



Grammar, Punctuation & Spelling (GPS)



Example question:

- The key stage 2 English grammar, punctuation and spelling test materials comprise:
 - Paper 1: questions (50 marks)
 - Paper 2: spelling (20 marks)
- Pupils will have 45 minutes to complete test 1, answering the questions in the test paper.
- The spellings will be done at the teacher's pace.

18

Circle all the **conjunctions** in the sentences below.

Once Harry had checked the weather forecast, he set off on his walk.

Whilst climbing up the mountain, he was unaware of the dangers ahead.

He needed to turn back immediately since a storm was coming.

 1 mark

G1	G2	G3	G4	G5	G6	G7
Grammatical terms / word classes	Functions of sentences	Combining words, phrases and clauses	Verb forms, tenses and consistency	Punctuation	Vocabulary	Standard English and formality

Table 1 sets out the content domain coverage for questions in Paper 1. Information relating to the codes in Table 1 can be found in the key stage 2 English grammar, punctuation and spelling test framework.

Table 1: Content domain coverage for questions in Paper 1

	G1	G2	G3	G4	G5	G6	G7
	Grammatical terms / word classes	Functions of sentences	Combining words, phrases and clauses	Verb forms, tenses and consistency	Punctuation	Vocabulary	Standard English and formality
1		1					
2				1			
3						1	
4					1		
5				1			
6							1
7					1		
8		1					
9					1		
10	1						
11	1						
12	1						
13			1				
14			1				
15				1			
16					1		
17			1				
18	1						
19						1	
20	1						
21	2						
22						1	

	G1	G2	G3	G4	G5	G6	G7
	Grammatical terms / word classes	Functions of sentences	Combining words, phrases and clauses	Verb forms, tenses and consistency	Punctuation	Vocabulary	Standard English and formality
23						1	
24			1				
25	1						
26					1		
27				1			
28					1		
29					1		
30				1			
31		1					
32					1		
33					1		
34	1						
35					1		
36					1		
37				1			
38			1				
39						1	
40	1						
41				1			
42	1						
43			1				
44				1			
45					1		
46	1						
47	1						
48					1		
49					1		

Sample questions

In your pack there are sample questions from one of the past papers. It will give you an idea what types of questions the children are asked.

2

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

2

G4.2

is was

1m

Commentary: This question assesses tense consistency. This was assessed as 'tense agreement' under the previous test framework. It is not necessary to know the term 'tense consistency' to answer the question correctly. The mark will also be awarded if pupils write the correct response into the spaces in the sentence.

4

Which sentence has been 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

4

G5.6b

Immediately after dinner, we did the washing up.

1m

Commentary: This question assesses understanding of the use of commas after fronted adverbials, although it is not necessary to explicitly identify the fronted adverbial or to know the term in order to answer the question correctly. This is a new part of the framework.

6

Circle one verb in each underlined pair to complete the sentences using **Standard English**.

We was / were planning to hold a cake sale at school.

I was / were chosen to design the posters.

1 mark

6

G7.1

Award 1 mark for two correct words encircled.

We was / were planning to hold a cake sale at school.

I was / were chosen to design the posters.

1m

Commentary: This question assesses Standard English forms for verb inflections. Questions requiring Standard English forms for verb inflections also appeared in previous tests, under the test reference code for subject–verb agreement.

7

Write the **contracted form** of the underlined words in the box.

That decision does not seem fair.



1 mark

7
G5.8

Award 1 mark for the correct contracted form.

- *doesn't*

1m

Commentary: This question assesses the use of apostrophes for contracted forms. It is not necessary to know the term 'apostrophe' in order to answer the question correctly, but the term 'contracted form' is used in the question and will be used in questions assessing this area of the content domain. Note that the correct spelling of the word and correct placement of the apostrophe are required for the award of the mark; this is the case with all questions in which pupils have to write a contracted form.

10

What does the word Others refer to in the passage below?

Some plants, such as sunflowers, die in winter. Others, such as daffodils, survive as bulbs underground.

Tick **one**.

plants

sunflowers

daffodils

bulbs

1 mark

10
G1.5

plants

1m

Commentary: This question assesses pronouns. It is not necessary to identify the pronoun or to know the term in order to answer the question correctly.

13

Tick one box to show which part of the sentence is a **relative clause**.

The table which is made of oak is now black with age.

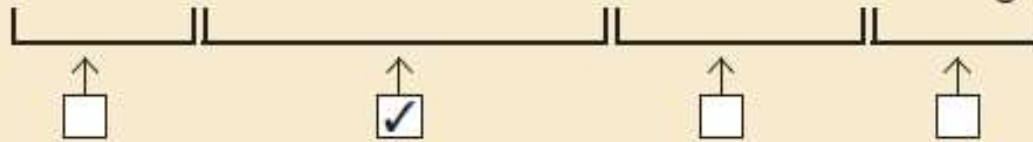


1 mark

13
G3.1a

The table which is made of oak is now black with age.

1m



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

15

Tick one box in each row to show how the **modal verb** affects the **meaning** of the sentence.

Sentence	Modal verb indicates certainty	Modal verb indicates possibility
It will be very cold tomorrow.		
John might have missed the train.		
Ann can speak six languages.		
You could finish your work by the end of the lesson.		

1 mark

Question	Requirement	Mark															
15 G4.1c	<p data-bbox="544 456 1223 491">Award 1 mark for a correctly completed table.</p> <table border="1" data-bbox="544 523 1693 1142"> <thead> <tr> <th data-bbox="551 523 974 639">Sentence</th> <th data-bbox="974 523 1332 639">Modal verb indicates certainty</th> <th data-bbox="1332 523 1686 639">Modal verb indicates possibility</th> </tr> </thead> <tbody> <tr> <td data-bbox="551 639 974 754">It will be very cold tomorrow.</td> <td data-bbox="974 639 1332 754" style="text-align: center;">✓</td> <td data-bbox="1332 639 1686 754"></td> </tr> <tr> <td data-bbox="551 754 974 869">John might have missed the train.</td> <td data-bbox="974 754 1332 869"></td> <td data-bbox="1332 754 1686 869" style="text-align: center;">✓</td> </tr> <tr> <td data-bbox="551 869 974 984">Ann can speak six languages.</td> <td data-bbox="974 869 1332 984" style="text-align: center;">✓</td> <td data-bbox="1332 869 1686 984"></td> </tr> <tr> <td data-bbox="551 984 974 1142">You could finish your work by the end of the lesson.</td> <td data-bbox="974 984 1332 1142"></td> <td data-bbox="1332 984 1686 1142" style="text-align: center;">✓</td> </tr> </tbody> </table>	Sentence	Modal verb indicates certainty	Modal verb indicates possibility	It will be very cold tomorrow.	✓		John might have missed the train.		✓	Ann can speak six languages.	✓		You could finish your work by the end of the lesson.		✓	1m
Sentence	Modal verb indicates certainty	Modal verb indicates possibility															
It will be very cold tomorrow.	✓																
John might have missed the train.		✓															
Ann can speak six languages.	✓																
You could finish your work by the end of the lesson.		✓															

Commentary: This question assesses understanding of modal verbs to indicate degrees of possibility. This is a new part of the test framework, in addition to the generic test reference code of verbs.

Spellings:

Spelling 13: The word is **re-enter**.

Jane had to **re-enter** the cloakroom to get her gloves.

The word is **re-enter**.

Spelling 14: The word is **parachute**.

The skydiver released her **parachute**.

The word is **parachute**.

Spelling 15: The word is **abundance**.

There is an **abundance** of blackberries at the end of the summer.

The word is **abundance**.

Spelling 16: The word is **unavoidably**.

Ali was **unavoidably** late for school.

The word is **unavoidably**.

Spelling 17: The word is **dissolve**.

First, **dissolve** the sugar in 300ml of hot water.

The word is **dissolve**.

Spelling 18: The word is **ominous**.

The grey clouds looked **ominous** in the sky.

The word is **ominous**.

Here are some example spellings that children have been asked to complete in the past.

Helping your child to remember rules for spelling or mnemonics to remember difficult words would be fantastic.

You can also help test children on their weekly spellings as they are a lot more complex this year. Please revisit old spelling rules to help your child remember them!

Table 3: Mark schemes for Paper 2

Qu.	Spelling	Mark	Content domain coverage
1	discover	1	S41 – Prefixes
2	mission	1	S47 – Endings which sound like / ʃən /, spelt <i>-tion, -sion, -ssion, -cian</i>
3	loose	1	S61 – Homophones, near homophones and other words that are often confused
4	sign	1	S60 – Words with 'silent' letters
5	country	1	S40 – The / ʌ / sound spelt <i>ou</i>
6	gymnastics	1	S39 – The / i / sound spelt <i>y</i> other than at the end of words
7	edible	1	S56 – Words ending in <i>-able</i> and <i>-ible</i> Words ending in <i>-ably</i> and <i>-ibly</i>
8	posture	1	S44 – Words with endings sounding like / ʒə / or / tʃə /
9	sleigh	1	S52 – Words with the / eɪ / sound spelt <i>ei, eigh, or ey</i>
10	delicious	1	S46 – The suffix <i>-ous</i>
11	scent	1	S51 – Words with the / s / sound spelt <i>sc</i>
12	illusion	1	S45 – Endings which sound like / ʒən /
13	re-enter	1	S41 – Prefixes
14	parachute	1	S49 – Words with the / ʃ / sound spelt <i>ch</i>
15	abundance	1	S55 – Words ending in <i>-ant, -ance, -ancy, -ent, -ence, -ency</i>
16	unavoidably	1	S56 – Words ending in <i>-ably</i> and <i>-ibly</i>
17	dissolve	1	S41 – Prefixes
18	ominous	1	S46 – The suffix <i>-ous</i>
19	drawer	1	S61 – Homophones, near homophones and other words that are often confused
20	possession	1	S47 – Endings which sound like / ʃən /, spelt <i>-tion, -sion, -ssion, -cian</i>
Total marks		20	

These content domains show how the spellings that they are tested on fit in to the National curriculum.

The content on the right- e.g. 18- suffix *-ous* is one of the spelling patterns that the children will bring home to learn this year. Therefore there should be no surprises if they have learnt the rules.

The 2023 GPS scoring system

A scaled score of 100 or more shows the pupil has met the expected standard in the test.

Level	Raw Score Out of 70	Scaled Score Out of 120
Above Age Group Expectation	55 - 70 79%	110 - 120
Achieved Age Group Expectation	36 - 54 51%	100 - 109
Below Age Group Expectation	0 - 42	80 - 99

The 2022 GPS scoring system

A scaled score of 100 or more shows the pupil has met the expected standard in the test.

Level	Raw Score Out of 70	Scaled Score Out of 120
Above Age Group Expectation	55 - 70 79%	110 - 120
Achieved Age Group Expectation	35 - 54 50%	100 - 109
Below Age Group Expectation	0 - 42	80 - 99

New Curriculum Spelling List Years 5 and 6

accommodate
accompany
according
achieve
aggressive
amateur
ancient
apparent
appreciate
attached
available
average
awkward
bargain
bruise
category
cemetery
committee
communicate
community
competition

conscience
conscious
controversy
convenience
correspond
criticise
curiosity
definite
desperate
determined
develop
dictionary
disastrous
embarrass
environment
equip
equipped
equipment
especially
exaggerate
excellent

existence
explanation
familiar
foreign
forty
frequently
government
guarantee
harass
hindrance
identity
immediate
immediately
individual
interfere
interrupt
language
leisure
lightning
marvellous
mischievous

muscle
necessary
neighbour
nuisance
occupy
occur
opportunity
parliament
persuade
physical
prejudice
privilege
profession
programme
pronunciation
queue
recognise
recommend
relevant
restaurant
rhyme

rhythm
sacrifice
secretary
shoulder
signature
sincere
sincerely
soldier
stomach
sufficient
suggest
symbol
system
temperature
thorough
twelfth
variety
vegetable
vehicle
yacht

THANK YOU VERY MUCH FOR COMING IN!

