clause".

38

A prefix is a letter or a group of letters added to the beginning of a word to make a new word.

For example **un**happy

Put a prefix at the beginning of each word to make it mean the opposite.

_____ behave

_____ correct

_____ possible

_____ 1 mark

Notes for the reader

For this type of question, an explanation is given to the child as an instruction, for example in this question: "A *prefix* is a letter or a group of letters added to the beginning of a word to make a new word".

You may read out the example, "unhappy", and say that "un" is a prefix. Then read the remainder of the question.

For more information about the English grammar, punctuation and spelling please contact the national curriculum assessments helpline on 0300 303 3013 or email assessments@education.gov.uk.