

YEAR 2
GRAMMAR,
PUNCTUATION
& SPELLING

Termly Assessment Tests

Guidance and mark schemes

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Guidance and mark schemes for Grammar, Punctuation & Spelling: Year 2

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About this pack

This pack provides you with termly assessments to help monitor progress in Grammar, Punctuation and Spelling throughout the year. The pack consists of this introductory booklet and three tests, covering a wide range of content taken from the Key Stage 1 programmes of study.

Using the termly assessment tests

The tests in this pack can be used as you would any other assessment materials. The children will need to be familiar with specific test-focused skills, such as reading carefully, leaving questions until the end if they seem too difficult, working at a suitable pace and checking through their work.

About the tests

Each Grammar, Punctuation & Spelling test for Year 2 has two papers:

- a spelling task, lasting about 15 minutes (although this is untimed)
- a short-answer grammar, punctuation and vocabulary test, lasting about 20 minutes.

Neither of the papers should be strictly timed. You will need to ensure that children have enough time to demonstrate what they understand, know and can do, without prolonging the test inappropriately. Use your judgement to decide when, or if, children need breaks during the assessment, and whether to stop the test early if appropriate.

This pack provides three different practice tests and the mark schemes as well as the script for the spelling tasks, which can be found later in this booklet.

About Papers 1 and 2

Paper 1: Spelling task

This paper is made up of 20 target words contained in sentences.

Paper 2: Questions

In this paper, the children will need to be familiar with – and be able to demonstrate use of – grammar, punctuation and vocabulary content, including correct use and understanding of the terminology. See the test coverage table on page 7 for details of what they need to know.

Test coverage table

Paper 2: Grammar, Punctuation & Vocabulary: Year 2

The children will need to be familiar with and be able to demonstrate use of the following.

	Content
Grammatical words and word classes	Nouns Verbs Adjectives Adverbs
Functions of sentences	Statements Questions Commands Exclamations
Combining words, phrases and clauses	Sentences
	Noun phrases
	Co-ordinating conjunctions
	Subordinating conjunctions
Verb tenses and consistency	Simple past and simple present tense Present and past progressive tense Tense consistency
Punctuation	Capital letters
	Full stops
	Question marks
	Exclamation marks
	Commas in lists
	Apostrophes for contraction Apostrophes for possession
Vocabulary	Prefixes Suffixes

Marking and assessing the papers

The mark schemes and answers are located in the latter half of this booklet.

Grammar, punctuation, vocabulary and spelling, where appropriate in the tests, have right/wrong answers. However, there are some open-ended questions that require the children's input. For these questions, example answers have been provided. They are not exhaustive and alternatives may be appropriate, so careful marking and a certain degree of interpretation will be needed.

Marking paper 2: questions

Question type	Accept	Do not accept
Tick boxes	Clear, unambiguous marks.	Responses where more boxes have been ticked than required.
Circling or underlining	Clear, unambiguous indication of the correct answer – including a box.	Responses where more than the required number of words have been circled or underlined. Responses where the correct answer is circled or underlined, together with surrounding words. Answers in which less than half of the required word is circled or underlined.
Drawing lines	Lines that do not touch the boxes, provided the intention is clear.	Multiple lines drawn to or from the same box (unless a requirement of the question).
Labelling parts of speech	Clear labels, whether they use the full vocabulary required by the question or an unambiguous abbreviation.	Ambiguity in labelling.
Punctuation	Punctuation that is clear, unambiguous and recognisable as the required punctuation mark.	Punctuation that is ambiguous, for example if it is unclear whether the mark is a comma or full stop.
Spelling	Where no specific mark scheme guidance is given, incorrect spellings of the correct response should be accepted.	Correct spelling is generally required for questions assessing contracted forms, plurals, verb tenses, prefixes and suffixes.

Marking paper 1: spelling

- If more than one attempt is made, it must be clear which version the child wishes to be marked.
- Spellings can be written in upper or lower case, or a mixture of the two.
- If a word has been written with the correct sequence of letters but they have been separated into clearly divided components, with or without a dash, the mark should not be awarded.
- If a word has been written with the correct sequence of letters but an apostrophe or hyphen has been inserted, the mark should not be awarded.
- Any acceptable British-English spelling can be marked as correct. For example, *organise* or *organize*.

Marks table

At the back of each booklet there is a table for you to insert the number of marks achieved for each question. This will enable you to see which areas the children need to practise further.

National standard in Grammar, Punctuation & Spelling

The mark that each child gets in the test paper will be known as the 'raw score' (for example, '22' in 22/40). The raw score will be converted to a scaled score and children achieving a scaled score of 100 or more will achieve the National Standard in that subject. These 'scaled scores' enable results to be reported consistently year-on-year.

The guidance in the table below shows the marks that children need to achieve to reach the National Standard. This should be treated as a guide only as the number of marks may vary. You can also find up-to-date information about scaled scores on our website: www.scholastic.co.uk/nationaltests

Marks achieved	Standard
0–23	Has not met the national standard in Grammar, Punctuation & Spelling for KS I
24–40	Has met the national standard in Grammar, Punctuation & Spelling for KS I

Test A, Paper 1: Spelling test script and mark scheme

Notes for conducting the spelling test

The task should take approximately **15 minutes** to complete, although you should allow children as much time as they need.

Read the instructions below to the children.

Listen carefully to the instructions I am going to give you.

I am going to read 20 sentences to you. Each sentence has a word missing in your answer booklet. You should listen carefully to the missing word and fill this in, making sure you spell it correctly.

I will read the word, then the word within a sentence, then repeat the word a third time.

Do you have any questions?

Then read the spellings to the children as follows:

1. Give the spelling number.
2. Say 'The word is...'
3. Read the context sentence.
4. Repeat 'The word is...'

Leave at least a 12-second gap between spellings.

At the end, re-read all 20 questions. Then say *This is the end of the test please put down your pen or pencil.*

Each correct answer should be awarded **1 mark**.

For more information on marking this test, please refer to page 9.

Spelling one: the word is **door**.

Please close the **door**.

The word is **door**.

Spelling two: the word is **wall**.

We are using the bricks to build a **wall**.

The word is **wall**.

Spelling three: the word is **toy**.

She was playing with a **toy** garage.

The word is **toy**.

Spelling four: the word is **rabbit**.

You need to feed a **rabbit** every day.

The word is **rabbit**.

Spelling five: the word is **bread**.

There are lots of different types of **bread**.

The word is **bread**.

Spelling six: the word is **bedroom**.

Oscar's **bedroom** has lots of train pictures.

The word is **bedroom**.

Spelling seven: the word is **jacket**.

He put on a warm **jacket** before going outside.

The word is **jacket**.

Spelling eight: the word is **bottle**.

Check the baby's **bottle** isn't too hot.

The word is **bottle**.

Spelling nine: the word is **people**.

The **people** were waiting to check in for their flight.

The word is **people**.

Spelling ten: the word is **monkey**.

The **monkey** threw some nuts at us.

The word is **monkey**.

Spelling eleven: the word is **find**.

I can't **find** my school bag anywhere.

The word is **find**.

Spelling twelve: the word is **every**.

Put **every** pencil back in its pot.

The word is **every**.

Spelling thirteen: the word is **climbed**.

She **climbed** the tree as far as the middle branches.

The word is **climbed**.

Spelling fourteen: the word is **dropping**.

The flowers are **dropping** seeds onto the soil.

The word is **dropping**.

Spelling fifteen: the word is **sadness**.

They were filled with **sadness** when the holiday ended.

The word is **sadness**.

Spelling sixteen: the word is **parents**.

My **parents** take me for swimming lessons every week.

The word is **parents**.

Spelling seventeen: the word is **would**.

I **would** like to read that book after you.

The word is **would**.

Spelling eighteen: the word is **who**.

I don't know **who** sent us that card.

The word is **who**.

Spelling nineteen: the word is **cried**.

The kittens **cried** for their mother.

The word is **cried**.

Spelling twenty: the word is **beautiful**.

It was a **beautiful** sunny day.

The word is **beautiful**.

Test A, Paper 2: Questions mark scheme

Q	Answers	Marks						
	Practice questions a. <u>Josh</u> kicked the <u>ball</u> into the <u>net</u> . b. We were excited about our holiday to <u>france</u> .							
1	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr style="background-color: #ffff00;"> <th style="width: 50%; text-align: center;">Words with an apostrophe</th> <th style="width: 50%; text-align: center;">Words in full</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">isn't</td> <td style="text-align: center;">is not</td> </tr> <tr> <td style="text-align: center;">it's</td> <td style="text-align: center;">it is</td> </tr> </tbody> </table>	Words with an apostrophe	Words in full	isn't	is not	it's	it is	1
Words with an apostrophe	Words in full							
isn't	is not							
it's	it is							
2		1						
3	found	1						
4	Accept any appropriate noun phrase that includes two adjectives, such as the old, muddy football	1						
5	The children played football but it started to rain. The rain stopped after about ten minutes and they were able to play again.	1						
6	full stop	1						
7	Jack helped Ellie to find it. They began playing football together.	1						
8	are	1						
9	a noun	1						
10	frosty	1						
11	We brought some bread, butter, ham and tomatoes for our sandwiches.	1						
12		1						
13	carefully	1						
14	when	1						
15	un happy	1						
16	gave	1						
17	foxes, frogs, brushes	1						

Q	Answers	Marks
18	They went to (london) with (oliver).	1
19	<p>2 marks for appropriate question with capital letter and question mark. Accept any appropriate question, for example: Do you want to play football?</p> <p>1 mark for either an appropriate question or using a capital letter and question mark.</p>	2
Total		20

Test B, Paper 1: Spelling test script and mark scheme

Notes for conducting the spelling test

The task should take approximately **15 minutes** to complete, although you should allow children as much time as they need.

Read the instructions below to the children.

Listen carefully to the instructions I am going to give you.

I am going to read 20 sentences to you. Each sentence has a word missing in your answer booklet. You should listen carefully to the missing word and fill this in, making sure you spell it correctly.

I will read the word, then the word within a sentence, then repeat the word a third time.

Do you have any questions?

Then read the spellings to the children as follows:

1. Give the spelling number.
2. Say 'The word is...'.
3. Read the context sentence.
4. Repeat 'The word is...'.

Leave at least a 12-second gap between spellings.

At the end, re-read all 20 questions. Then say *This is the end of the test please put down your pen or pencil.*

Each correct answer should be awarded **1 mark**.

For more information on marking this test, please refer to page 9.

Spelling one: the word is **arm**.

My **arm** starts at my shoulder and ends at my fingertips.

The word is **arm**.

Spelling two: the word is **dogs**.

The **dogs** were very muddy after their walk.

The word is **dogs**.

Spelling three: the word is **book**.

I enjoy reading a **book** which has an exciting adventure.

The word is **book**.

Spelling four: the word is **child**.

A new **child** has started coming to our school.

The word is **child**.

Spelling five: the word is **train**.

The **train** station was very loud and busy.

The word is **train**.

Spelling six: the word is **bridge**.

We had to cross the **bridge** to get to the other side of the river.

The word is **bridge**.

Spelling seven: the word is **pencil**.

Use a **pencil**, so you can rub out any mistakes you may make.

The word is **pencil**.

Spelling eight: the word is **playground**.

We are getting a new slide in our **playground**.

The word is **playground**.

Spelling nine: the word is **money**.

I have been saving **money** to buy a new game.

The word is **money**.

Spelling ten: the word is **treasure**.

The pirates buried the **treasure** in a dark cave.

The word is **treasure**.

Spelling eleven: the word is **wild**.

There were many **wild** animals in the safari park.

The word is **wild**.

Spelling twelve: the word is **great**.

In history we have been learning about some **great** men and women.

The word is **great**.

Spelling thirteen: the word is **walked**.

They **walked** all the way round the lake.

The word is **walked**.

Spelling fourteen: the word is **runner**.

The first **runner** arrived at the finish line a few minutes before the rest of them.

The word is **runner**.

Spelling fifteen: the word is **careful**.

I made **careful** preparations for the camping trip.

The word is **careful**.

Spelling sixteen: the word is **father**.

My **father** supports our local football team.

The word is **father**.

Spelling seventeen: the word is **could**.

He **could** see the blue sea in the distance.

The word is **could**.

Spelling eighteen: the word is **whole**.

A **whole** one equals four quarters.

The word is **whole**.

Spelling nineteen: the word is **hiking**.

Mum bought me a new pair of **hiking** boots.

The word is **hiking**.

Spelling twenty: the word is **hospital**.

I had to go to **hospital** when I broke my leg.

The word is **hospital**.

Test B, Paper 2: Questions mark scheme

Q	Answers	Marks
	Practice questions: a. The <u>small red</u> car was for sale. b. Accept any appropriate adverb, for example: carefully.	
1	The <u>birds</u> collect <u>moss</u> and <u>twigs</u> to make a <u>nest</u> .	1
2	A noun phrase	1
3	1. lay 2. sits	1
4	?	1
5	<u>the</u> new fledglings start to grow. <u>the</u> mother and father birds work hard to find them food.	1
6	older	1
7	have	1
8	noisily	1
9	The cat purred happily. and The ducklings followed the mother duck.	1
10	was	1
11	<div style="display: flex; justify-content: space-between;"> <div style="width: 45%;"> <p>What a disaster this is!</p> <p>Please can you help me?</p> <p>I need some help.</p> <p>Help her.</p> </div> <div style="width: 45%;"> <p>Statement</p> <p>Exclamation</p> <p>Question</p> <p>Command</p> </div> </div>	1
12	The boy's bike was very muddy.	1
13	<div style="display: flex; justify-content: space-between;"> <div style="width: 45%;"> <p>I would like an ice cream</p> <p>Would you like an ice cream</p> <p>What a delicious ice cream this is</p> </div> <div style="width: 45%;"> <p>?</p> <p>!</p> <p>.</p> </div> </div>	1
14	<div style="display: flex; justify-content: space-between;"> <div style="width: 45%;"> <p>motor</p> <p>sun</p> <p>book</p> <p>foot</p> </div> <div style="width: 45%;"> <p>shelf</p> <p>ball</p> <p>bike</p> <p>shine</p> </div> </div>	1
15	The bus is due in the village soon. and She is catching the bus this morning.	1
16	painting	1
17	A verb	1
18	What an exciting ride that was	1
19	2 marks for an appropriate statement with capital letter and full stop. Accept any appropriate answer/statement, for example: My hair is brown. 1 mark for an appropriate statement or using a capital letter and full stop.	2

Total 20

Test C, Paper 1: Spelling test script and mark scheme

Notes for conducting the spelling test

The task should take approximately **15 minutes** to complete, although you should allow children as much time as they need.

Read the instructions below to the children.

Listen carefully to the instructions I am going to give you.

I am going to read 20 sentences to you. Each sentence has a word missing in your answer booklet. You should listen carefully to the missing word and fill this in, making sure you spell it correctly.

I will read the word, then the word within a sentence, then repeat the word a third time.

Do you have any questions?

Then read the spellings to the children as follows:

1. Give the spelling number.
2. Say 'The word is...'
3. Read the context sentence.
4. Repeat 'The word is...'

Leave at least a 12-second gap between spellings.

At the end, re-read all 20 questions. Then say *This is the end of the test please put down your pen or pencil.*

Each correct answer should be awarded **1 mark**.

For more information on marking this test, please refer to page 9.

Spelling one: the word is **sack**.

Jack won the **sack** race at Sports Day.

The word is **sack**.

Spelling two: the word is **girl**.

The little **girl** made a lovely bridesmaid.

The word is **girl**.

Spelling three: the word is **wave**.

A big **wave** knocked us off our feet.

The word is **wave**.

Spelling four: the word is **tube**.

My grandma gave me a **tube** of sweets.

The word is **tube**.

Spelling five: the word is **church**.

The old **church** had a tall tower.

The word is **church**.

Spelling six: the word is **football**.

We went to a **football** match on Saturday.

The word is **football**.

Spelling seven: the word is **plant**.

I grew the tallest **plant** in our class.

The word is **plant**.

Spelling eight: the word is **knee**.

Ellie fell and hurt her **knee**.

The word is **knee**.

Spelling nine: the word is **wrist**.

Mum banged her **wrist** while she was playing tennis.

The word is **wrist**.

Spelling ten: the word is **chimney**.

Dark black smoke came out of the **chimney**.

The word is **chimney**.

Spelling eleven: the word is **old**.

We explored a very **old** castle.

The word is **old**.

Spelling twelve: the word is **break**.

After the test, our teacher gave us a **break**.

The word is **break**.

Spelling thirteen: the word is **another**.

Please may I have **another** biscuit?

The word is **another**.

Spelling fourteen: the word is **fattest**.

It was the **fattest** puppy in the litter.

The word is **fattest**.

Spelling fifteen: the word is **hopeless**.

We searched high and low, but it was **hopeless**.

The word is **hopeless**.

Spelling sixteen: the word is **played**.

Louise hasn't **played** this game before.

The word is **played**.

Spelling seventeen: the word is **sugar**.

Too much **sugar** is bad for you.

The word is **sugar**.

Spelling eighteen: the word is **children**.

The **children** had a cake sale to raise money for charity.

The word is **children**.

Spelling nineteen: the word is **everybody**.

Almost **everybody** knows how to ride a bike.

The word is **everybody**.

Spelling twenty: the word is **station**.

The train left the **station** on time.

The word is **station**.

Test C, Paper 2: Questions mark scheme

Q	Answers	Marks																									
	Practice questions a. ! b. unwell																										
1	a command	1																									
2	a. delawood b. It is the name of a place.	1 1																									
3	wednesday	1																									
4	Year 2 have art, music and geography today.	1																									
5	has	1																									
6	an adjective	1																									
7	?	1																									
8	that	1																									
9	Accept any appropriate noun phrase that includes two adjectives, such as the shiny, full treasure chest	1																									
10	walking	1																									
11	am	1																									
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15	joyful	1																									
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Q	Answers	Marks												
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	There are many leaves on the path.		✓											
The leaves floated down gently.	✓													
18		1												
	Total		20											

[END]