
2019 KS2 SATs English SPaG Paper 1:

What's New?

A Comparative & Contrastive
Analysis of the 2019 Exam



A Comparative & Contrastive Analysis of the 2019 SATs English SPaG Paper 1: Questions

This document highlights the new questions types and formats used in the recently-published 2019 KS2 English SATs SPaG Paper 1.

To do so, it compares & contrasts the 2019 test with all the previous Paper 1 tests since 2016 as well as the government specimen paper published in 2015 in terms of the question formats and question types used in conjunction with the assessed content domains.

Generally speaking, the new questions in the 2019 paper are the consequence of hitherto unseen combinations of pre-existing question formats and question types — but there are a few completely fresh ones too.

Note:

Throughout our analysis, *question format* refers to the layout of the question (e.g. the use of a table with rows to be ticked) as opposed to the *question type* which refers to the actual instructions (e.g. 'What is the word class of the underlined word?').

Happy reading!

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(Note: The above question numbers are hyper-linked. Simply click on any one to navigate directly to the desired question.)

QUESTION 2

2

Draw a line to match each word to the correct **suffix**.
Use each suffix only once.

Word	Suffix
accomplish	ful
forgive	ment
joy	ish
fool	ness

WHAT'S NEW HERE:

Using this question format (joining boxes) to assess knowledge of noun and adjective suffixes.

QUESTION 3

3

Tick one box in each row to show whether the sentence is a **question** or a **command**.

Sentence	Question	Command
Do your stretches before you exercise		
Do you prefer tennis or cricket		
Do the boys always go running in the morning		
Do take some water with you to football practice		

WHAT'S NEW HERE:

Using this question format (ticking rows in a table) to focus solely on questions and commands.

QUESTION 7

7

Circle the correct word in each box to complete the sentences in Standard English.

Pass me

them
those

 cartons, please.

You sang that song very

good.
well.

We always

did
done

 our homework on time.

WHAT'S NEW HERE:

New question format (3 stand-alone sentences + 2 multiple-choice options in a box each time) to assess knowledge of Standard English.

(N.B. This could be regarded as a variant of a question format was used last year (a) to test formal/informal language and (b) used a passage, rather than three separate unrelated sentences.)

QUESTION 8

8

Insert a **relative pronoun** to complete the sentence below.

Everyone loved the music _____ was played last night.

WHAT'S NEW HERE:

Using this question format (complete target sentence by writing in a word) to test knowledge of relative pronouns.

QUESTION 12

12

What does the **prefix** multi- mean in the words multicultural, multipurpose and multicoloured?

Tick one.

some ☐

few ☐

all ☐

many ☐

WHAT'S NEW HERE:

New question type for assessing knowledge of prefixes: (1) the prefix is added to three words, not just one, and (2) the student is asked to select the meaning of the *prefix* rather than the meaning of the *prefix + root* word.

QUESTION 14

14

Which word is an **antonym** of difficult?

The problem was difficult to solve.

Tick one.

hard ☐

easy ☐

impossible ☐

challenging ☐

WHAT'S NEW HERE:

Combining new question type (asking for an antonym for a specific word) AND using this question format (sentence containing underlined target word + 4 vertical tick boxes) to assess antonyms.

QUESTION 16

16

Tick one box to show where a **hyphen** is needed in the sentence below.

The class teacher praised the well behaved and helpful group of
year six children.

☐ ☐ ☐ ☐

WHAT'S NEW HERE:

Using this question format (target sentence + 4 horizontal tick boxes) to assess knowledge of hyphen usage.

QUESTION 17

17

What **word class** is him in the sentence below?

Josef's friends rushed to meet him, desperate to see if he had won.

Tick one.

a preposition ☐

an adjective ☐

a pronoun ☐

a noun ☐

WHAT'S NEW HERE:

Using this question format (sentence with underlined target word + 4 vertical tick boxes) to test knowledge of personal object pronouns.

(It's worth noting here that this is first time that the assessed word has been a personal object pronoun.)

QUESTION 19

19

What kind of **clause** is underlined in the sentence below?

If they could afford to, the ancient Romans ate well.

WHAT'S NEW HERE:

Combining a new question type (asking for the clause to be named) and new format (sentence containing underlined target words + line for short written answer) to assess knowledge subordinate clauses.

QUESTION 20

20

Insert a **dash** in the correct place in the sentence below.

It was a very exciting lesson we learnt how parachutes
work and designed one of our own.

WHAT'S NEW HERE:

Using this question format (provision of target sentence) and question type (add punctuation) to test usage of a single dash.

QUESTION 21

21

What is the **word class** of the underlined word?

Our school is bigger than theirs.

Tick one.

a co-ordinating conjunction

☐

a subordinating conjunction

☐

a possessive pronoun

☐

a relative pronoun

☐

WHAT'S NEW HERE:

Using this question format (sentence containing underlined target word + 4 vertical tick boxes) and question type (identify word class) to test knowledge of possessive pronouns.

QUESTION 23

23

Add three **commas** in the correct places in the sentence below.

She wore a dark red skirt a woollen jumper a scarf with
matching hat thick socks and black boots.

WHAT'S NEW HERE:

Using this question format (provision of target sentence) and question type (add punctuation) to assess comma usage in lists that contain adjectives.

QUESTION 24

24

Which sentence uses **tense** correctly?

Tick one.

We sat and ate our lunch once we had found a sunny picnic spot.

☐

Once we find a sunny picnic spot, we sat and ate our lunch.

☐

Once we had found a sunny picnic spot, we sit and eat our lunch.

☐

We sat and eat our lunch once we had found a sunny picnic spot.

☐

WHAT'S NEW HERE:

Combining this question format (select one of four sentences) with a new question type (identifying correct tense usage) to assess knowledge of tenses.

QUESTION 25

25

Underline the sentence that is the most **formal** in the passage below.

Hope you can make it to my birthday party next week! It's going to be great! The venue is yet to be confirmed. I'm still checking out a couple of places.

WHAT'S NEW HERE:

Combining a new question type (underline most formal sentence) with this question format (provision of target passage) to assess knowledge of formal and informal English.

QUESTION 26

26

Circle the word that shows that the sentence below is a **command**.

To see pictures of the rugby match, [click here](#).

WHAT'S NEW HERE:

Combining this question format (provision of sentence) with new question type (circle word to show command) to assess knowledge of commands and the imperative.

QUESTION 27

27

Label each box with **subject (S)** or **object (O)**.

Sam baked cakes for charity and he sold them at breaktime.

↑

↑

↑

↑

WHAT'S NEW HERE:

Expanding on the question type (label subject and object) to encompass 2 subjects and 2 objects (as opposed to 1 subject, 1 verb, and 1 object) and adjusting the question format accordingly (four horizontal boxes to be labelled).

QUESTION 29

29

Which sentence is closest in meaning to the one below?

My dad has had this bike for two years.

Tick one.

My dad no longer has this bike.

☐

My dad is having this bike for his birthday.

☐

My dad has this bike now.

☐

My dad will have a bike in two years' time.

☐

WHAT'S NEW HERE:

Combining a new question type (identify closest meaning) with this question format (target sentence + 4 vertical tick boxes) to assess knowledge of the present perfect simple.

(Arguments could be made on both sides as to whether the question format here is also new.)

QUESTION 30

30

Circle the three **adjectives** in the sentence below.

He made his way up the cobbled street, striding like the
bold and determined man he was.

WHAT'S NEW HERE:

Combining this question format (provision of target sentence) with new question type (circle 3 examples of a word class) to test knowledge of adjectives.

QUESTION 32

32

Which underlined word is an **adverb**?

Tick **one**.

The spring garden looks lovely.

☐

My little sister has a wobbly tooth.

☐

The clothes are folded neatly.

☐

Her brown hair is long and curly.

☐

WHAT'S NEW HERE:

Using this question format (4 sentences with underlined target words) to test knowledge of adverbs.

QUESTION 33

33

What **word class** do the underlined words belong to?

You can have an apple or an orange for your snack.

Since it is sunny, you can eat your snack outside.

Although I prefer oranges, apples are easier to eat.

WHAT'S NEW HERE:

Combining a new question format (3 stand-alone sentences containing underlined target words + space for written answer) with this question type (identify word class) to assess knowledge of co-ordinating and subordinating conjunctions.

QUESTION 34

34

Explain how the **comma** changes the meaning of the second sentence.

1. I asked if Jake Thomas and Lily were coming to the barbecue.
2. I asked if Jake, Thomas and Lily were coming to the barbecue.

WHAT'S NEW HERE:

Combining this question format (provision of two target sentences to be compared) with this question type (explain change in meaning) to assess understanding of impact of commas on meaning.

QUESTION 36

36

Complete the sentence below with a **relative clause**. Remember to punctuate your answer correctly.

His sister, _____, is learning to speak Polish.

WHAT'S NEW HERE:

Using this question format (complete target sentence by writing a word) to test knowledge of relative clauses.

QUESTION 37

37

How does the **conjunction** change the meaning of the second sentence?

1. We listened to the music after we ate our lunch.
2. We listened to the music while we ate our lunch.

WHAT'S NEW HERE:

Combining this question format (provision of two target sentences to be compared) with this question type (explain change in meaning) to assess understanding of impact of conjunctions on meaning.

QUESTION 38

38

Circle the **modal verb** in the sentence below.

Kate hoped that she would see goats and sheep at the farm.

WHAT'S NEW HERE:

Combining this question format (provision of target sentence) with this question type (circle a word belonging to a particular word class) to test knowledge of modal verbs.

QUESTION 40

40

Insert **two commas** and a **semi-colon** in the correct places in the passage below.

Last Wednesday we performed a play at school I invited my parents to come and watch. When I first went on stage I was so nervous that I nearly forgot my lines.

WHAT'S NEW HERE:

Combining this question format (provision of target passage) with this question type (add missing punctuation) to assess semi-colon usage and usage of commas with fronted adverbials AND dividing main and subordinate clauses.

QUESTION 41

41

Circle the three **nouns** in the sentence below.

The fire gave the room a cosy feeling.

WHAT'S NEW HERE:

Combining this question format (provision of target sentence) with this question type (circle a word belonging to a particular word class) to test knowledge of nouns.

QUESTION 42

42

Which sentence uses the **passive**?

Tick **one**.

The school proposed building a new playground.

☐

The issue was discussed at a council meeting.

☐

The council voted in favour of the proposal.

☐

They started building the new playground last week.

☐

WHAT'S NEW HERE:

Combining this question format (4 stand-alone sentences) with this question type (identify particular usage) to test the passive voice.

QUESTION 44

44

Complete the sentence by writing a word formed from the root word **music** on each line.

Every member of the Jones family was _____,

but only Mr Jones was a professional _____.

WHAT'S NEW HERE:

Combining a new question format (complete target sentence with two words) with a new question type (deriving two new words from a common root word) to assess knowledge of adjectives and nouns.

QUESTION 48

48

Insert an **apostrophe** in the correct place in the sentence below.

Pupils coats should be hung on the pegs.

WHAT'S NEW HERE:

Combining this question format (provision of a target sentence) with this question type (insert missing punctuation) to test apostrophe usage.

QUESTION 50

50

Circle the **co-ordinating conjunction** in the sentence below.

If you want to enter the competition, you can send your idea
by email or by post.

WHAT'S NEW HERE:

Combining this question format (provision of a target sentence) with this question type (circle a word belonging to a particular word class) to test knowledge of co-ordinating conjunctions.