

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 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 in these particular tests. 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.

The use of a reader 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.
- Subject-specific terminology must not be explained.

1

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

Two apple trees screened the open windows on one side.

1 mark

Notes for the reader

You may emphasise any words in bold, but you **must not** explain subject-specific terminology. In this example the word 'determiner' must not be explained.

The question should be read as follows:

1. Circle all the **determiners** in the sentence below.
2. Two apple trees screened the open windows on one side.

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.

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 then 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 then 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 the correct word so that it makes a new word.

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 the correct word so that it makes a new word.
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.

9

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

Nadia ate strawberries.

↑ ↑ ↑
□ □ □

□

1 mark

Notes for the reader


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

You may then 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 sentence below so it is punctuated correctly.

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 may 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.

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

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 may read out all the text.


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

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.


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: *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

Complete the table below by adding a **suffix** to each noun to make an **adjective**.

Noun	Adjective
care	
nature	
mess	
danger	
beauty	

1 mark

Notes for the reader

This type of question should be read as follows:

1. Complete the table below by adding a **suffix** to each noun to make an **adjective**.
2. Read each line of text in the table.

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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Key stage 1 and key stage 2

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