Key stage 2 English grammar, punctuation and spelling

Sample questions, mark schemes and commentary for 2016 assessments

Introduction to sample materials

The new national curriculum will be assessed for the first time in May 2016. This set of sample materials is being published to give teachers an indication of how the new curriculum will be assessed. The materials presented here primarily focus on new areas of the curriculum and how questions assessing those areas might appear.

The examples in this document have not been through the rigorous development process that live tests go through. We will decide on final question formats once we have data from trialling the test materials. This means that some of the question types may not appear in the live tests. We will publish complete sample tests in 2015 that will reflect our findings and will be indicative of the final live tests.

These materials have been reviewed by teachers and their comments have been taken into account.

As the questions have not been trialled in schools, the mark schemes do not consider the full range of acceptable responses or include example pupil responses. They only give a basic indication of the types of response that would be credited.

The questions in the English grammar, punctuation and spelling, mathematics and science tests will appear in order of difficulty, where possible. In English reading, the texts appear in order of difficulty. In these sample materials, the texts and questions are not necessarily in order of difficulty, nor do they reflect the range of question difficulties that will appear in the final tests.

Test frameworks that illustrate the test model, content domain and performance descriptors for the 2016 national curriculum tests are on GOV.UK at www.gov.uk/sta. Please note that these sample materials are not designed to match the frameworks in terms of ratios of question/item type or coverage. They do not form complete tests as described by the test frameworks and are, therefore, not sample tests.

We recommend that these materials are not used for assessment purposes.

Key features of the English grammar, punctuation and spelling tests

The questions in the English grammar, punctuation and spelling tests will be linked to specific areas of the national curriculum. These are listed in the test frameworks.

The key stage 2 English grammar, punctuation and spelling test is designed to assess grammar, punctuation, language strategies and spelling. Language strategies refers to those parts of the content domain that relate to words and word building (including synonyms, antonyms, prefixes and suffixes).

Most test content is drawn from the statutory appendices of the 2014 national curriculum. However, some areas of content are sampled from across the programme of study for English. Some of the content is introduced in key stage 1 and consolidated throughout key stage 2 (eg nouns). Where the statutory appendix requires terminology to be taught, this will form part of the test content (eg determiner).

The test will consist of two components, which will be presented to pupils as two separate booklets.

- **Paper 1:** a collection of short questions. Some questions may be contextually linked; however, this depends on the results of trialling and feedback collected during the test development process. The questions that are linked to a context or theme may be presented in a variety of ways, as indicated by the sample questions. Most questions will be short answer questions. Others may take the form of table or sentence completion or error correction.
- **Paper 2:** a spelling task. This will use dictated sentences as prompts.

Timings for the test

Expected timings for the individual papers are:

- **Paper 1:** 45 minutes
- **Paper 2:** approximately 15 minutes.

1 Fill in the gaps in the sentence below, using the **past progressive** form of the verbs in the boxes.

to play

↓

While I _____ in the park, my mum

to push

↓

_____ my sister on the swing.

1 mark

2 In the sentence below, Dad booked the cinema tickets before he collected them.

Complete the sentence with the correct **verb form**.

Although Dad _____ booked the tickets, he still had to queue to collect them.

1 mark

Qu	Question and mark scheme	Allocation
1	*While I* [to play] *in the park, my mum* [to push] *my sister on the swing.* While I <u>was playing</u> in the park, my mum <u>was pushing</u> my sister on the swing.	**1 mark**

Commentary: This question assesses the ability to transform given verb stems into the past progressive form, and understanding of the term. This is a new part of the framework.

Content domain: G1.2a - present and past progressive

Qu	Question and mark scheme	Allocation
2	In the sentence below, Dad booked the cinema tickets before he collected them. Complete the sentence with the correct **verb form**. *Although Dad <u>had</u> booked the tickets, he still had to queue to collect them.*	**1 mark**

Commentary: This question assesses the use of verbs in the perfect form to mark relationships of time. Recognition of the perfect form and understanding of the term are not needed to answer the question correctly. This is a new part of the framework.

Content domain: G1.2b - verbs in the perfect form

3 Which of the events in the sentences below is the **most** likely to happen?

Tick **one**.

We could go to the swimming pool today. ☐

He can come to my party today. ☐

She will buy some new shoes today. ☐

They might have fish fingers for tea today. ☐

1 mark

4 Rewrite the sentence below so that it begins with the **adverbial**. Use only the same words, and remember to punctuate your answer correctly.

We turned off the lights before we left.

_____

_____

1 mark

Qu	Question and mark scheme	Allocation
3	Which of the events in the sentences below is the **most** likely to happen? She will buy some new shoes today. ✓	**1 mark**

Commentary: This question assesses the use of modal verbs to indicate degrees of possibility. Recognition of modal verbs and understanding of the term modal are not needed to answer the question correctly. This is a new part of the framework, in addition to the generic test reference code of verbs.

Content domain: G1.2c - modal verbs

Qu	Question and mark scheme	Allocation
4	Rewrite the sentence below so that it begins with the adverbial. *We turned the lights off before we left.* Before we left, we turned the lights off. **Also accept** Before we left, we turned off the lights. **Also accept** answers that omit the comma after left. **Do not accept** responses that omit words given in the target sentence, or that introduce new words.	**1 mark**

Commentary: This question assesses recognition of adverbials and how to use a fronted adverbial, and understanding of the term. This is a new part of the framework.

Content domain: G1.6a - adverbials

5 Circle **all** the **determiners** in the sentence below.

There wasn't much juice left in the fridge, so I bought a new bottle.

1 mark

6 Circle the **relative clause** in the sentence below.

The blue car that was parked outside the shop was for sale.

1 mark

7 Which option correctly introduces the **subordinate clause** in the sentence below?

Jay wanted to go to the party _____ he wasn't feeling very well.

Tick **one**.

furthermore	☐
in addition	☐
otherwise	☐
even though	☐

1 mark

Qu	Question and mark scheme	Allocation
5	Circle **all** the **determiners** in the sentence below. *There wasn't much juice left in the fridge, so I bought a new bottle.* There wasn't (much) juice left in (the) fridge, so I bought (a) new bottle. **Also accept** underlining or any other positive indication of the correct words. **Do not accept** responses that circle any other words, or fewer than three words.	**1 mark**

Commentary: This question assesses recognition of determiners and understanding of the term. This is a new part of the framework.

Content domain: G1.8 - determiners

Qu	Question and mark scheme	Allocation
6	Circle the **relative clause** in the sentence below. *The blue car that was parked outside the shop was for sale.* The blue car (that was parked outside the shop) was for sale. **Also accept** circling of 'that was parked'. **Also accept** underlining or any other positive indication of the correct words. **Do not accept** responses that circle any other words.	**1 mark**

Commentary: This question assesses the recognition of relative clauses and understanding of the term. This is a new part of the framework, in addition to the generic test reference code of clauses.

Content domain: G3.1a - relative clauses

Qu	Question and mark scheme	Allocation
7	Which option correctly introduces the subordinate clause in the sentence below? *Jay wanted to go to the party _____ he wasn't feeling very well.* even though ✓	**1 mark**

Commentary: This question assesses the use of subordination and how to introduce a subordinate clause. Recognition of subordinate clauses and understanding of the term are not needed to answer the question correctly. This is a new part of the framework, in addition to the generic test reference code of clauses.

Content domain: G3.1b - subordinate clauses

8 Tick one box in each row to show whether the word <u>before</u> is used as a **subordinating conjunction** or as a **preposition**.

Sentence	<u>before</u> used as a **subordinating conjunction**	<u>before</u> used as a **preposition**
We left the cinema <u>before</u> the end of the film.		
The train ticket is cheaper <u>before</u> 9:00 in the morning.		
I brush my teeth <u>before</u> I have breakfast.		

1 mark

9 Use the **conjunctions** in the box to correctly complete the sentence below.

Use each conjunction **once**.

or	but	and

You can have butter _____ jam _____ honey on your toast,

_____ we don't have any marmalade.

1 mark

Qu	Question and mark scheme	Allocation
8	Tick one box in each row to show whether the word <u>before</u> is used as a **subordinating conjunction** or as a **preposition**.	1 mark

Sentence	before used as a **subordinating conjunction**	before used as a **preposition**
We left the cinema before the end of the film.		✓
The train ticket is cheaper before 9:00 in the morning.		✓
I brush my teeth before I have breakfast.	✓	

Commentary: This question assesses the recognition of subordinating conjunctions and prepositions, and understanding of the terms. The term subordinating conjunctions replaces the term subordinating connectives in the new framework.

Content domain: G3.3 - subordinating conjunctions; G1.7 - prepositions

Qu	Question and mark scheme	Allocation
9	Use the **conjunctions** in the box to correctly complete the sentence below. *You can have butter ___ jam ___ honey on your toast, ___ we don't have any marmalade.* You can have butter <u>and</u> jam <u>or</u> honey on your toast, <u>but</u> we don't have any marmalade. **Also accept** you can have butter <u>or</u> jam <u>and</u> honey on your toast, <u>but</u> we don't have any marmalade. **Do not accept** any other order of conjunctions. **Do not accept** responses that do not use all the conjunctions in the box.	1 mark

Commentary: This question assesses the use of a wider range of conjunctions to join words, phrases and clauses. The term conjunction replaces the (non-grammatical) term connectives in the new framework.

Content domain: G1.4 - conjunctions

10 Which option completes the sentence below so that it uses the **subjunctive mood**?

I wish I _____ free to come to your party, but I am afraid I will be busy.

Tick **one**.

were ☐

could be ☐

was ☐

may be ☐

1 mark

11 Circle the word or words in the sentence below that make it a **question**.

"You should be in bed by now, shouldn't you?"

1 mark

Qu	Question and mark scheme	Allocation
10	Which option completes the sentence below so that it uses the **subjunctive mood**? *I wish I _____ free to come to your party, but I am afraid I will be busy.* *were* ✓	1 mark

Commentary: This question assesses recognition of subjunctive verb forms and understanding of the term. This is a new part of the framework.

Content domain: G5.1 - subjunctive verb forms

Qu	Question and mark scheme	Allocation
11	Circle the word or words in the sentence below that make it a **question**. *"You should be in bed by now, shouldn't you?"* *"You should be in bed by now, (shouldn't you)?"* **Also accept** responses which circle the comma and/or the question mark in addition to the correct words. **Also accept** underlining or any other positive indication of the correct words. **Do not accept** responses that circle any other words; only the words 'shouldn't' or 'you'; or only the question mark.	1 mark

Commentary: This question assesses the use of question tags in informal speech. This is a new part of the framework.

Content domain: G5.2 - question tags

12 Explain how the **comma** changes the meaning in the two sentences below.

Are you coming to see, Ali?

Are you coming to see Ali?

_____

_____

_____

1 mark

13 Insert a **comma** in the correct place in the sentence below.

Full of enthusiasm the children entered the room at the start of their lesson.

1 mark

Qu	Question and mark scheme	Allocation
12	Explain how the **comma** changes the meaning in the two sentences below. *Are you coming to see, Ali?* *Are you coming to see Ali?* **Award 1 mark** for responses that indicate a recognition that in sentence 1 Ali is being addressed, and/or is being asked if he is coming to see [something]; whereas in sentence 2 somebody else is being addressed, and/or is being asked if they are coming to see Ali. Eg: In the first sentence Ali is being spoken to, but in the second sentence [Ali is not/someone else is] being spoken to. In the first sentence Ali is being asked if he is coming to see something, but in the second sentence someone is being asked if they are coming to see Ali. **Do not accept** responses that only explain the meaning of one sentence.	**1 mark**

Commentary: This question assesses the use of commas to clarify meaning or avoid ambiguity in writing. This is a new part of the framework, replacing commas to mark phrases or clauses (with 6.6b, Q13 below).

Content domain: G6.6a - commas to clarify meaning

Qu	Question and mark scheme	Allocation
13	Insert a **comma** in the correct place in the sentence below. *Full of enthusiasm the children entered the room at the start of their lesson.* Full of enthusiasm, the children entered the room at the start of their lesson.	**1 mark**

Commentary: This question assesses the use of commas after fronted adverbials. This is a new part of the framework, replacing commas to mark phrases or clauses (with 6.6a, Q12 above).

Content domain: G6.6b - commas after fronted adverbials

14 Which of the sentences below uses **dashes** correctly?

Tick **one**.

The cake was lovely – delicious, in fact, so – I had another slice. ☐

The cake was – lovely delicious in fact – so I had another slice. ☐

The cake was – lovely, delicious, in fact so – I had another slice. ☐

The cake was lovely – delicious, in fact – so I had another slice. ☐

1 mark

15 To make a fruit smoothie, Karen needs three ingredients: milk, bananas and ice cream.

Finish the recipe below, writing the ingredients as a list with bullet points.

Remember to punctuate your answer correctly.

To make your smoothie, you will need these ingredients:

- _____

- _____

- _____

1 mark

Qu	Question and mark scheme	Allocation
14	Which of the sentences below uses **dashes** correctly? *The cake was lovely – delicious, in fact –* ☑ *so I had another slice.*	**1 mark**

Commentary: This question assesses the use of dashes to indicate parenthesis. Punctuation for parenthesis replaces brackets in the new framework, and dashes are a new part of the framework.

Content domain: G6.9 - punctuation for parenthesis

Qu	Question and mark scheme	Allocation

15	To make a fruit smoothie, Karen needs three ingredients: milk, bananas and ice cream.
	
	Finish the recipe below, writing the ingredients as a list with bullet points.
	
	Remember to punctuate your answer correctly.
	
	To make your smoothie you will need these ingredients:
	
	    • *bananas*
	    • *milk*
	    • *ice cream*
	
	Also accept capitalisation of all three ingredients.
	Also accept consistent use of commas or semi-colons at the end of the first two items with a full stop after the third.
	
	Do not accept inconsistency in punctuation or capitalisation.
		1 mark

Commentary: This question assesses the punctuation of bullet points to list information.
Note that there is no one correct way of punctuating lists with bullet points, apart from the need for punctuation to be consistent. This is a new part of the framework.

Content domain: G6.14 - bullet points

CONTEXTUAL QUESTIONS – SQUIRREL THIEF

Commentary

The rationale for having contextual questions in the grammar, punctuation and spelling test is to provide a stimulus that engages pupils and relates the assessment of grammar and punctuation to 'real' writing.

These samples show the range of question type that is being trialled. Performance at trial will inform the decision as to whether to use contextual questions in the test, and if so in which format(s).

- **Qs 1-9: short answer questions**
  These questions are similar to the preceding short answer questions, but linked to a text. To keep the reading demand appropriate for a test of grammar and punctuation, the text is broken into chunks, with two or three items linked to each chunk.

- **Q10: punctuation insertion**
  These questions require the insertion of punctuation marks that have been omitted from a short text. The spaces for the missing marks are highlighted, so that it is clear where to add punctuation.

- **Q11: word class identification**
  These questions require the identification of the correct grammatical word class of a number of words highlighted in a short text. In the version shown, the tick indicates the chosen word class from given options. A separate table is also being trialled where the requirement is to write the word class independently (not shown here as it is identical in every respect except that the five headed options columns are removed).

- **Q12: error correction**
  These questions require the correction of a number of errors highlighted in a short text. Each error relates to one word.

*Note – many of these questions provide answers to each other, and would not appear together in a live test. A test would either include Qs 1-9; **or** Qs 10 and 11; **or** Qs 10 and 12*

Squirrel Thief

This section tells the story of Alison, who was having a picnic in the park with her mother when something strange happened. Read the passage below and answer the questions that follow.

A squirrel appeared from nowhere and stole Alison's purse, right off her knee! Alison saw it all happen, yet she could not stop it.

It caught her by surprise: the flash of grey fur; the surprised shout from her mother; the overturned cup of juice.

1 Explain why the sentence below uses an **exclamation mark**.

A squirrel appeared from nowhere and stole Alison's purse, right off her knee!

_____

_____

1 mark

2 Circle the **conjunction** in the sentence below.

Alison saw it all happen, yet she could not stop it.

1 mark

3 Circle **all** the **adjectives** in the sentence below.

It caught her by surprise: the flash of grey fur; the surprised

shout from her mother; the overturned cup of juice.

1 mark

Qu	Question and mark scheme	Allocation
01	Explain why the sentence below uses an exclamation mark. *A squirrel appeared from nowhere and stole Alison's purse, right off her knee!* **Award 1 mark** for a response that refers to a sense of surprise, eg: … to show that it was a surprise, shock. **Also accept** responses that show a sense of anger or dismay, eg: … to show that Alison was angry/dismayed/outraged. **Also accept** responses that show a sense of amusement, eg: … to show that the squirrel was very cheeky/naughty. **Also accept** any combinations of the above, eg: to show that Alison was surprised and angry. **Do not accept** other responses that refer to suddenness or shouting.	**1 mark**

Content domain: G6.4 - exclamation marks

Qu	Question and mark scheme	Allocation
02	Circle the **conjunction** in the sentence below. *Alison saw it all happen, yet she could not stop it.* Alison saw it all happen, (yet) she could not stop it. **Also accept** underlining or any other positive indication of the word 'yet'. **Do not accept** responses that circle any other words, or multiple words.	**1 mark**

Content domain: G1.4 - conjunctions

Qu	Question and mark scheme	Allocation
03	Circle **all** the **adjectives** in the sentence below. _It caught her by surprise: the flash of grey fur; the surprised shout from her mother; the overturned cup of juice._ It caught her by surprise: the flash of (grey) fur; the (surprised) shout from her mother; the (overturned) cup of juice. **Also accept** underlining or any other positive indication of the correct words. **Do not accept** responses that circle any other words, or more than three words.	**1 mark**

Content domain: G1.3 - adjectives

"What a cheek!" Alison yelled. At that moment, she didn't care if yelling made her look silly: she just wanted her purse back.

Luckily, Alison saw where the squirrel had taken her purse. It had run to a tree that had a hole in its trunk.

4 How do the words <u>At that moment</u> function in the sentence below?

<u>At that moment</u>, she didn't care if yelling made her look silly: she just wanted her purse back.

Tick **one**.

as a noun phrase ☐

as a relative clause ☐

as a fronted adverbial ☐

as a conjunction ☐

☐
1 mark

Qu	Question and mark scheme	Allocation
04	How do the words <u>At that moment</u> function in the sentence below? *<u>At that moment</u>, she didn't care if yelling made her look silly: she just wanted her purse back.* as a fronted adverbial ✓	**1 mark**

Content domain: G1.6a - adverbials

5

In the sentence below, what **word class** is the word <u>her</u>?

Luckily, Alison saw where the squirrel had taken <u>her</u> purse.

Tick **one**.

noun	☐
determiner	☐
adverb	☐
adjective	☐

1 mark

6

Draw a line to match the **pronoun** <u>It</u> with the **noun** it replaces in the passage below.

Luckily, Alison saw where the squirrel had taken her purse. <u>It</u> had run to a tree that had a hole in its trunk.

Pronoun   **Noun**

Alison

the squirrel

It   the purse

the tree

the hole

1 mark

Qu	Question and mark scheme	Allocation
05	In the sentence below, what **word class** is the word <u>her</u>? *Luckily, Alison saw where the squirrel had taken <u>her</u> purse.* determiner ✓	**1 mark**

Content domain: G1.8 - determiners

Qu	Question and mark scheme	Allocation
06	Draw a line to match the **pronoun** <u>It</u> with the **noun** it replaces in the passage below. *Luckily, Alison saw where the squirrel had taken her purse. <u>It</u> had run to a tree that had a hole in its trunk.* the squirrel It	**1 mark**
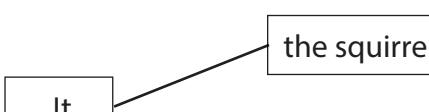
Content domain: G1.5 - pronouns

Alison bravely reached into the hole, trying to catch the little thief. She groped about with her hand, but could feel nothing but wood.

Then there was a stab of pain as something sharp bit her finger. The squirrel shot out of the hole, and Alison triumphantly pulled out her purse.

7 Which word in the sentence below is an **adverb**?

Alison bravely reached into the hole, trying to catch the little thief.

Tick **one**.

bravely ☐

reached ☐

trying ☐

little ☐

1 mark

8

Write down the name of a **punctuation mark** that could replace , but could feel in the sentence below.

She groped about with her hand, but could feel nothing but wood.

_____

1 mark

9

Which word shows that the sentence below follows on from the previous sentence in the story?

Then there was a stab of pain as something sharp bit her finger.

Tick **one**.

Then ☐

there ☐

was ☐

as ☐

1 mark

Qu	Question and mark scheme	Allocation
07	Which word in the sentence below is an **adverb**? *Alison bravely reached into the hole, trying to catch the little thief.* bravely ✓	**1 mark**

Content domain: G1.6 - adverbs

Qu	Question and mark scheme	Allocation
08	Write down the name of a punctuation mark that could replace <u>, but could feel</u> in the sentence below. *She groped around with her hand<u>, but could feel</u> nothing but wood.* colon Spelling does not need to be correct, as long as it is a plausible phonetic approximation (eg cowlon, colun). **Also accept** 'ellipsis [dots]' or 'dash'. **Do not accept** semi-colon.	**1 mark**

Content domain: G6.10 - colons

Qu	Question and mark scheme	Allocation
09	Which word shows that the sentence below follows on from the previous sentence in the story? *Then there was a stab of pain as something sharp bit her finger.* Then ✓	**1 mark**

Content domain: G1.6 - adverbs

Squirrel Thief

Alison was enjoying a picnic in the park with her mother when a squirrel decided to join them.

10 At the start of the story below, some of the punctuation is missing. Correct the passage by inserting the correct punctuation into each of the yellow spaces.

A squirrel appeared from nowhere and stole Alison's purse,

right off her knee. Alison saw it all happen▮ yet she could not stop it.

It caught her by surprise▮ the flash of grey fur; the surprised shout

from her mother; the overturned cup of juice.

▮What a cheek▮ ▮ Alison yelled. At that moment, she didn't care if

yelling made her look silly▮ she just wanted her purse back.

Qu	Question and mark scheme	Allocation
10	In the start of the story below, some of the punctuation is missing. Correct the passage by inserting the correct punctuation into each of the yellow spaces. *A squirrel appeared from nowhere and stole Alison's purse, right off her knee. Alison saw it all happen, yet she could not stop it.* *It caught her by surprise - the flash of grey fur; the surprised shout from her mother; the overturned cup of juice.* *"What a cheek!" Alison yelled. At that moment, she didn't care if yelling made her look silly: she just wanted her purse back.*	**Up to 5 marks**

Content domain:

G6.6a - commas to clarify meaning; also accept single dash.

G6.12 - dash; also accept colon.

G6.7 - inverted commas; 1 mark for both sets of inverted commas, with the second set of inverted commas positioned outside the exclamation mark.

G6.4 - exclamation marks; **do not accept** full stop or comma.

G6.10 - colons; also accept semi-colon.

11 In the next passage, five words have been underlined.

In the table below the passage, tick one box in each row to show the **word class** of the underlined word.

Luckily, Alison saw where the squirrel had taken her purse. It had run to a tree that had a hole in its trunk. She <u>bravely</u> reached into the hole, trying to catch the little thief. She groped about with <u>one</u> hand, but could feel nothing but wood. Then she felt a <u>stab</u> of pain as <u>something</u> sharp bit her finger. The squirrel <u>shot</u> out of the hole, and Alison triumphantly pulled out her purse.

| Word | Word Class | | | | |
	Pronoun	Verb	Adverb	Determiner	Noun
bravely					
one					
stab					
something					
shot					

Qu	Question and mark scheme	Allocation
11	In the next passage, five words have been underlined. In the table below the passage, tick one box in each row to show the **word class** of the underlined word. *Luckily, Alison saw where the squirrel had taken her purse. It had run to a tree that had a hole in its trunk. She bravely reached into the hole, trying to catch the little thief. She groped about with one hand, but could feel nothing but wood.* *Then she felt a stab of pain as something sharp bit her finger. The squirrel shot out of the hole, and Alison triumphantly pulled out her purse.*	**Up to 5 marks**

Content domain	Word	Word Class				
		Pronoun	Verb	Adverb	Determiner	Noun
1.6 adverbs	bravely			✓		
1.8 determiners	one				✓	
1.1 nouns	stab					✓
1.5 pronouns	something	✓				
1.2 verbs	shot		✓			

12 In the next passage, five grammatical errors have been underlined. In the table below the passage, write the correct word to replace the error. Write only **one** word for each correction.

Lucky, Alison saw where the squirrel had taken her purse. It had run to a tree that had an hole in it's trunk. She bravely reached into the hole, trying to catch the little thief. She groped about with her hand, but should feel nothing but wood. Then she feeled a stab of pain as something sharp bit her finger. The squirrel shot out of the hole, and Alison triumphantly pulled out her purse.

Error	Correction
Lucky	
an	
it's	
should	
feeled	

Qu	Question and mark scheme	Allocation
12	*In the next passage, five grammatical errors have been underlined.* *In the table below the passage, write the correct word to replace the error.* *Write only **one** word for each correction.* Lucky, Alison saw where the squirrel had taken her purse. It had run to a tree that had an hole in it's trunk. She bravely reached into the hole, trying to catch the little thief. She groped about with her hand, but should feel nothing but wood. Then she feeled a stab of pain as something sharp bit her finger. The squirrel shot out of the hole, and Alison triumphantly pulled out her purse.	**Up to 5 marks**

Content domain	Error	Correction
1.6 adverbs	Lucky	Luckily **Do not accept** responses that use different adverbs with the same meaning (eg. fortunately)
1.8 determiners	an	a
6.8 apostrophes	it's	its **Do not accept** 'the'
1.2c modal verbs	should	could
1.2 verbs	feeled	felt **Do not accept** responses that use different verbs that fit the context (eg. received)

For more information, please contact the national curriculum assessments helpline on 0300 303 3013 or email **assessments@education.gov.uk**.