

# KS2 SATs Assessment:

## Grammar, Punctuation & Spelling Content Domain Adult Guidance

The content domain sets out the relevant elements from the national curriculum programme of study (2014) for English at key stage 2 that are assessed in the English Grammar, Punctuation and Spelling assessments.

Elements from the English curriculum and the statutory appendices 1 & 2 are grouped into content areas (e.g. 1 - Grammatical terms / word classes), each of which is made up of sub-domains (e.g. 1.1 - Nouns, 1.2 - Verbs).

For the purposes of the English Grammar, Punctuation and Spelling test, the areas covered under 'vocabulary' are the parts of the content domain that relate to words and word-building. This includes synonyms and antonyms, prefixes and suffixes, and word families.

# Grammar & Punctuation Content Domain References

Content domain reference	Relevant coverage in the programme of study and statutory appendices
<b>G1: Grammatical terms / word classes</b>	
G 1.1: Nouns	
G 1.2: Verbs	
G 1.3: Adjectives	
G 1.4: Conjunctions	expressing time, place and cause using conjunctions (e.g. when, before, after, while, so, because)
G 1.5: Pronouns	cohesion appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition
G 1.5a: Possessive pronouns	
G 1.5b: Relative pronouns	
G 1.6: Adverbs	the use of -ly in Standard English to turn adjectives into adverbs expressing time, place and cause using adverbs (e.g. then, next, soon, therefore) indicating degrees of possibility using adverbs (e.g. perhaps, surely)
G 1.6a: Adverbials	
G 1.7: Prepositions	expressing time, place and cause using prepositions (e.g. before, after, during, in, because of)
G 1.8: Determiners	use of the forms a or an according to whether the next word begins with a consonant or a vowel
G 1.9: Subject and object	

Content domain reference	Relevant coverage in the programme of study and statutory appendices
<b>G2: Functions of sentences</b>	
G2.1: Statements	how the grammatical patterns in a sentence indicate its function as a statement
G2.2: Questions	how the grammatical patterns in a sentence indicate its function as a question, e.g. the use of question tags
G2.3: Commands	how the grammatical patterns in a sentence indicate its function as a command
G2.4: Exclamations	how the grammatical patterns in a sentence indicate its function as an exclamation (exclamations starting with what or how, e.g. What a good friend you are!)
<b>G3: Combining words, phrases and clauses</b>	
G3.1: Sentences and clauses	
G3.1a: Relative clauses	relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun
G3.2: Noun phrases	expanded noun phrases for description and specification noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases to convey complicated information concisely
G3.3 Co-ordinating conjunctions	co-ordination using or, and and but
G3.4 Subordinating conjunctions and subordinate clauses	subordination using when, if, that and because extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although
<b>G4: Verb forms, tense and consistency</b>	
G4.1a Simple past and simple present	simple past tense and simple present tense
G4.1b: Verbs in the perfect form	use of the present perfect form of verbs using the perfect form of verbs to mark relationships of time and cause
G4.1c: Modal verbs	indicating degrees of possibility using modal verbs
G4.1d: Present and past progressives	use of the progressive form of verbs in the present and past tense to mark actions in progress
G4.2: Tense consistency	tense (past, present) correct choice and consistent use of present and past tense throughout writing
G4.3: Subjunctive verb forms	recognising subjunctive forms
G4.4: Passive and active	use of the passive to affect the presentation of information in a sentence

## G5: Punctuation

G5.1: Capital letters	capital letters for names of people, places, the days of the week,
G5.2: Full stops	full stops to demarcate sentences
G5.3: Question marks	question marks to demarcate sentences
G5.4: Exclamation marks	exclamation marks to demarcate sentences
G5.5: Commas in lists	commas to separate items in a list
G5.6a: Commas to clarify meaning	commas to clarify meaning or avoid ambiguity in writing
G5.6b: Commas after fronted adverbials	
G5.7: Inverted commas	direct speech, inverted commas (or 'speech marks') inverted commas and other punctuation to indicate direct speech, (e.g. a comma after the reporting clause and end punctuation within inverted commas)
G5.8: Apostrophes	apostrophes to mark singular possession in nouns apostrophes to mark plural possession the grammatical difference between plural and possessive -s apostrophes to mark contracted forms
G5.9: Punctuation for parenthesis	brackets, dashes or commas to indicate parenthesis
G5.10: Colons	colon to mark the boundary between independent clauses colon to introduce lists
G5.11: Semicolons	semicolon to mark the boundary between independent clauses semicolons within lists
G5.12: Single dashes	dash to mark the boundary between independent clauses
G5.13: Hyphens	how hyphens can be used to avoid ambiguity
G5.14: Bullet points	punctuation of bullet points to list information

<b>G6: Vocabulary</b>	
G6.1: Synonyms and antonyms	how words are related by meaning as synonyms and antonyms
G6.2: Prefixes	how the prefix un- changes the meaning of verbs and adjectives formation of nouns using a range of prefixes (e.g. super-, anti-, auto-) verb prefixes (e.g. dis-, de-, mis-, over- and re-)
G6.3: Suffixes	the suffixes -ment, -ness, -ful, -less and -ly formation of nouns using suffixes such as -ness, -er formation of adjectives using suffixes such as -ful, -less converting nouns or adjectives into verbs using suffixes (e.g. -ate, -ise, -ify) singular plural regular plural noun suffixes -s or -es (e.g. dog, dogs; wish, wishes), including the effects of these suffixes on the meaning of the nouns
G6.4: Word families	word families based on common words, showing how words are related in form and meaning
<b>G7: Standard English and formality</b>	
G7.1: Standard English	standard verb forms (e.g. I did / I done, We were / was, He was / were, isn't / ain't) pronouns (them / those, that / what) adverbs using -ly (run quickly / quick and anything / nothing)
G7.2: Formal and informal vocabulary	the difference between vocabulary typical of informal speech and writing, and vocabulary appropriate for formal speech and writing, e.g. ask for / request

# Spelling Content Domain References

Content domain reference	Relevant coverage in the programme of study and statutory appendices
S37	common exception words
S38	adding suffixes beginning with vowel letters to words of more than one syllable
S39	the /i/ sound spelt y other than at the end of words
S40	the /ʌ/ sound spelt ou
S41	prefixes
S42	the suffix -ation
S43	the suffix -ly
S44	words with endings sounding like / ʒə/ or /tʃə/
S45	endings that sound like / ʒən/
S46	the suffix -ous
S47	endings that sound like /ʃən/, spelt -tion, -sion, -ssion, -cian
S48	words with the /k/ sound spelt ch
S49	words with the /ʃ/ sound spelt ch
S50	words ending with the /g/ sound spelt -gue and the /k/ sound spelt -que
S51	words with the /s/ sound spelt sc
S52	words with the /eɪ/ sound spelt ei, eigh, or ey
S53	endings which sound like /ʃəs/ spelt -cious or -tious
S54	endings which sound like /ʃəl/
S55	words ending in -ant, -ance, -ancy, -ent, -ence, -ency
S56	words ending in -able and -ible words ending in -ably and -ibly
S57	adding suffixes beginning with vowel letters to words ending in -fer
S58	words with the /i:/ sound spelt ei after c
S59	words containing the letter string ough
S60	words with 'silent' letters (i.e. letters whose presence cannot be predicted from the pronunciation of the word)
S61	homophones and near homophones (Years 3 and 4) homophones and other words that are often confused (Years 5 and 6)

This table shows how the proportion of marks for each Grammar, Punctuation and Spelling assessment test are allocated to each element of the content domain.

The content domain is subdivided into four elements: grammar, punctuation, vocabulary and spelling:

<b>Paper</b>	<b>Content domain reference</b>	<b>Number of marks</b>	<b>Percentage of total mark</b>
<b>Grammar &amp; Punctuation Paper</b>	Grammar	25-35	36-50%
	Punctuation	10-20	14-29%
	Vocabulary	3-7	4-10%
<b>Spelling Paper</b>	Spelling	20	29%
<b>Total</b>		<b>70</b>	