**Key Stage 1 and Key Stage 2 English grammar, punctuation & spelling**

The main purpose of statutory assessment is to ascertain what pupils have achieved in relation to the areas of the national curriculum (2014) describing grammar, punctuation and spelling.

The English grammar, punctuation and spelling tests forms part of the statutory assessment arrangements for pupils at the end of key stage 1 and key stage 2.

The test contributes to the assessment of pupils in English and is based on the relevant sections of the national curriculum statutory programme of study (2014). The programmes of study are set out for spoken language, reading and writing. There are two statutory appendices (Appendix 1: Spelling and Appendix 2: Vocabulary, grammar and punctuation). Although the majority of the test content is drawn from the statutory appendices, some areas of content are sampled from across the programme of study for English.

**Test Format**

* The English grammar, punctuation and spelling test comprises two components, which are presented to pupils as two separate test papers. The first paper is spelling. The second paper presents grammar, punctuation and vocabulary questions.
* The tests are designed to enable pupils to demonstrate their attainment

Your items will be judged on: quality and accuracy; clarity of language; accessibility; the extent to which items are absent of issues of bias and construct irrelevant variance.

A range of item types will be considered positively, including items that assess the specified content domain in creative and innovative ways.

Items should cover a range of cognitive levels and response types that can be attributed to the abstraction and strategy support ratings. Where relevant, mark schemes shall include identification of possible pupil misconceptions that might arise, in the form of guidance or ‘do not accepts’.

### **Spelling**

Pupils working at the expected standard are able to spell simple monosyllabic and polysyllabic words, including common exception words and homophones and near- homophones.

### **Grammar and vocabulary**

Pupils working at the expected standard are able to:

* demonstrate familiarity with some word classes, their terminology and their use: nouns, verbs, adjectives and adverbs
* recognise and write different types of sentences: statements, questions, commands and exclamations
* understand that coordinating conjunctions (*and, or, but*) and subordinating conjunctions (*when, if, that, because*) link words and clauses, and use them to construct and extend sentences
* combine given words to make clauses or sentences, or expand noun phrases
* identify and use the present or past tense forms of familiar, regular verbs and some
* irregular verbs (e.g. *has / had*), including the progressive form
* understand that the prefix *un*– can change the meaning of some words

### **Punctuation**

Pupils working at the expected standard are able to:

* identify and use appropriate end punctuation to demarcate different sentence types (full stop, question mark and exclamation mark)
* identify and use a capital letter to start a sentence, for names of people, places, days of the week and for the personal pronoun
* use commas to separate items in a list
* use apostrophes to indicate simple contracted verb forms
* use apostrophes to denote singular possession