



An Evaluation of the Value of the
Grammar, Punctuation and Spelling
Test for Retention and Application of
Knowledge and its Impact on
Teaching Grammar

by

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2025

Word Count: 30,660

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A thesis submitted in partial fulfilment for the requirements for the degree of

MA by Research at the University of Lancashire



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Acknowledgements

This thesis is dedicated to the memory of Paul Livesey, whose knowledge, enthusiasm and guidance continue to inspire me. I would like to thank Paul, my undergraduate English Language and Linguistics tutor, for inspiring me to want a better education for children. Paul sparked my passion for grammar and English in Education. He was the first person who urged me to get tested for dyslexia due to the many 'Kilpatrickisms' seen in my undergraduate work. This would be the beginning of my journey to self-discovery. It was not until age 40 that I was finally diagnosed with dyslexia. The assessor commented 'that there is something quite perverse about studying and teaching the subject you find most challenging'. Maths and Art were always my forte. Apparently, I would have made a very good engineer, though I doubt I would have found the passion and fulfilment I have now from helping and empowering others to become better writers.

I come from a neurodivergent family. My father, mother, brother, aunt and cousins have a number of learning differences, including dyslexia, dyspraxia, dyscalculia, autism and late onset of speech. My seven-year-old daughter is showing early signs of dyslexia. This promoted me to become a school governor. I therefore have some experience of what schooling is presently like, from my daughter's perspective, and through my role as a school governor supporting the English curriculum. I am grateful for the insight and passion these experiences have given me, which fuel my research.

The pursuit of this Masters was not to be the first time around. My first attempt was prior to my dyslexia diagnosis, a time when my mental health suffered greatly from imposter syndrome. This, coupled with caring responsibilities for my late Aunt with learning difficulties and dementia, and the birth of my daughter, resulted in a hiatus. However, as a wise friend told me, this was not a FAIL, but a First Attempt In Learning. I am grateful to the Centre of Collaborative Learning for partly funding my MRes and giving me this opportunity to finish what I started.

I would like to give special thanks to the teachers and pupils who took part in this study. I appreciate the additional time the teachers gave and the administrative burden they took on. Without them, this research would not have been possible.

I would like to thank my supervisors Pauline Harries, Sharon McMulloch and Daniel Bürkle. Their feedback has been thought-provoking, constructive and encouraging. Many thanks to my study skills tutors, Zoya Zuvcenko and Heather Oakly, for being my counsellors, academic advisors and a voices of reason. The weekly sessions kept me sane and motivated me to keep going. It seemed like life wanted to throw more challenges at me. Eventually, I saw it as a test of my resolve. I greatly appreciate how Zoya and Heather have held the space for me beautifully and listened to all my woes and worries, whilst giving me the encouragement I needed.

I am most grateful to my mum, family and friends for their support. I would like to thank the CCL team and my wonderful colleagues for their camaraderie. Particularly, I would like to thank Kelly Stewart, Emma-Jane Darley, Tamsyn Mahoney-Steel and Helen Day for all of their support and for motivating me through the hard times. A massive thank you to Daniel Waller for looking over my work. Special thanks go to Amanda

Englishby for her coaching, visualisation techniques and words of wisdom, to Mary Curtis for her spiritual guidance and to Fiona Sleddon for her belief coding. I am grateful to everyone who believed in me even when at times I didn't.

Lastly, I want to thank my daughter for inspiring me every day to be better, to do better and to keep going. I want to thank myself for saying 'I can' even when I felt I couldn't, for my perseverance, determination and dedication, for fighting through the self-doubt and tears, for the sacrifices I have made and for completing a piece of work that I never thought possible. As the quote on my wall says, 'Start by doing what's necessary, then do what's possible and suddenly you are doing the impossible' (Anon). The impossible finally feels possible.

Abstract

The teaching of grammar in education has long been a point of contention, particularly after the 1960s when grammar was removed from the curriculum due to research claiming that teaching traditional grammar did not improve writing skills (Hudson and Walmsley, 2001; Andrews *et al.*, 2006). However, the Myhill *et al.* (2011) project provides robust evidence that teaching 'contextualised grammar' (i.e., teaching grammar in context to writing and reading) can improve pupils' written composition. Teaching contextualised grammar is a stance adopted in the 2014 iteration of the National Curriculum (NC). Hence, this research project evaluated the impact of the government's initiative for teaching grammar and the value of the Grammar, Punctuation and Spelling (GPS) test since its implementation.

The project involved a mixed methods approach with a) an analysis of 11 pupils' GPS tests with a key stage 2 cohort in 2014 and an analysis of 18 pupils' GPS tests with a key stage 4 cohort in 2024, b) an analysis of the pupils' writing, and c) an interview with the 2014 teacher with a follow up interview in 2023. The study found that pupils were apt at answering questions correctly in the GPS test but made common errors in their writing, such as non-sentences and run-on sentences, demonstrating that pupils have sufficient declarative knowledge of grammar but are not necessarily able to apply this knowledge to their writing. The teacher had not noticed an improvement in pupils' writing, though had noticed an improvement in pupils' metalanguage and ability to discuss their writing more technically, which was seen as a positive outcome. A greater frequency of run-on sentences was found in the 2024 cohort samples with age 15-16 year-old pupils and errors were more complex, showing that if these types of errors are not addressed at key stage 2 and high school, the complexity of the run-on sentences may escalate in later education. It was found that the NC and GPS test focuses heavily on grammatical terminology, which can lead to teaching for the test, and pupils are not given enough time to master basics such as constructing sentences and using punctuation appropriately. Teachers need more time in the classroom to focus on teaching contextualised grammar, basic punctuation and to be able provide pupils with opportunities to discover grammar and sentence structures through playing with language, as advocated by Myhill, Lines and Watson (2011).

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1. INTRODUCTION

1.1 The Research Project and Impetus

The research project sought to evaluate the value of the Grammar, Punctuation and Spelling (GPS) test (formerly SPaG) in relation to classroom practice, teachers' attitudes to teaching grammar and pupils' application/retention of grammatical/punctuation knowledge to their writing. From professional experience/observations of teaching grammar and punctuation in Higher Education (HE), undergraduate students often lack sufficient grammatical knowledge and proficient writing skills (also noted by Myhill, Jones and Watson, 2013). Although students appear to be now entering HE with increased grammatical knowledge since the implementation of the GPS test, they do not seem to be able to apply this knowledge to their writing. This has also been seen in high schools (Cushing, 2019). The Organisation for Economic Cooperation and Development (OECD) (2016) found that one in ten students have low literacy skills in the UK. This can have a detrimental impact on student outcomes and careers. Indeed, there is evidence to suggest that employers are dissatisfied with graduates' literacy skills (Confederation of British Industry, 2019; Organisation for Economic Cooperation and Development, 2016). This has led the Office for Students (2021) to urge universities to focus more on grammar, punctuation and spelling in assessments. A study by Beynon (2023) found that low literacy skills impact a pupil's chances of obtaining a GCSE in English and this further impedes their chances of studying at degree level. Thus, given writing is such an essential skill for study and careers, it is useful to explore the impact of teaching grammar in schools over the last ten years and the government's drivers for improving pupils' writing skills. As primary and secondary schooling is where the foundation of literacy is laid, the study will look at both these levels of education.

According to Ofsted (2022), whilst reading attainment has stayed steady since 2016, writing standards have seen some improvements – perhaps an outcome of the focus on teaching grammar explicitly since 2014. In 2019, key stage 2 GPS scores were comparable to the Writing Teacher Assessment with 78% of pupils reaching the expected standards in both – this was the same as 2018 though not comparable to

previous years due to changes to the assessment framework, meaning that writing is no longer assessed by an external body (DfE, 2019a). Nevertheless, three in ten pupils are still not gaining a pass in English GCSEs. Though some improvements appear to have been made, this falls far short of the government's goal for 90% to be reaching expected standards by 2030 as outlined in the *Levelling up White Paper* (2022).

One of the main drivers for teaching grammar in the last two decades has been due to literacy standards. In 1999, the Moser Report (Anon, 1999) calculated that seven million adults were illiterate, which, according to Hudson and Walmsley (2001), was potentially an outcome of the 'black hole' in grammar teaching since the 1960s as discussed later. Furthermore, in comparison to a selection of other countries, Britain ranked in the top four for lowest literacy skills (Anon, 1999) and in 2013 England scored amongst the lowest in the world for literacy standards, for young adults age between 16-24 (OECD, 2013). Furthermore, statistics for writing in 2012 from the Department of Education (DfE) (2013a) showed that:

- 100,000 7-year-olds were below the expected level (17%), *and*
- 125,000 11-year-olds were below the expected level (23%)

As pupils were not meeting expected standards in writing, this led the government to refocus heavily on grammar as part of the 2013 NC (DfE, 2012a) and pupils are now tested for grammar and punctuation at key stage 2 as part of the SATs (Standardised Assessment Tests) given to primary school children aged eleven.

1.2 Grammar and Writing

Learning to write is an essential multifaceted skill involving composition and transcription. Composition pertains to the planning and organisation of a piece of writing, whereas transcription pertains to the ability to phonologically decode words, spell correctly, grammatical knowledge of sentence structures, handwriting and punctuation. Learning to write can be challenging, as it requires both low order skills, such as spelling, grammar and punctuation, as well as high order skills such as organising text and choosing a formal register and a lack of competency with low order skills can impede progression of higher order skills (Hughes and Schwab, 2010),

giving credence for the need for students to have mastery over lower order skills such as grammar and punctuation.

The term 'grammar' has suffered much bad press over the years but nonetheless has stood the test of time through the battlefields of the anti-grammar war perpetrated by politicians, teachers, tabloid writers and the general public. As Myhill, Lines and Watson (2011, p.1) state, 'grammar has become inextricably intertwined with notions of correctness and standards'. This has inherently led to a discourse around 'good' grammar versus 'bad' grammar (Halliday, 2007, p. 385). Grammar is often equated with 'error-centered prescriptivism' linked to 'traditional grammar' (Marjokorpi, 2023) and outdated Latinate rules, such as not ending a sentence with a preposition. According to the EPPI (Andrews, 2004a) review, 'traditional grammar' is defined as:

Sentence grammars that tend to focus on the internal elements of the sentence, classifying 'parts of speech' and describing (and sometimes prescribing) the relationship between parts of speech.

Pre-1960, traditional grammar involved parsing sentences, labelling word classes, and learning grammar by rote as a standalone subject, disconnected from other aspects of English such as reading and writing (Giovanelli, 2014). It included 'drilling correct forms' and 'learning grammar by heart' (Carter, 1990). Often when the term 'grammar' is used, it is referring to this concept of traditional grammar. What is meant by grammar is often ill-defined with no clear established boundaries (Hudson, 1994). It can include everything from vocabulary, punctuation to semantics. Furthermore, grammar has come to encompass many different meanings (Myhill, 2018). For some, it is to break language down into its simplest form to examine 'how it works' (Crystal, 2004, p. 6); for others it is to study grammar as a source of 'making meaning' (Halliday and Mathiesen, 2013, p. 1). Misunderstandings and multiple interpretations of grammar have hampered the debate in both public and educational spheres. The lack of consensus on what 'grammar' refers to makes the position of a researcher somewhat challenging.

To compound the issue, grammar is not clearly defined by the DfE. The NC glossary and GPS test covers an array of topics such as word classes, clauses, tense and correct standard English conventions, and so one can surmise that this is their current

understanding of what grammar entails. A level of prescriptivism is apparent: it focuses on a deficit model of grammar where non-standard English is seen as inferior, despite many influential policy reforms in 1980s (Kingman, 1988; Cox, 1989; Carter, 1990) who have challenged prescriptivism and advocated for a Knowledge About Language (KAL) stance, where pupils use their implicit knowledge about language to discover how language works. For the purpose of this project, grammar will include sentence structures, clause structures, word classes and the rules for constructing sentences. It is aligned with a more nuanced KAL approach where grammar is about making meaning from text (Halliday and Matthiessen, 2013) and 'the system of available options' (Halliday, 1992, p. 174). It follows a more functional approach to language, looking at how the patterns of language are used to construe meaning. It does not include punctuation and non-standard variations of English usage.

According to Crystal (2004, p.8), 'Everyone who speaks English knows grammar, intuitively and unconsciously' via acquiring language in the early years of life. Children appear to be predisposed to learn the internal structures of grammar unconsciously (Chomsky, 1975, p.4). Thus, a person instinctively knows how to construct a sentence through an implicit understanding of grammatical structures. However, to use language effectively in writing and to understand punctuation may require an explicit understanding of grammar. Some people may acquire this knowledge via osmosis through reading and exposure to literacy, but for some this may not be the case. Pupils may struggle to understand and apply grammatical rules to their writing if they are not explicitly taught what they are or given opportunities to discover them. Nevertheless, teaching linguistic terminology simply for its own sake is unlikely to improve writing (Richmond, 1990). The analogy provided by Myhill, Lines and Watson (2011, p.2) is apt: 'being taught to identify and label the component parts of the combustion engine is of little use if you want to know how to mend your car'. Similarly, a student needs to understand how the parts of speech can be used to produce better writing. This can be referred to as Knowledge About Language (KAL), that is, how it works and how it fits together to make meaning. This understanding of grammar is rooted in a Hallidayan approach, which focuses on the function of language rather than its form (Carter, 1990).

The structure of language can be broken down into constituent parts at the text, paragraph, clause, phrase, word and morpheme level as shown in figure 1.1 (adapted from Halliday, 1985). One might look at grammar at the sentence level (phrases, clauses, clause complexes, sentence structures and the use of sentences) or at the text level. I am most interested in grammar at the sentence level as an understanding of sentence/clause structures is inextricably linked to effective use of punctuation.

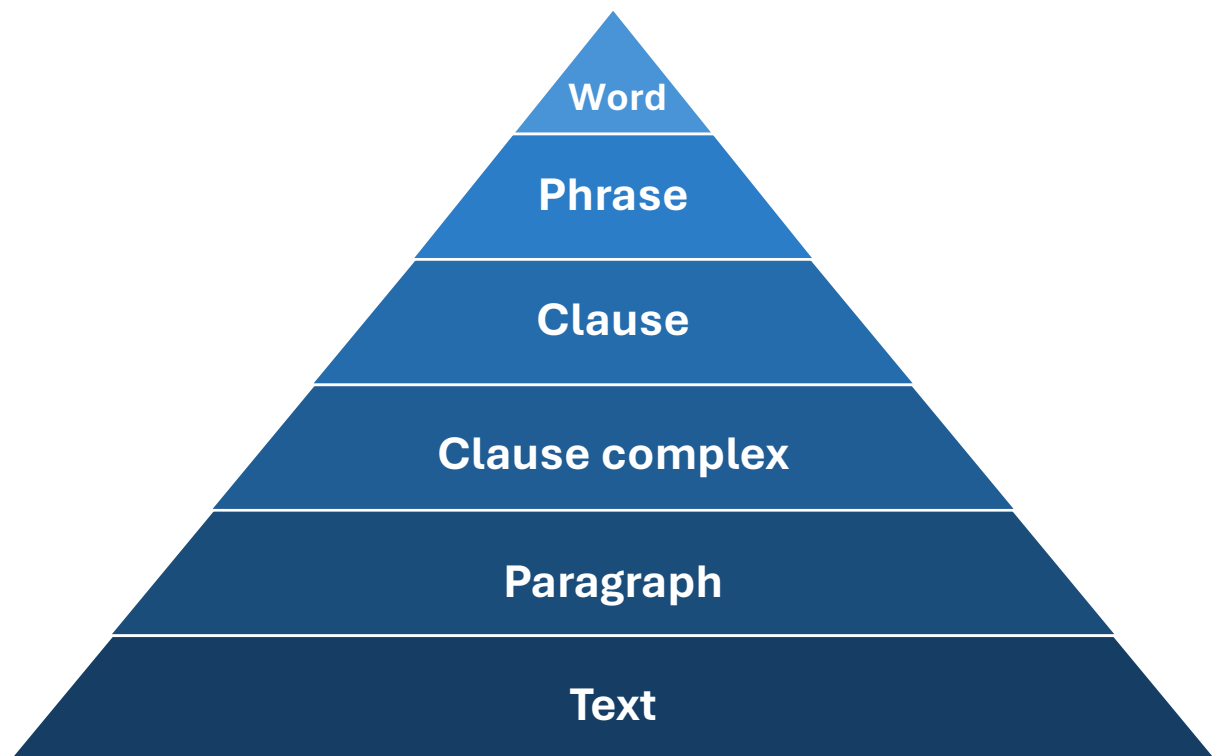


Figure 1.1 Structure of language adapted from Halliday (1985)

Hudson (2001) highlights a study where pupils' punctuation scores improved after being taught clause structures. Jones, Myhill and Bailey (2013, p. 1243) state that 'effective punctuation is underpinned by grammatical understanding' and knowledge of grammar helps pupils to understand how to structure and punctuate sentences appropriately. For example, breaking a sentence down into its constituent parts helps the writer to identify what a clause is as shown in the following sentence.

I / love / Paris.
Subject Verb Complement

First, the verb needs to be identified. For it to be a sentence, it must have a finite verb so we must establish if the verb shows tense (i.e. past, present, or future). What comes before the verb is classified as the subject (who or what); what proceeds the verb is classed as a compliment (who or what) or an adjunct (when, where, how, why) (Berry, 2014). From this basic analysis, we can ascertain that this is a sentence, a clause which can stand alone. Regarding rules of punctuation for English, a comma is not placed between the subject and the verb and so a comma is not needed in this clause. This may seem apparent in this basic example, yet even this can become more problematic when nominalisation is used and the subject is packed with multiple pieces of information. This example may be challenging to explain without using the terminology subject and verb. One of the benefits of knowing grammatical terminology is that it provides a metalanguage to talk about language, which can be useful for both teachers and pupils when discussing writing (Hudson, 2001; Myhill, Jones and Watson, 2013; Fontich, 2016).

Over the years, the government has sought to improve writing standards, yet what is classed as 'good writing' is another area prone to subjection and lacking any clear definition by the DfE. According to Standards and Testing Agency (2018) writing assessment frameworks, brought in during 2018/19, for pupils to reach the expected standard in writing at key stage 2, they must be able to:

'...select vocabulary and grammatical structures that reflect what the writing requires, use a range of devices to build cohesion (e.g. conjunctions, adverbials of time and place, pronouns, synonyms) within and across paragraph...use verb tenses consistently and correctly throughout their writing...[and] use the range of punctuation taught at key stage 2 mostly correctly...'

How this translates to assessing writing maybe somewhat interpretative and subjective given the lack of clarity and no specific method given for assessing writing. There has been much controversy around whether teaching grammar can improve writing, which will be discussed further in the next section.

1.3 Education Policy and Teaching Grammar in the UK

Teaching grammar in education has been a contentious subject over recent decades, with polarised views from politicians, professionals and the general public. From the 1890s, grammar predominately featured in the school syllabus, consisting of decontextualised 'parsing and analysis' taught separately from reading, writing and literature (Brindley, 1994, p.5) and was associated with verbal etiquette and linguistic decorum (Carter, 1990). It was detached from the reality of how language is used in everyday talk and was an 'idealised', prescriptive view of how language ought to be used (Halliday, 2012, p.11). As Locke (2005) states, grammar did not appear to be taught in such a manner that would help improve writing. Later, the Newbolt report (1921) was to be responsible for the amalgamation of these separate subjects into one which was to be taught by a specialist teacher (Brindley, 1994). However, Newbolt (1921) prioritised literature and marginalised grammar. It critiqued traditional approaches to teaching grammar such as 'learning by rote' and 'mechanical drill-like exercises (Giovanelli, 2014) yet offered little guidance on how grammar should be taught. The 1960s saw the 'demise of grammar', partly due to the large body of research claiming that grammar did not improve writing and was too difficult (Hudson and Walmsley, 2001, p.7). According to Brindley (1994, p 29), an influential piece of research which aided the decline of grammar teaching is that of Elley *et al.* (1975). Thirty years later, this research would act as the main 'authoritative' evidence in the EPPI Review (Andrews *et al.*, 2004a, p. 47) which claimed that teaching grammar did not improve pupils' writing. During this period, linguists such as Chomsky (1957) introduced the concept of transformational grammar and Halliday (1961) initiated functional grammar. According to Hudson and Walmsley (2001), they were largely responsible for the spark in studying language as a science. Halliday's work influenced policy in the 1980s and the first National Curriculum for English, which shall be discussed further in the literature review.

Grammar teaching was further hindered in the 1970s by an instruction to teachers to not to pay too much attention to spelling and grammatical errors, as this would supposedly inhibit children's creativity and spontaneity (Brindley, 1994, p. 7). This would mark the era of the 'grammarless generation', where teaching grammar was thought to impede creativity. The Bullock Report (1975) addressed widespread views

that writing standards had declined and English focussed more on creativity rather than formal instruction. It called for a re-evaluation of what language ought to be taught and how it should be taught. It stated that 'more grammar exercises' was not the solution, yet failed to provide any meaningful answers (Bullock, 1975, p.7).

A succession of reports in the 1980s (e.g. Kingman Report, 1988, Cox report, 1999, see figure 1.2 for a full timeline), which placed considerable emphasis on KAL, and teaching grammar in context to reading and writing, influenced the first NC. The Education Reform Act (1988) reinstated grammar and the NC was implemented putting considerable emphasis on the systematic teaching of grammar. As depicted by Hudson and Walmsley (2001), this was not to be seen as a step back to traditional grammar, as the reports envisioned a new style of grammar that would include syntax, sentence structure, terminology to describe language, and the ability to differentiate between spoken and written English, which was to be part of a broader programme of language study and to be taught in context to reading, writing and speaking. The Language in the National Curriculum (LINC) Project led by Carter (1990) provided professional development materials for teachers based on knowledge about language. Nonetheless, it never garnered much support as teachers did not have the requisite linguistic knowledge, and it was later abandoned by the government once it was realised that it focused on a descriptive model of language, which did not align with to the notion of Standard English and prescriptivism (Giovanelli, 2014).

Later, the National Literacy Strategy in 1998 (DfE, 2000) was established to address the inconsistencies in teaching, reinforce the teaching of grammatical terminology and attain the targets of the NC. However, many teachers had not been taught grammar and so to help this significant problem the DfE in 2000 produced a booklet for teachers entitled *Grammar for Writing*. The book gave teachers direction in sentence level and text level objectives and provided a glossary on grammatical terminology. The glossary itself was problematic, due to inconsistencies and vague definitions, and subsequently went through several iterations. Notwithstanding, these initiatives for teaching grammar again never gained much traction.

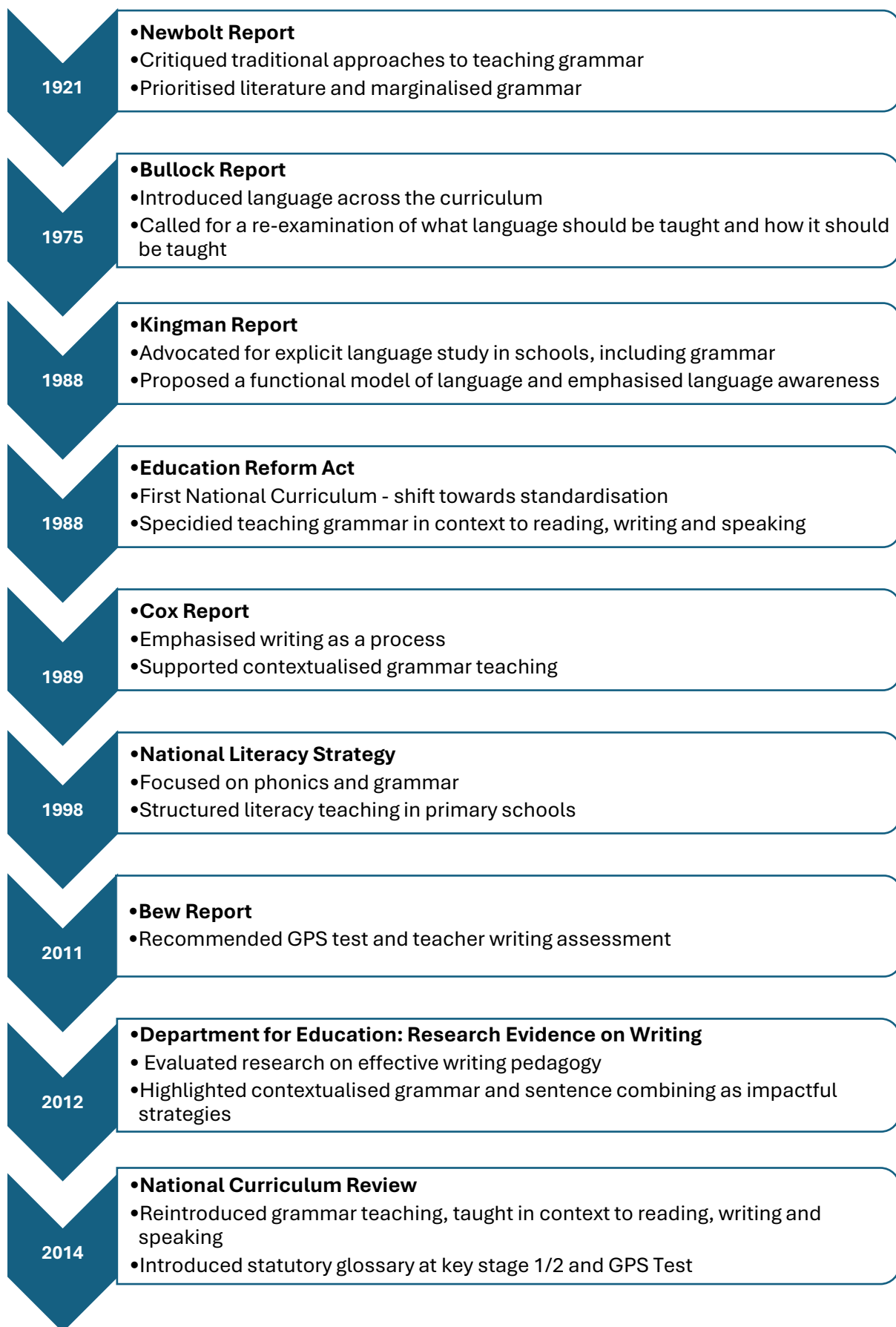


Figure 1.2 Timeline of English education policy and grammar teaching

As 7-11 olds were not meeting expected levels in writing (DfE, 2012a), the 2013 curriculum placed a heavier emphasis on teaching grammar and giving pupils the metalinguistic knowledge to talk about language from key stage 1-2. In addition to this, from the Bew report (2011) recommendations, the GPS test was implemented to test pupils' knowledge of grammar, punctuation and spelling at key stage 2. According to the DfE (2012b, p. 1), the GPS test was introduced to ensure that 'children...are confident in grammar, punctuation and spelling', and 'primary schools place a stronger focus on the teaching of these skills than in previous years'. This marked a turning point for how grammar and punctuation were assessed and measured at key stage 2 and ensured that all teachers must now teach grammar as part of their schemes of work as a statutory requirement. The GPS initiative ensured that grammar and punctuation became a greater focus in the curriculum. This included recommending teaching metalinguistic knowledge and grammar in relation to reading, speaking and writing (DfE, 2014a), that is contextualised grammar. Around this time, the first empirical evidence on the benefits of teaching contextualised grammar began to emerge (Myhill *et al.*, 2011; Myhill, Fisher and Lines, 2012).

Some may dispute the place of grammar teaching in education for the effect of improving literacy standards (Andrews *et al.* 2006). This paper does not intend to prove the benefits of teaching grammar (see Myhill, 2021). It is now largely accepted that grammar is taught as part of the curriculum and so it is not so much a question anymore as to why grammar is taught but as to how grammar should be taught (Clark, 2019, p. 11), and to what extent it should be taught. Pupils are now expected to learn a vast array of grammatical terms during key stage 1 and 2 for the GPS test. The results are made public and used as a measure of a school's success. This has held teachers and schools accountable for teaching grammatical terminology, but what remains to be seen is whether this GPS knowledge is having an impact on improving writing skills. It is also not fully known whether teaching grammar in context to writing is happening in practice, as there does not appear to be a mechanism for assessing this. There are no specific guidelines issued on how the curriculum should be taught and teachers are given autonomy on how they teach it. Moreover, there is a lack of coherency between the primary and secondary curriculum, noted by Cushing (2019), as teaching grammar in context to writing does not appear to have the same emphasis at key stage 3 and 4 (DfE, 2013a; DfE, 2014c). The main difference between the

primary and secondary curriculum is that linguistic terminology is statutory in primary and non-statutory in secondary, meaning there may be less impetus to teach it at high school (Myhill, 2021). Furthermore, Cushing (2019) found that pupils enter key stage 3 with a set of grammatical terms but with little knowledge of how to apply them to reading/writing.

1.4 Positionality

As a product of the 'grammarless generation', I did not receive any formal instruction in grammar throughout my schooling during the 1980s-90s. Without explicit knowledge of English grammar, I was at a loss as to how to improve my writing. Through studying sentence structures and clauses on an undergraduate degree in English Language and Linguistics, I realised I could apply my logical and mathematical mind to identifying patterns in language and understanding the rules that govern them. According to Weaver (1991, p. 23) 'No matter how students are taught grammatical concepts, syntactic constructions and stylistic devices, or language conventions and editing concepts, they will not automatically make use of these in their writing'. Indeed, it took some time before I was able to apply this knowledge to my writing, as seen from the following comments by my module tutor:

You must improve your writing. By trying to be too fancy, you produce ludicrously convoluted constructions. Write simply. Also, write in sentences. Someone as good as you at sentence analysis should be able to tell when a sentence has no alpha [main] clause.

(Livesey, 2006)

I have now mastered the technicalities of writing and am interested to know if understanding sentence structures through teaching grammar in context to writing and pattern finding can help others to improve their writing. I am aware that this keen interest, though drives my passion, may give me potential research bias, which I am mindful of in my research as discussed in the methodology.

1.5 Research Aims

In order to establish the value of the GPS test, this research project spans across ten years. It includes previously unpublished data collected from a 2014 primary school in a previous study and compares this to new data collected from a 2024 high school. The research conducted in the 2014 study examined key stage 2 pupils, year 6, GPS Test results (formerly SPaG), an analysis of their writing and an interview with a key stage 2 teacher. For the 2024 cohort, pupils were given a GPS test to assess how much linguistic knowledge has been retained since primary school, and a sample of their writing was analysed to examine how much of this knowledge was applied in their writing. Only the grammar and punctuation sections of the GPS test have been assessed, as spelling was excluded to narrow the focus of the study. I am more interested in how sentences are constructed and punctuated and whether pupils understand how to punctuate clause boundaries, use clauses correctly, or if they use non-sentences, run-on sentences or adverbs as conjunctions, as these are features which affect how language is constructed and punctuated.

The research project will have two strands – a) pupils’ application/retention of grammatical knowledge and b) teachers’ perceptions – and will seek to establish the following:

1. pupils’ application/retention of grammatical/punctuation knowledge, acquired through the GPS test, in their writing.
2. teachers’ attitudes to teaching grammar since the implementation of the GPS Test.
3. the impact of the GPS test over the last ten years in relation to grammar teaching and pupil knowledge.

The following chapters will review the literature on teaching grammar, teachers’ attitudes to teaching grammar and the GPS Test. This is followed by a chapter outlining the methodology, after which the findings will be presented and discussed, then concluded with a summary of the findings and their implications.

2. LITERATURE REVIEW

2.1 Overview

Despite the contention around the benefits and usefulness of teaching grammar, there has historically been a dearth of empirical evidence. Much of the research previously reviewed focussed on how teaching traditional grammar and decontextualised grammar have little effect on improving writing (see Andrews *et al.*, 2004a) and is therefore not as useful for present day conceptualisations of teaching modern grammar in context. Myhill *et al.* (2011), however, and a later study (Marjokorpi, 2022), have provided robust empirical evidence to show that teaching grammar can improve writing when taught in context to reading and writing. The Myhill *et al.* (2011) study was conducted now over ten years ago, and though new research has emerged since, there is a paucity of research in this area, even less so on the GPS test. Research on the test is based on teachers' perceptions via surveys and interviews, rather than student outcomes, and therefore relies predominantly on memory and subjective accounts with potential for bias (Cushing, 2019; Safford, 2016). In addition, lack of teacher subject knowledge has been a perennial issue (Giovanelli, 2016). Watson (2012; 2015) and Giovanelli (2016) provide evidence on teachers' perceptions, which showed that teachers lacked confidence in teaching grammar and had negative views around the term 'grammar'. No studies have looked at pupils' retention of GPS knowledge and its application to writing in primary schools or high schools. This section will review some of the evidence on teaching grammar, teachers' perceptions, writing and testing.

2.2 Developments in Teaching Grammar

The traditional view of grammar teaching is rooted in Aristotelian principles and in Halliday's (2012, p.12) view had 'little relevance to education'. Traditional grammar had been shown not to improve written composition nor help pupils' 'understanding of language' (Giovanelli and Clayton, 2016), and as a result grammar teaching during the 1960s declined (Hudson, 1994). However, reports of the 1980s (Kingman, 1988; Cox, 1989) and policy directives saw a shift towards more explicit instruction on KAL (Hud-

son, 2004). Halliday's work on functional grammar in 1970s paved the way for a functional approach to language teaching, emphasising describing language use rather than prescribing language use (Giovanelli, 2014). The Bullock (1975) report addressed concerns regarding the absence of grammar teaching in many schools and uncertainty of its role. It called for a move away from traditional grammar teaching to a broader approach to language in use, taught in context (Giovanelli, 2014), a bold move at that time given the large body of evidence refuting grammar teaching. It promoted understanding grammar through meaningful contexts, aligning with functional linguistics and KAL, yet underplayed the significance of explicit grammar teaching. The report presented a more developmental approach to the study of language, but without offering any pedagogical solutions to its implementation. It provided a new philosophical stance, yet failed to draw on linguistic theory, such as Halliday, and it lacked empirical evidence to support its newfound claims.

The Kingman (1988) report advanced the movement on language awareness and presented a model for teaching English promoting language in use. It countered the Bullock (1975) report which somewhat marginalised explicit grammar teaching and offered a functional model of English based on a Hallidayan approach, including form, use and context, whilst avoiding rigid prescriptions. It rejected the notion of old-fashioned grammar teaching, which included drills, practice exercises and memorisation of correct forms, yet still called for the need for rules and conventions. This may have caused some ambiguity for educators and like Bullock (1975) it lacked clear pedagogical guidance. Its premise remained theoretical and was later overshadowed by the Education Reform Act (1988) and the Cox report (1989).

The Education Act 1988 specified a programme of study for children ages 5-16 and was accompanied by the Cox report (1989) which set out the attainment targets and provided a rationale for the knowledge about language approach, though chose not to map the programmes of study to the Kingman model of language awareness (Carter, 1990). Knowledge about language was seen as a softer approach to teaching grammar that would appeal to teachers at the time who had been told that 'grammar restricts the imagination, imposing a straitjacket of conventions' (Cox, 1990, p.16). It advocated that knowledge about language should become an integral part of the English and laid the foundation for standardisation of the curriculum. Acknowledging the

ongoing debate, Cox (1989, p.66) stated, 'that a certain analytic competence has been lost, and with it the valuable ability to talk and write explicitly about linguistic patterns, relations and organisation', reflective of the era where teaching grammar had become absent in many schools (Hudson, 1992). The report was met with disapproval from Mr Baker, Secretary of State for Education and Science, as it did not sufficiently prioritise grammar and there were questions over whether it would be published (Cox, 1991, p. 11). Despite the autonomy it gave, it was criticised for being too rigid and assessment driven, and teachers were concerned that this would mean a resurgence in traditional grammar teaching (Cox, 1991). This shows a clear tension between the government and educator's ideologies at the time adding to the political unrest. Yet again, the proposals were theoretically based and lacked empirical evidence or a clear pedagogical stance. Given that much research had refuted teaching grammar, many educators still believed it was best avoided.

Cater's (1990) work acknowledged the relationship between implicit and explicit knowledge about language and how implicit knowledge can be harnessed to aid declarative knowledge. As Batalha (2022, p.2011) states 'the main goal of grammar education is to develop the implicit knowledge that children already have and use into an increasingly reflected and explicit knowledge'. Carter (1990, p.104) refuted traditional grammar teaching to make way for 'modern grammar' teaching, asserting:

...the entirely justifiable grounds for the rejection of old-style grammar teaching should not be allowed to prevent the appraisal of new-style grammar teaching. New-style grammar is functionally orientated, related to the study of text and responsive to social purposes. It provides a basis for developing in pupils an awareness of and knowledge about language which can be both rich and motivating as well as relevant to the main parameters of the English curriculum.

The LINC was set up in response to both the Kingman (1988) and Cox (1989) reports which called for teacher training to provide educators with support for the implementation of the NC (Carter,1990). It adopted an adaptation of the Kingman (1988) model and supported teaching grammar in context. The report provided a functional approach to language founded on language as a source for making meaning based on Halliday's work. However, it was never officially published as it was based on descriptive linguistics which did not align with the government's push for Standard English usage, though it was made available to professionals and helped shape educator's

understanding of language awareness, language variation and teaching grammar in contextual meaningful ways (Carter, 1994; Giovanelli, 2014). Perhaps it was not widely adopted as yet again it was based on theory rather than empirical evidence on the efficacy of functional approaches to language and language awareness on improving literacy/writing, and it required subject knowledge in linguistics, which was lacking at that time. What is clear throughout this period is the lack of clear pedagogical instruction on how grammar might be taught. Whilst this NC gave a certain degree of autonomy, it lacked clear guidance, required specialist subject knowledge and left itself open to interpretation and preference. To further impede its delivery, the government thwarted any new initiatives that did not align with its ideology (Giovanelli, 2014).

Halliday and Carter were influential in the notion of teaching contextualised grammar, where grammar is taught in context to reading, writing and speaking. Rather than learning rules and definitions, it focuses on how language works and functions to make meaning. According to Cushing and Helks (2021, p.239-240):

Decontextualised grammar is typically associated with labelling grammatical constructions at word/clause-level, “accuracy” of usage in writing and identifying “rules” in artificial examples, whereas contextualised grammar is orientated towards “choices”, drawing links between grammar, discourse and meaning through examples, authentic texts and classroom discussion.

Focussing on a functional Hallidayan approach helps to avoid decontextualised discussion of grammar (Carter, 1980, p.10), which was the premise of traditional grammar teaching. Kingman (1988, pp. 13–14) acknowledged the relevance of contextual grammar within his framework stating that:

Information about language structure is most effectively made explicit at the moment when it is useful in real communication, so that the explicit statement consolidates the implicit awareness and effective learning occurs.

Contextual grammar was a move away from labelling parts of speech (Cox, 1989, p.73). However, empirical evidence on this approach and a pedagogical strategy was lacking at that time. Later, Weaver (1992) laid the foundation for reconceptualising grammar taught in context and provided examples from her classroom practice.

As discussed, previously, insufficient evidence existed on whether teaching grammar improves writing (see Elly *et al.* 1975). The EPPI Review (Andrews *et al.*, 2004a) reignited the political grammar debate and the benefits of teaching grammar were once again questioned. The review claimed that:

there is no high-quality evidence that the teaching of grammar, whether traditional or generative/transformational, is worth the time if the aim is the improvement of the quality and/or accuracy of written composition'.
(Andrews *et al.*, 2004a, p.4)

It is somewhat incongruous, however, to hypothesise in the first instance that teaching grammar in isolation to writing would improve written composition. As Cox (1989, p.77 points out, 'An erroneous assumption is the belief that the sole or primary use of linguistic terminology is to help children's writing development. This is certainly important, but it is not the only purpose, and perhaps not even the main one'. Andrews *et al.* (2004a) do go on to state that teaching grammar may have some merit in terms of knowledge about language and how it functions (Andrew *et al.* 2004). Therefore, it may still be of value in other contexts. Indeed, a study by Green *et al.* (2003) showed that improvements have been seen in pupils' sentence structure since grammar was reintroduced into the NLS in 1998.

The studies reviewed by Andrews *et al.* (2004a) included pupils from age 5-16 years old, though many of the studies were dated and focused on showing that traditional approaches to teaching grammar did not improve writing (e.g. Elley *et al.*, 1975) and are therefore not relevant to modern-day grammar teaching. Strict inclusion/exclusion parameters were applied to the selection of papers to account for research bias, though it is worth noting that it includes research from the USA and New Zealand which may not be comparable to the UK. The review includes few quantitative studies and therefore conclusions are somewhat generalised. Much of what was reviewed can be discredited due to focussing on 'traditional approaches', such as teaching grammar in standalone classes. They do not make a full assessment of teaching modern grammar, unlike the Myhill *et al.* (2011) study, which focuses teaching grammar in context.

Jones, Myhill and Bailey (2013, p. 1243) state that 'effective punctuation is underpinned by grammatical understanding'. Therefore, knowledge of grammar may

help pupils to understand how to structure and punctuate sentences appropriately. The Myhill *et al.* study (2011) study, which looked at the effect of teaching grammar on written composition, provided the first statistical evidence to support the theory that teaching contextualised grammar improves pupils' writing skills – crucial evidence absent from the previous theoretical stance over the preceding decades. The project teaches grammar in context to reading, writing and speaking, and compares an intervention group to a control group. The randomised controlled trial (RCT) included 32 teachers and 32 schools with age 12-13 pupils. Both qualitative and quantitative data were collected including three observations per teacher, teacher and student interviews, base-line and post-pupil tests, and tests of teachers' grammatical knowledge (Jones, Myhill and Bailey, 2013). The research indicated that the intervention, however, helped the 'able pupils' more than the 'less able' pupils (Myhill *et al.*, 2011, p.12), which may leave questions regarding how grammar should be taught for pupils most in need of support. The researchers identify several possible reasons for the lack of a positive outcome for less able writers. The materials were perhaps aimed at higher-level pupils and there was little room to adapt the materials to suit less able writers (Jones, Myhill and Bailey, 2013). Additionally, a number of covariates need to be considered, as poor teacher Grammatical Subject Knowledge (GSK) and schools graded as Satisfactory by Ofsted were found to negatively impact the success of the intervention (Jones, Myhill and Bailey, 2013). This is an aspect that the EPPI review failed to take account of (Myhill *et al.* 2011). They suggest caution with seeing RCTs as the golden standard in educational research due to the variables in this kind of research. In addition, it is important to note that this study focussed on pupils aged 12-13 whereas the main focus for teaching grammar in the NC is from age 6-11. Further research which includes teachers with a good level of GSK and room to adapt materials to specific cohort / pupils' needs may be even more fruitful.

In contrast to the Myhill *et al.* (2011), a study by Wyse *et al.* (2022) focussed on younger pupils age 6-7. Again, this was a RCT study including a large sample size with 74 schools and 70 teachers. Conversely, Wyse *et al.* (2022) found that teaching grammar did not improve pupils' writing. It did, nevertheless, improve sentence generation, but this was not statistically significant, although the researchers noted that the latter was 'encouraging' (Wyse *et al.* 2022). The study involved teaching grammatical terms to pupils, in line with the NC, which were applied to their writing.

This approach appears contrary to using implicit knowledge to aid declarative knowledge. Moreover, given that grammar has now been taught as part of the curriculum since 2014, with an emphasis on it being taught in context to writing, it is unclear how much the intervention would have differed from the control group, or what measures were put in place to account for this. It may be assumed that most teachers would either teach grammar in context and/or decontextualised in standalone starter lessons since the implementation of the GPS test in 2014. Indeed, in Cushing's (2019) study, 80 participants reported a significant change on a scale of 5-7 in teaching decontextualised and 50 respondents reported a significant change in teaching grammar with literacy, that is, contextualised grammar as outlined by the 2014 curriculum. Safford (2016) also reports that there has been an increase in teaching both contextualised grammar and decontextualised grammar, either through standalone grammar/punctuation classes and test practice, since the implementation of the GPS test. Therefore, grammar is a core focus of the curriculum where all teachers are now expected to teach it and so it would be likely that teachers would now have some knowledge of grammar.

Unlike the Myhill *et al.* (2011) study, the teachers in the Wyse *et al.* (2022) study had some training in grammar and the twelve teachers observed were found to be confident in teaching grammar. The success of the Myhill *et al.* (2011) intervention depended on the level of teachers' grammatical knowledge. However, in the Wyse *et al.* (2022) study, teacher's linguistic knowledge was not tested and only a small number of observations were carried out. Therefore, it is not known whether the training provided was sufficient in giving teacher's essential grounding in grammar and whether this was reflected in practice across all teachers.

Cox (1989, p. 76) agrees with Kingman (1988) in that 'Words are aids to thinking, tools for learning: they can consolidate implicit awareness' which provides a 'cognitive rationale'. One of the questions regarding metalanguage which has been longstanding throughout the debates is how much grammatical terminology is enough and at what point should it be taught. According to Kingman (1988, p.13),

...the evidence we have received stresses that these terms must be acquired mainly through an exploration of the language pupils use, rather than through

exercises out of context. ...Before 1960, it was usual to overemphasise parts of speech, sentence structure and punctuation and to teach these through exercises unrelated to the child's real needs.

Richmond (1990) postulates that it is through reflecting on language use that appropriate terminology can be introduced in line with Carter's (1990) work. Myhill (2018, p.11) provides a compelling stance that making meaning through grammar supersedes the need for learning metalinguistic features as 'the identification of a metalanguage is closed knowledge that points only to itself and of itself has no obvious application to writing'. Thus, knowledge about language must come first and terminology can be introduced at meaningful points through a process of reflecting on a pupil's implicit grammatical knowledge.

Hudson (2006) believes that grammatical terminology may not have a direct effect on students' writing, though it does indirectly help students to produce better writing, as they may observe grammatical structures in reading and replicate them in their writing (Hudson, 2015). According to Marjokorpi (2022, p. 2621), who carried out a cross-sectional study on L1 learners in a Finnish school, 'Learning to write requires explicit attention to language, and this attention-paying is facilitated by teaching of grammar as it provides necessary conceptual tools'. Metalinguistic knowledge provides a metalanguage to discuss writing, which is useful for both teachers and pupils (Myhill, Jones and Watson, 2013; Fontich, 2016). As Cox, 1989, p.84) stated, 'it is also undoubtedly useful for teachers to be able to refer to features of pupils' work when they are correcting it or trying to help pupils in some way'. Hence, metalanguage is an important tool for both the teacher and pupil.

As the focus of the Wyse *et al.* (2022) study was on younger children, who may not be at an appropriate age to conceptualise grammatical terminology in relation to writing, it remains unclear on the usefulness of teaching terminology for older pupils aged 8-11. Regarding teaching English to young second language learners, Nguyen (2018, p. 14) claims that 'in terms of their cognitive growth, young learners tend to be confused by lessons containing abstract concepts'. Grammatical terminology can be fairly abstract; take, for example, nouns which include physical objects but also abstract concepts. Age-appropriate pedagogies need to be considered for young learners which could include 'artistic activities such as plays, songs, drawing and

storytelling' (Nguyen, 2018, p. 14), all of which have been shown to be more useful ways of engaging and helping younger children learn. This might suggest that further research is needed on older children and age-appropriate teaching materials for teaching grammar for different age groups.

Wyse *et al.* (2022) call for a review on the amount of grammar taught in the curriculum and claim current practices may not be the best way to help pupils learn how to write. Interestingly, in the first iteration of the NC they chose not to specify what grammatical terminology should be included as they felt it would have 'a very restricting effect on teaching and assessment.' (Cox, 1989, p.79). Autonomy was given to the teachers; however, this resulted in many choosing not to include such terminology. In the Cox report (1988), he provides only eighteen examples of terminology which might be included. The 2014 NC includes eighty-four statutory terms which both teachers and pupils must learn. It seems we are now at two extremes. Myhill *et al.* (2011) suggest that metalinguistic terminology may have been a barrier for the less able pupils and that teaching grammar via 'pattern finding' may help to address this (Jones, Myhill and Bailey, 2013). Though focused on second language learners of English, Moon (2000, p. 107) found through classroom observations that:

...younger children (up to about eight or nine) learn primarily through purposeful interaction with others. They do not naturally pay attention to the form (words) of the language. However, awareness of the underlying language system and the natural pattern in language can help them to achieve higher levels of language ability eventually.

This suggests that teaching grammatical terms may deter some learners and gives credence to teaching grammatical terminology at appropriate ages. It is worth noting that Halliday (2012) suggests that grammar should be taught at secondary in year 10/11, rather than primary. The current iteration of the NC has chosen to do this in reverse and frontload complex grammar at the beginning of a child's education when perhaps they do not have the mental maturity to understand such concepts in relation to writing. The primary curriculum appears to be more prescriptive, whereas the secondary curriculum is more descriptive, which has led to a disconnect between the primary and secondary NC (Cushing, 2019; Cushing and Helks, 2021),

A problem with terminology is how it is defined and interpreted. The NC has gone through several iterations to account for challenges in defining terms. This issue was originally highlighted by Cox (1989, p.81):

...it is, for example, only at best very approximately true that nouns are "the names of persons, places or things", or that verbs are "doing words"; and in some instances it is not true at all. As pupils begin systematic work on explicit knowledge about language in the secondary school they will learn through experience that some simple working definitions have to be refined to take account of the complexity of language structure and use.

Use of simplistic definitions has been ongoing in education, where nouns are still referred to as 'naming words' and verbs as 'doing words' – and this leads to challenges when applied to authentic texts (Myhill, 2000, p.155). The Cox (1989) report also included conjunctions such as 'and' and 'but' and adverbials such as 'therefore' as connectives. This caused much confusion and resulted in adverbials being used as conjunctions. In a move to more grammatical precision, this term was removed from the last iteration of the curriculum. Myhill et al. (2012) observed that teachers who lacked precision in how grammatical terms were defined undermined the effectiveness of teaching grammar in context. The 2014 NC has also been careful to avoid simplistic definitions of nouns and verbs, yet the misinterpretations still remain.

2.3 Grammar and Writing

Pupils tend to perform less well in writing than in reading, maths and science (DfE, 2012) which has promoted much of the reforms on writing in the NC. As Myhill (2005) states there has been plentiful research on the topic of reading but much less so on writing. According to the DfE (2012a, p.7), 'Writing is a complex task. It requires the coordination of fine motor skills and cognitive skills, reflects the social and cultural patterns of the writer's time and is also linguistically complex'. Learning to write is a multifaceted skill involving '...the skills of handwriting, spelling, vocabulary, sentence construction, and paragraph writing (Santangelo and Olinghouse, 2009, p.15). Walters *et al.* (2021, p.1826) state that 'the ability to combine syntactically-correct written sentences develops around seven to eight years of age in typically-developing children.' It is worth noting that the Wyse *et al.* (2022) study focussed on the writing

development of 6–7-year-old children prior to this level of development. The acquisition of these aforementioned skills is essential for producing good quality writing and pupils who do not master these skills may experience setbacks (Santangelo and Olinghouse, 2009).

What counts as ‘good’ writing may be somewhat subjective. To one person it might be a piece of writing which engages the reader through good style and content, and to another it might be a piece of writing where sentence structure and punctuation are used accurately. Myhill (2021, p.273) reflects on the current specifications in the 2014 teacher writing assessment at key stage 2, which has resulted in:

...some teachers deflecting attention away from a connection between a grammatical choice and rhetorical effect [as] they conveyed a message that “good” writing must include certain grammatical features, such as adverbials, the passive, or even more bizarrely, nouns and verbs.

This means that teachers may focus more on grammatical features as opposed to making meaning from texts. According to Walters *et al.* (2021, p.1826) ‘Complex, syntactically-correct sentences characterise competent writing’. Santangelo and Olinghouse (2009, p.17) also claim that ‘Skilled writers use a variety of different sentence structures in their writing, ranging from simple to more complex syntactic structures,’ whereas less skilled writers may repeat the use of simple sentences and use fewer complex sentences. However, a pupil might use overly complex sentences and so this might not be a good indication of skilled writing in some instances. Myhill (2005) posits the view that our main concern with teaching writing skills should not necessarily be accuracy in writing but rather sentence construction and sentence complexity. This lack of consensus of what good writing is and ambiguity makes assessment of writing problematic.

Various approaches to teaching writing and grammar have been discussed over the decades. Cox (1989) proposes Bruner’s Discovery Learning Theory (1961;1974) as a pedagogical strategy and provides an example of where pupils discover word groups and are then taught the linguistics terminology. Discovery learning is seen as a more student-cantered, inquiry-based model of instruction, which helps to develop problem-solving skills. It focusses on facilitating learning where the teacher acts as a

guide rather than didactic, teacher-directed, like much of the past traditional grammar teaching. It encourages active participation rather than passive learning, drawing on students' implicit knowledge of grammar. Teaching grammar through a more inductive approach where students discover patterns and then the teacher introduces the linguistic terminology, via active learning, is proposed to aid memory. Indeed, studies supports memory retention via active learning (Markant *et al.*, 2016; Stanciu *et al.*, 2024). Hudson (1994) is a proponent of this type of grammar teaching, where the aim is not to understand grammar for its own sake, but to use grammatical patterns to improve writing, though he points out that teacher linguistic knowledge is required in order to address the anomalies to the patterns in language. This requires deeper learning, and the curriculum must allow time for this type of approach.

When the first NC was introduced and schemes of work for English were being written, little empirical evidence on the method of discovery learning appears to have existed despite it being the underlying principle of how Cox (1998) envisioned KAL to be taught. According to recent research, though, discovery-based approaches compared to more direct instruction had positive outcomes for knowledge retention (Batalha, 2022; Wu, 2023). Wu's (2023) study obtained both quantitative and qualitative data from 137 students age 15, via questionnaires and interviews, though did not include a comparative group. Results are self-reported based on students' perception to previous more teacher-led instruction of grammar. Furthermore, it did not improve grammatical knowledge of low ability students, as seen in Myhill *et al.* (2012), and did not explore the role of teacher subject knowledge. The Batalha (2022) study, on the other hand, included empirical evidence with a control group. They found statistically significant improvement in grammar test scores and better retention of knowledge from delayed post-tests. Nevertheless, the cohort was small with only 22 participants in each group and so results cannot be generalised. Additionally, both studies were with EFL learners who may be more adapt at pattern finding and problem solving. Though Myhill *et al.* (2011) study does not explicitly refer to discovery learning, it aligns with Bruner's principles in that students construct knowledge actively and explore the patterns in language through an inductive approach.

Research on the area of 'pattern finding' may show promise for a tool for teaching language and writing (Hunston and Hang, 2019; Lu and Lui, 2020). Advances in cognitive and psycholinguistics show 'that language learning is, in essence, the acquisition of grammatical constructions' and grammar patterns are the 'descriptive representation of grammatical patterns' (Yan and Li, 2021, p.21). Using a students' implicit knowledge of the patterns in language can help make declarative knowledge about language explicit (Hudson, 1994). A study by Yan and Li (2021) on L2 learners in China used computer assisted learning to help students understand the patterns in language. Students outperformed those in the traditionally taught group on grammar post-test scores. As this study was carried out with L2 learners, it would be interesting to see if the same results would be shown in L1 learners. This approach is in line with Bruner's Discovery Learning (1961).

Sentence combining is another strategy which has garnered support (see Andrews *et al.*, 2004b), and is defined as:

A teaching technique for linking sentences horizontally, i.e. not via their meaning or sub-grammatical character, but with connectives (e.g. conjunctions) or syntagmatically (see 'syntagmatic'). It can also cover sentence-embedding and other techniques for expanding and complicating the structure of sentences.

Schumaker and Sheldon (1998) propose that this involves a student rewriting and drafting to produce more syntactically complex sentences. Students practise combining similar sentences to produce a similar complex sentence and then practise this in their writing. This approach helps students to understand the patterns in language and avoids the need to use specific metalinguistic terminology. However, terminology on clauses and conjunctions would be useful and so perhaps there would still be a need for some metalinguistic knowledge. Andrews *et al.* (2004b) provide evidence that sentence combining can have a positive outcome on writing. Although the studies reviewed were mostly from Canada and the USA, results showed a positive outcome in immediate post-testing, but attrition was noted with delayed post-testing.

Limpo and Alves (2013) showed positive effects for sentence combining where students combined a greater number of correct sentences than the control group. A more recent study by Telesca *et al.* (2020) found that pupils were better able to

distinguish different sentence types when taught sentence combining more aptly than the control group but no significant outcome was found in writing quality such as using syntactic forms of connectives and longer sentences. They suggest modifications for how this might be taught better for future research. Another study by Walter *et al.* (2021) found successful outcomes with sentence combining for struggling writers, though it was seen to have more impact with students with low readings scores rather than low spelling scores. However, one limitation of this approach is that producing longer sentences does not necessarily make for a better piece of writing (Myhill, Lines and Watson, 2011) and it could encourage students to produce overly-complex sentences. Studies on sentence combining show that more empirical studies, particularly longitudinal studies, may prove useful.

Whitehead (2007, p. 60) states that 'playing and investigating are...very significant activities for the emerging reader and writer.' A small study carried out by Hall and Robinson (2003) with a group of reception children explored the role of socio-dramatic play and writing. They facilitated socio-dramatic play by opening a make-believe garage which exposed pupils to literacy organically and prompted writing activities such as applying for planning permission and filling out forms, letter writing, advertising and keeping records in accident books. They argue that these are more useful genres of writing for the real world than composing stories and poems, which is often the main focus of the NC (Hall and Robinson, 2003). Creative writing often employs less formal writing, whereas the genres which the pupils were exposed to in the Hall and Robinson (2003) study used more formal writing. As supported by Moon (2000), it is through interaction that pupils become motivated to write, and this process becomes far more engaging when relevant to the real-world contexts. These approaches support active learning pedagogies and discovery learning, which may be more useful for pupil motivation and engagement in writing. Strategies such as these could be used to explore knowledge about language in meaningful and exploratory ways.

2.4 Teachers' Perceptions of Teaching Grammar and Teacher Subject Knowledge

Teachers' lack of subject knowledge in grammar has been a perennial problem and little support and training has been provided for teachers who lack linguistic knowledge (Cushing, 2019). Both Kingman (1988) and Cox (1989) impressed upon the impact that the policy reforms should have on teacher training, but little transpired from their recommendations. Halliday (2012) also stressed the importance of teachers having a good understanding of how language works and called for the need for teacher training designed by linguistics. Ofsted (2012) found that teachers with limited subject knowledge impacted the quality of grammar teaching. Giovanelli (2016, p.186) states that there have been 'particular issues related to subject knowledge and teacher identity' in initial teacher training programmes. Teacher's beliefs about grammar have been shown to affect their teaching methods (Watson, 2012). Students with no background in linguistics and little or no knowledge of grammar have been traditionally recruited onto primary PGCE courses (Myhill, Jones and Watson, 2013; Giovanelli, 2016). Blake and Shortis (2010) found that PGCE Secondary English providers preferred applicants with degrees in English Literature or combined English Language and Literature, and degrees in English language were taken less seriously. The repercussions of this have been noted in several studies (Myhill, Jones and Watson, 2013; Watson, 2012; Watson, 2015; Giovanelli, 2016; Stafford, 2016; Cushing, 2019).

Giovanelli (2016 p.190) found that many teacher trainer candidates were from the grammarless generation and that many 'beginning teachers lack basic linguistic terminology, struggle to see the value in developing their own subject knowledge, and feel incredibly anxious'. His study on teacher trainees found that sixty-five percent of candidates had 'no background in language / linguistics' (Giovanelli, 2016, p. 190). A recent study by Merisi, Msani and Mba (2023) shows that lack of PGCE students' GSK may still be an issue. Myhill, Jones and Watson (2013) found that teachers who lacked GSK negatively impacted the outcome of the intervention Merisi, Msani and Mba (2023) looked at the effect of prior education on teacher beliefs and showed how this can have pedagogical implications for PGCE course content and teaching practice. The study shows how preconceived ideas of how grammar should be taught can lead to traditional approaches being utilised (Merisi, Msani and Mba, 2023). Negative

educational experiences of being taught grammar were found to affect teachers' confidence of teaching grammar, similar to Giovanelli (2016). Although this was a small study based in South Africa, the researchers suggest their findings may have implications for other global PGCE providers. It can be seen that a good level of GSK and confidence in teaching modern approaches to grammar are important factors for pupils' success.

ITE programmes have a pertinent role to play in providing the necessary training for teachers to teach the language components of the NC (Giovanelli, 2016). PGCE courses typically only spend a small amount of time teaching grammar on their courses (Giovanelli, 2016). As Merisi, Msani and Mba (2023, p.1174) state 'it is assumed that [PGCE students] already have acquired knowledge of the subject from their undergraduate studies'. A study by Jeffcoate (2000), which taught a series of seven classes on grammar to English and Drama PGCE students, found that one third had not reached the required level by the end of the short course. Many of the students in Merisi, Msani and Mba (2023) study felt they were inadequately equipped for teaching grammar and requested more content knowledge of grammar to be taught on the two-week course. They found that students would often use a literary approach. They assert that two weeks on grammar may not be sufficient for trainee students' needs and highlight that it is imperative that training providers prioritise not only pedagogical expertise but also subject knowledge (Merisi, Msani and Mba, 2023, p.1180).

A review of the government teacher training (DfE, 2019) and a current teacher trainer provider shows that this may still be the case for the UK. In the Initial Teacher Training core content framework, the government require that training providers explicitly teach phonics and maths, but not grammar (DfE, 2019). Grammar seems to be assumed knowledge and there is no requirement for it to be explicitly taught to trainee teachers. However, as seen from the research, many teachers have not been taught grammar or may have negative views of grammar which can impact how well grammar is taught (Watson, 2012; Myhill, Jones and Watson, 2013). Furthermore, Subject Knowledge Enhancement courses are currently only available for chemistry, computing, languages, mathematics and physics (DfE, 2024). A major provider of teacher training courses does not appear to teach grammar explicitly as part of their course

programmes (Edgehill 2024a; 2024b). Course content tends to focus on pedagogy rather than subject content. Finding this information for course providers was challenging and so this may not be the case for other providers. It is also worth noting that teacher training courses for primary have thirteen topics to cover with a heavy focus on phonics, which leaves little room to cover grammar, only one small aspect of the primary curriculum. Nevertheless, it could be argued that this is one of the most important subjects in the curriculum as good literacy is needed for success in other subjects. Furthermore, Giovanelli (2016) highlights the shortcomings of School Direct programmes where trainees may receive even less exposure to subject content.

Safford (2016) reports that many teachers have had to learn grammar whilst teaching it, due to inadequate knowledge for the GPS test. During the first year that the GPS test was implemented, teachers were desperately trying to grasp the new terminology and were given no formal training on the best way to teach grammar (Safford, 2016). It is not enough for the government to change policy and curriculum, training on subject content knowledge and how to teach it also needs to be provided. The Safford (2016) study, based on teachers' perceptions of teaching grammar, interviewed 16 teachers and surveyed 170. No lesson observations were carried out and they had no control over who completed the surveys as they were posted on forums. Thus, the data is based on memory only and subjective accounts which may contain bias. However, through lesson observations, Jones, Myhill and Bailey (2013, p.90) have also found that teachers lacked GSK and that having grammatical knowledge was not enough: 'pedagogical content knowledge' was also required. Therefore, teachers need not only the knowledge to teach grammar, but also the pedagogical knowledge on how to teach grammar.

Giovanelli's (2016) study provided an extended programme on language for teacher trainers where previously the course had only spent three to six hours on the subject. The initiative was based on a Kingman model of language and encouraged trainees to reflect on language use and pedagogy. One teacher trainee commented that:

Grammar was situated in context and studied with reference to "real life" text. This enabled, then, my knowledge of terminology to develop but also, perhaps more importantly, my interest in grammar is a tool and a resource for linguistic analysis. At the same time, the session did reinforce to me the necessity of

subject knowledge and made me realise that a more developed understanding of grammar could enable me to say what I wanted to say and teach what I needed to teach within the classroom.

(Giovanelli, 2016, 193-194)

By modelling what teaching grammar in context can look like in the classroom, it immerses the trainee in the subject and shows them the pedagogical value of teaching grammar in context and how it might be done. This shows that meaningful subject content can help teachers see the value in knowledge about language.

Since the introduction of the GPS test, grammar has now become a greater focus in high school at key stage 3 and 4 as pupils are now entering high school with a good knowledge of grammar (Cushing, 2019). Cushing (2019) interviewed 24 teachers and surveyed 275 and found that pupils at key stage 3 have good grammatical knowledge and could tell aptly the function/form of a word, but not its semantic meaning, and had little idea of how they might apply that knowledge to their writing. This poses challenges for key stage 3 teachers who may not feel confident in teaching grammar as has been seen by Watson (2015) and Safford (2016). Cushing (2019) and Cushing and Helk (2021) suggest that there is no coherency between curriculum policy at primary level and secondary level and no guidance is given on grammar teaching pedagogy meaning grammatical terminology is often taught decontextualised. This shows a lack of substantial training has been given at both primary and secondary level and this impacts teachers' perception of how grammar should be taught and their confidence in teaching grammar.

2.5 The Efficacy of Testing and The GPS Test

Test-enhanced learning (TEL) refers to the observation that testing can improve knowledge retention and recall, more so than studying alone (McConnell, St-Onge and Young, 2014). However, how and when knowledge is tested can have greater or lesser impact on retention of knowledge and memory recall. Testing knowledge immediately, for example, the next day, can improve retention of knowledge and recall of knowledge at a later date (McConnell, St-Onge and Young, 2014), known as the Testing Effect. The type of testing may matter in terms of retention of knowledge and understanding.

Multiple choice questions (MCQs), which involve identifying the correct answer, may not be as beneficial for long-term memory and deeper understanding of content knowledge, as pupils may guess the answer by a process of elimination and tests expose pupils to multiple incorrect answers. Recall, via short answer questions, has been shown to be better for long-term memory (McConnell, St-Onge Young, 2015). The GPS test is a mixture of MCQs and short answer questions – three quarters are MCQs and one quarter short answers comprising of mostly one-word answers – and so it is predominantly a MCQ test. If the goal of the test is for retention of knowledge and long-term memory recall, this may not be the most beneficial way to test pupils as much of the information may be lost post-testing. As grammar is not tested at secondary school, it is unknown how much of this knowledge is retained past key stage 2. Furthermore, the GPS does not test pupils' application of knowledge to their writing.

According to Brundrette (2009), UK children are some of the most tested in the world, the costs are great and the money could be better spent. In relation to the SATs test, Brundrette (2009) claims that it places considerable stress on children and teachers who spend far too much time preparing for tests. Age 7-11 is an ideal time when children want to learn and focusing on testing at this time may be counterproductive (Brundrette, 2009). Contrary to this, Safford (2016) found that, from the teachers' perspective, pupils enjoy learning grammar and taking the GPS test, though evidence was found of teaching for the test. Brundrette (2009) proposes that children's progress is assessed to inform teaching and learning rather than league tables which serve little purpose. Given that immediate testing has shown to improve recall of knowledge (McConnell, St-Onge and Young, 2014), perhaps this gives credence to mini-tests throughout the year which can be used to assess learning and be less stressful for pupils.

As the GPS tests results are made public and are used as a judgement on how well a school is performing, this may put pressure on teachers for their pupils to perform well. The GPS test has been found to influence how grammar is taught and can lead to teachers teaching for the test (Safford, 2016). One teacher stated '...if you can remember what the terms mean [e.g. adverb, preposition], you stand more of a chance [on the test]' (Safford 2016, p.12). This can lead to feature spotting and basic labelling

of words leading to a surface approach to learning grammar (Cushing, 2019). High-stake tests can distort pedagogical priorities, leading to pupils viewing grammar as a means for passing a test (Cushing and Helk, 2021). Indeed, Myhill (2021, p.273) states that 'various studies signal how national assessment practices have a direct impact on how some teachers implement grammar as choice in their classrooms'. Nevertheless, Hudson (2014), who has been a major influence on the content of the GPS test, states that, given the current education policy, 'if it's not tested, it won't be taught'. Therefore, the test is favourable in ensuring that grammar is now taught. Teachers do not agree on whether the test helps to improve language and literacy, though their confidence in teaching grammar has increased since its implementation (Safford, 2016).

The GPS assessment exemplifies a wider shift in educational policy towards performativity and accountability, in which grammar is framed as a series of testable conventions rather than as a resource for making meaning from texts (Cushing, 2019; Myhill, 2021). Cox (1989, p.82) was opposed to the testing of grammar, stating that 'terms should not be tested out of context', yet the current GPS Test does just that. This has led to many teachers including 'decontextualised mini grammar lessons' (Myhill, 2021, p.273). The test focuses on identifying formal features of language and metalanguage. The examples are invented, decontextualised and not reflective of everyday language use. Some might argue that this is a backwards step to 'old style grammar' and vaguely reminiscent of the drill-like exercises pupils would complete in traditional grammar. As Carter (1990, p.105) points out, it is likely that 'this information would have been quickly forgotten' post-test. As grammar is not tested at high school, this has led to a disconnect between primary and secondary school (Cushing, 2019, Cushing and Helks, 2021). The GPS assessment at key stage 2 remains a source of contention and perpetuates inconsistencies in grammar teaching practices at key stage 2 and 3 (Myhill and Watson, 2014).

2.6 The Present Study

Teaching grammar in context to writing, reading and speaking has been a central theme of the NC in 1988 since implementation. The debates on teaching grammar

have been rehashed over the years, but it remains to be seen if pedagogy is any closer in enacting the recommendations for teaching contextual grammar which have been longstanding since the 1970s (Kingman, 1988, Cox, 1989, Carter, 1990). There has been a lack of correlation between grammatical pedagogy and writing development. Given that writing is such an essential skill for all areas of the curriculum, it is unclear why little evidence exists on writing interventions, particularly ones which focus on mechanics (see Slavin *et al.*, 2019). It is worth noting that none of the studies examined in this review were longitudinal and the impact of teaching grammar on written composition on the entirety of a pupil's education cannot be ascertained. Based on the evidence presented, pedagogy needs to be evidence-based, not founded solely on theory and perceptions. Teaching grammar should be done in meaningful ways, taught in context through active exploration and avoid feature spotting, aligning with a functional and Hallidayan approach (Carter, 1990; Myhill *et al.*, 2011; Myhill, Fisher and Lines, 2012). Furthermore, it is essential that teacher education integrate subject content on grammar as well as appropriate pedagogies for teaching contextualised grammar to be effective (Giovanelli, 2016; Myhill, Jones and Watson, 2013; Merisi, Msani and Mba, 2023)

My project will make a distinctive contribution by filling the gap in the literature regarding the value of the GPS test nearly a decade after its implementation. Though the present study is not longitudinal in strict measures, it does explore the impact on GPS teaching at the end of pupils' schooling which at present is not tested for at GCSE level. The 2014 findings examine the impact of the GPS test on pupils age 10-11 and the 2024 follow-up study explores the value of the GPS test on a group of 15-16 year old pupils and whether teachers' perceptions on the GPS test have now changed.

3. METHODOLOGY, DATA AND ETHICAL CONSIDERATIONS

3.1 Methodology

3.1.1 Research Design

The project spans over ten years, though as it does not follow the same cohort of pupils, it is not a longitudinal study as such. It is complex study and more akin to a comparative cross-sectional study comparing two different cohorts at two separate points in time – one cohort when the GPS test was first implemented with pupils at the end of their primary schooling, key stage 2, in 2014, and the second cohort at the end of the pupils' schooling, key stage 4, in 2024, who would have had GPS activities from the beginning of their education. It provides a snapshot of the usefulness of the test at two different points in time. The comparative analysis compares the GPS results and an analysis of the pupils' writing for both cohorts. It then compares the 2014 data to the 2024 data to assess the legacy of the GPS test and how successful the government's initiative has been. Two interviews with the 2014 teacher were conducted to triangulate the data.

Thus, the research project uses a mixed methods approach with two separate cohorts:

1. a 2014 cohort with data previously collected from a primary school with year 6 pupils.
2. a 2024 cohort in a high school with year 11 pupils conducted in the spring term, 2024.

The project has two strands:

- a) a quantitative and qualitative analysis of pupils' GPS test results (paper 1) and written work (to address aims 1 & 3).
- b) a qualitative exploration of teacher perceptions of the GPS test and teaching grammar via structured interviews (to address aims 2 & 3).

The aims of the project were to assess:

1. pupils' application/retention of grammatical/punctuation knowledge, acquired through the GPS test, in their writing.
2. teacher attitudes to teaching grammar since the implementation of the GPS test.

3. the impact of the GPS test over the last ten years in relation to grammar teaching and pupil knowledge.

The study utilises triangulation of data, both qualitative and quantitative, involving teacher interviews, an analysis of pupils' writing and an analysis of their GPS test results for paper 1. Quantitative and qualitative methods are complementary approaches used to 'support and inform each other' (Miles and Huberman, 1994, p. 310 cited in Dornyei, 2007, p. 42). The triangulation of data serves 'as a way of validating hypotheses by examining them through multiple methods' (Dornyei, 2007, p. 43). Thus, this ensures greater validity of the results as it provides various data to explore aims 1-3 and helps to address any potential subjectivity. The triangulation of data helps to reduce any inherent bias due to my particular interest in the subject and my own experience of how learning grammar has helped to improve my writing skills. The mixed methods approach should yield a more thorough exploration of the research question, providing evidence in relation to all three research aims, giving both 'structure' (quantitative) and 'colour' (qualitative) (Wellington, 2015, p. 28) to the analysis.

3.1.2 Data selection and collection

Strand 1: A quantitative and qualitative analysis of pupils' GPS test results and written work

The data collected in the 2014 primary school serves as a baseline for the study and was the first GPS (formerly SPaG) test to be sat. Initially, a number of schools with different Ofsted ratings were to be selected. While a number of schools were contacted in the local area, no school was able to commit to participation. The selection of the 2014 school was subsequently facilitated through a connection with the school via a School Governor. A sample of eighteen pupils were selected by the teacher out of forty-five pupils from different bands based on pupils' ability: six at level 1, six at level 2 and six at level 3. This ensured that the cohort were of mixed ability. Levels were assigned by the teacher based on pupil attainment in English.

The 2024 high school was selected due to the researcher having contact with the school regarding delivering a careers session for a different cohort of pupils. A group of eleven pupils in year 11, in their final year of high school, were selected by the

teacher and the study was conducted in the spring term prior to their GCSEs. This cohort was smaller than the 2014 cohort due to the challenges of releasing the pupils from the curriculum at the time of their GCSEs. This cohort were mixed ability from sets 1-3. Eleven were selected by the teacher in case a pupil withdrew – four were male and 7 were female. Due to the difficulty of releasing pupils from the curriculum at GCSE level, the distribution across sets was unequal: six were from set 1 with one pupil with SEN, three from set 2 and two from set 3, with one with SEN. Information regarding the specific SEN of the two pupils was not provided. The 2024 cohort would have received grammar instruction from year 1 of their schooling when the new curriculum was brought in during 2014 and would have been the seventh cohort to have taken the GPS test in 2020 as shown in table 3.1.

Age	Year	Key Stage	Tests	Year for 2014 cohort	Year for 2024 cohort
4/11	Primary	Foundation – key stage 2			
4/5	Reception	Foundation	Teacher assessments	2007/08	2012/13
5/6	Year 1	Key stage 1	Phonics screening	2008/09	2013/14 (2014 new NC)
6/7	Year 2	Key stage 1	SATS	2009/10	2014/15
7/8	Year 3	Key stage 2		2010/11	2015/16
8/9	Year 4	Key stage 2		2011/12	2016/17
9/10	Year 5	Key stage 2		2012/13	2017/18
10/11	Year 6	Key stage 2	SATS / GPS (first GPS)	2013/14	2018/19
11/16	Secondary	Key stage 3-4			
11/12	Year 7	Key stage 3		2014/15	2019/20
12/13	Year 8	Key stage 3		2015/16	2020 /21
13/14	Year 9	Key stage 3		2016/17	2021/ 22
14/15	Year 10	Key stage 4		2017/18	2022/ 23
15/16	Year 11	Key stage 4	GCSEs	2018/19	2023/24

Table 3.1. The educational background of the two cohorts

Strand 2: A qualitative exploration of teacher perceptions of the GPS test and teaching grammar via structured interviews

This second strand of the project is phenomenological, looking at a teacher's perceptions, thoughts and feelings regarding the GPS test and teaching grammar. It involved interviewing the 2014 primary teacher two years after the new curriculum and GPS test was implemented and then subsequently in 2023 with a follow up interview. Interview questions used drew on the Myhill *et al.* (2011) study and Watson's (2012) work on teachers' perceptions, the value of the GPS test and the quality of pupils' writing. The teacher was provided with the questions prior to the interview. The 2016 interview was carried out face-to face and was recorded. The 2023 interview was carried out via teams and was recorded on this platform.

The 2016 interview focussed on:

- a) how the teacher felt about teaching grammar and its focus in the curriculum.
- b) his preparedness for teaching grammar.
- c) his views on the on the 2014 curriculum and the GPS test
- d) how clear he thought the glossary definitions were for teaching the new curriculum.
- e) how much time and effort the teacher had to commit to learning grammar in order to teach it.

Information on the teacher's educational background (pre-university in addition to degree level and PGCE provision) was obtained to help better understand the challenges that the teacher may have faced when teaching grammar. A lesson observation was carried out to examine the teacher's pedagogical practices. The follow-up 2023 interview was compared to his previous interview to address aims 2 and 3 and establish how his perceptions and classroom practice may have changed over the last ten years. This is the only longitudinal aspect of the study. To complement this, the project was to include an interview with 2024 high school teacher using tailored questions relevant to issues pertaining to grammar teaching in high school. Unfortunately, due to maternity leave the teacher was unable to participate in this aspect of the study. Questions given in the interviews can be found in Appendix D.

3.2 Data

3.2.1 2014 Primary School

The primary school is a state community school controlled by the local authority and therefore adheres to the NC. According to the pupil attainment data, it is an average school, rated by Ofsted as grade 2 (on a scale of 1-4), and a 'good' school, with evidence of outstanding teaching, at the time of the study, in 2011. The Ofsted (2011) report noted that 'children generally enter the Early Years Foundation Stage with skills that are below the expected level for their age, particularly in communication, language and literacy', but stated that 'as a result of good progress, most children attain the early learning goals expected for their age by the time they enter Year 1'. They go on to state that 'good progress across key stages 1 and 2 ensures that there is high attainment overall by the time pupils leave Year 6'. This shows that the school was achieving well in terms of pupils' attainment and progress. The school had recently put in place a school-wide initiative to help support teachers with the newly implemented GPS test and 2014 curriculum.

According to the DfE, in 2013/14 the school was a larger than average school with a total of 313 pupils. The percentage of pupils scoring level 4 or above in reading, writing and maths was 1% below the national average at 74%. The school had an equal mix of boys and girls, with a higher than the national average (7.7%) of pupils with SEN at 8.3 % and lower than the national average (18.7%) for pupils with English not as their first language, at 11.6%. The percentage of pupils eligible for free school meals (FSM) was 10.9% significantly below the 18% national average, suggesting that the pupils are generally not from socio-economically disadvantaged backgrounds. The year 6 class at key stage 2 was chosen for the study as these pupils would be taking the GPS test at the end of the year. The class was larger than average with forty-five pupils.

3.2.2 2024 High School

The 2024 high school chosen for the data collection had the same Ofsted standing, rated as good in 2023. It is a state community school controlled by the local authority and follows the NC. The school had 860 pupils and in 2022, 43% of pupils achieved grade of five or above in English, 7% below the national average and 5% below the

local authority average. The percentage of pupils eligible for pupil premium (eligible for FSM) was 43.8%. This is significantly higher than the national average in 2023 at 23.8% suggesting that a large proportion of pupils are socio-economically disadvantaged. The Ofsted (2023) inspection took a 'deep dive', paying particular attention to the English curriculum. No specific points were made to English, other than the low take up for the English Baccalaureate at key stage 4, though the school was praised for having good subject knowledge and checking pupils' retention of knowledge and learning.

3.2.3 Data Variables

Due to the nature of the study, there are many variables to consider – for example, pupils' aptitude, identified and unidentified learning difficulties, pupils' prior schooling, socio-economic disadvantages, second-language learners, competency of the teacher, the teachers' schooling/education, teaching styles, and so forth – all of which are difficult to measure and account for. Jones, Myhill and Bailey (2013) show how covariates can impact educational outcomes where schools with a satisfactory Ofsted rating were shown to have a less positive impact on the intervention. Therefore, schools with the same Ofsted rating 'good' were chosen. The demographics of the schools differ substantially with 43.8% of pupils receiving FSM at the high school and only 10.9% at the primary school, but both are fairly typical schools. For the 2014 data, information was provided on pupil attainment, but attainment data was obtained for the 2024 cohort, though information on disclosed SEN and sets were provided.

As the pupils were not interviewed, their previous education and schooling was unknown. It can only be assumed that as all teachers were expected to teach grammar in line with the 2014 NC for the GPS test that all pupils would have been taught grammar. It is unknown on whether this would have been grammar taught in isolation or grammar taught in context to reading and writing, or a combination of the two. From one class observation carried out for the 2014 cohort, it was found that the teacher taught grammar both in isolation as standalone starter activity and in context to reading and writing. Had it been possible to follow the same cohort of pupils and observe classes, much more would have been known about the pupils' prior schooling. However,

due to anonymity the original cohort could not be traced. Despite the variables accounted and unaccounted for, the study provides an exploration of the value of the GPS tests via different measures.

3.2.4 Quantitative Data Analysis (GPS Test)

The 2014 pupils had taken the GPS test as part of the end of year 6 SATs Tests and paper 1 was collected from the teacher for the chosen sample. The 2024 pupils were given the 2014 GPS test, similar to what they would have taken in year 6. They were only asked to complete paper 1 on grammar and punctuation as spelling was not a focus of this study. The 2014 papers had been marked by official GPS test markers as part of the SATs. Where errors were found in the marking, which were in contradiction with the GPS marking scheme (Standards and Testing Agency, 2014), these were corrected, as this would have skewed the results for the cross analysis. The 2024 GPS tests were marked by the researcher in accordance with the GPS marking scheme. For example, if a capital or full stop were used incorrectly in the answer, the pupil received no mark, even if the answer was correct. The use of the Oxford comma, though an issue of style rather than correctness, was marked as incorrect in line with the marking scheme. The test covers the following topics shown in Table 3.2:

Assessment area	Number of marks
Paper 1	
Grammar	29
Punctuation	12
Vocabulary	9
Total marks	50
Paper 2	
Spelling	20
Total marks	70

Table 3.2 2014 GPS marking scheme

In order to narrow the focus of the analysis not all GPS test questions were included. Questions relating to vocabulary, tense, standard English and punctuation features not marked for in the Myhill *et al.* (2011) Linguistic Coding Framework were excluded from the analysis. The punctuation marker used for both apostrophes and contractions was an exception, as this was a punctuation mark which pupils often missed or used

incorrectly and therefore was worth noting. See table 3.3 below for full list of questions included.

No.	Question type
Q15	Punctuation – listing commas
Q16	Word classes - nouns and verbs
Q19	Punctuation – full stops and capitals
Q21	Word classes - adjectives
Q22	Punctuation – full stops
Q24	Punctuation – full stops and capital letters
Q25	Connectives – subordinating conjunction (<i>Before</i>)
Q26	Punctuation – full stops and clause boundaries
Q27	Connectives – subordinating conjunction (<i>when</i>)
Q29	Punctuation – listing commas
Q33	Punctuation - contraction
Q34	Word classes - nouns
Q35	Word classes - nouns, verb, article and adverb
Q36	Punctuation – bracketing commas
Q38	Punctuation - contraction
Q39	Clauses – main clause and subordinate clause
Q40	Clauses – main clause, subordinate clause, phrase
Q42	Word classes - nouns
Q45	Punctuation – commas with paired adjectives
Q47	Punctuation - apostrophes
Q50	Word classes - verb used as noun

Table 3.3 GPS questions selected

3.2.5 Qualitative / Quantitative Data Analysis (Written Work)

A sample of each pupil’s work was provided by the teacher and was analysed for linguistic features using a coding framework adapted from the Myhill *et al.* (2011) study, in order to match the research aims and identify how much knowledge of grammar/punctuation had been retained and to what extent pupils were able to apply this to their writing. Permission was sought for such use. The samples were assessed for

a range of linguistic features: specifically, use of sentences, connectives, conjunctions and punctuation, in accordance with the Linguistics Coding Framework. The coding framework helped to narrow the focus of the analysis and account for any subjectivity when analysing the writing. Calculations were made for how many errors pupils had made in the work per one hundred words due to varying sample lengths.

Sentence variation was marked as either: 1 for a minor-sentence (a sentence that does not contain a finite verb or a subordinate clause that cannot stand on its own); 2 for a simple sentence (i.e., one main clause with a finite verb), 3 for a compound sentence (i.e., more than one main clause, either linked with a co-ordinating conjunction or semi-colon; and 4 for complex sentences (i.e., main clauses linked with subordinate clauses and/or containing embedded clauses), as shown in the table 3.4. Run-on sentences incorrectly fused together were classed as compound sentences. Complex-compound sentences were classed as complex sentences. Any errors found in these categories, such as run-on sentences or non-sentences, were counted. Three classifications were used for complex sentences: i) sequential complex sentences; ii) embedded complex sentences containing a main clause and embedded subordinate clause; and iii) embedded complex sentences with non-restrictive clause unit, though a statistical analysis of this is not provided due to the time required for a more fine-grained analysis on a large sample and time constraints.

Punctuation features counted included: commas used to separate clauses, listing commas, commas with paired adjectives, bracketing commas, full stops, non-sentences (phrases/subordinate) and run-on sentences, as shown in the table 3.4 below. The number of words were counted in each sample and a frequency error per 100 words was calculated so that the number of errors found in each sample could be more accurately compared. In Appendix J, three samples have been provided for the 2014 cohort and two samples for the 2024 cohort. These will be explored in more detail as part of the analysis. There are two analyses for each pupil, one for sentence variation and another for punctuation. /// has been used to mark sentence boundaries where a full stop is used and // is used to mark clause boundaries. The coding applied corresponds with the coding framework as shown in table 3.4.

Key: Sentence Variation	
SV1	No. of minor sentences
SV2	No. of simple sentences
SV3	No. of compound sentences
SV4	No. of complex sentences
SV5	List all co-ordinating conjunctions used
SV6	List all subordinating conjunctions used
SV7	List all connectives used
Key: Punctuation	
P1	Commas used to separate clauses
P2	Listing commas
P3	Commas with paired adjectives
P4	Bracketing commas
P5	Full stops
P6	Capitals
P7	Non-sentence (phrase)
P8	Non-sentence (subordinate clause)
P9	Run-on sentence
NW	Number of words per sample

Table 3.4 Linguistic analysis coding framework (adapted from Myhill et al. 2011)

Conjunctions are categorised as connectives in the first iteration of 2013 curriculum and as the 2014 analysis included this category as part of the Myhill *et al.* (2011) Linguistic Coding Framework, this category was included in the 2024 analysis. The 2014 GPS test categorises the subordinating conjunctions ‘before’ and ‘when’ as connectives. However, for the purpose of the linguistic analysis, conjunctions are not categorised as connectives as this would have meant there was crossover in the connective category. The terms ‘conjunction’ and ‘connective’ have previously been used interchangeably and this can lead to confusion, with some adverbs such as ‘however’ and ‘therefore’ being used as conjunctions. For these reasons, I have kept these as distinct categories. As the term ‘connective’ has since been removed from the NC glossary, very little official information exists on what is classified as a connective. Table 3.5 provides some examples of connectives:

USAGE	CONNECTIVES
addition of ideas	also, besides, furthermore, too, moreover, in addition, then
time	next, afterward, finally, later, last, lastly, at last, now, subsequently, then, when, soon, thereafter, after a short time, the next week, a minute later, in the meantime, meanwhile
order or sequence	first, second, finally, hence, next, then, to begin with, last of all, as soon as, in the end
space and place	above, behind, below, beyond, here, there, to the right (left), nearby, opposite, on the other side, in the background, directly ahead, along the wall, at the top, across the hall, at this point, adjacent to
to signal an example	for example, to illustrate, for instance, to be specific, such as, moreover, furthermore, similarly
results	as a result, hence, so, accordingly, as a consequence, consequently, thus, therefore, for this reason, because of this
purpose	to this end, for this purpose, with this in mind, for this reason(s)
comparison	like, in the same manner (way), as so, similarly
contrast connectives	in contrast, conversely, however, still, nevertheless, nonetheless, yet, on the other hand, on the contrary, in spite of this, actually, in fact
to summarise or report	in summary, to sum up, to repeat, briefly, in short, finally, on the whole, therefore, in conclusion, as you can see

Table 3.5 Example of connectives (Grammar Bank, 2024)

It is important to highlight that there may be some discrepancies in the analysis due to illegible handwriting and photocopying quality. Some full stops may have been present on the edge of the page in the original copies. If a full stop could not be ascertained, due to the photocopying misalignment, this was not counted as an error, and clause boundaries were marked for at the end of a sentence if a capital letter proceeded on the following line. Despite any potential small inaccuracies, the analysis of the samples provides a valid indication of the types of errors found in the work and the variation of sentence types.

3.2.6 Qualitative Data Analysis (Teacher Interviews)

A thematic analysis was conducted on the interviews as this is one of the most popular methods to analysing qualitative data of this type (Wolgemuth, Goyotte and Shelton, 2024). The process of a thematic analysis allows the researcher to group together data into meaningful categories labelled as themes. Morgan and Nica (2020, p.3) provide a general definition of a theme in that it is a 'meaningful, recurring pattern in the data that researchers first develop from the data, and then use to interpret that data for an audience'. Hence, it is the researcher's responsibility to draw out the themes from the data. Thematic analysis covers a variety of different methods; there is no singular correct way to conduct a thematic analysis and 'the process of getting to themes...is often inexplicable' (Wolgemuth, Goyotte and Shelton, 2024, p.23.). The analysis of the teacher interviews is interpretive and therefore can be prone to subjectivity and influenced by personal bias. To account for this, the results were analysed with this in mind and a reflexive thematic analysis, which acknowledges the role of the researcher as an active interpreter and their inherent subjectivity to the data, was applied (Braun and Clarke, 2021). As the data sample was fairly small, with only two interviews from one teacher, it was decided that formal coding was not required and an inductive approach was used to draw out the most salient information in relation to the research aims.

The 2014 interview was recorded on a personal device and then transcribed by the researcher. The 2023 follow-up interview was recorded online via Teams and was transcribed automatically. The researcher then listened to the recording and amended the transcript for accuracy. Key points were highlighted in the transcribed interviews and then extracted from the data. Related points were then collated and added to the selected themes linked to the research aims.

3.2.7 Data Comparative Analysis and Triangulation

The results from the 2014 study were compared to the 2024 study. These are different cohorts of students as, due to anonymisation of the 2014 cohort, the same group of pupils could not be traced. Still, a comparison could be made. The 2014 cohort were the first to take the GPS test and will have had only a year of GPS input at that time,

and possibly little prior tuition in grammar as the teacher was required to learn grammar for the implementation of the GPS test. The 2024 cohort should have had GPS input from year 1 when the new curriculum was brought in at age 5/6. For the qualitative analysis, the Linguistic Coding Framework results were then compared to the GPS individual questions to look for any disparities. Meta-inferences were made to combine the findings from the different data strands and address the aims of the study.

3.3 Ethical Considerations

3.3.1 Ethics

Ethical approval and permissions were granted for the data 2014 collection at that time and further ethical approval was granted to use the 2014 and 2024 data in the present study. In accordance with the BERA Revised Ethical Guidelines for Educational Research (2018), measures were taken to ensure that all participants involved in the study were informed. For the 2014 study, the teacher spoke to the pupils prior to the classroom observation and informed them about the study, why I was there and how the information would be used. Participants were given the right to withdraw from the study at any point (via the teacher or Headteacher) prior to their data being anonymised. As this part of the study did not involve activities outside of their normal curriculum activities, permission was not needed from the parents at that time. Informed consent was sought from the Headteacher and class teacher via consent forms which gave a brief overview of the project and outlined the project aims (see Appendix A). The teacher was informed that the focus of the study was to examine the value of the GPS test. I highlighted the potential benefits to the school such as providing teachers with the outcome of the findings and signposting them to useful resources. The samples were chosen by the teacher and the data was anonymised by the teacher. A new consent form was signed by the teacher from the 2014 study to give permission for the existing data to be used in the new study.

For the 2024 study, I had no contact with the participants. The samples were selected and anonymised by the teacher. In accordance with the BERA Revised Ethical Guidelines for Educational Research (2018), I took measures to ensure that the pupils understood the purpose of the project, the process that they would be required to participate in and how their data would be used. Pupils were given information about

the project prior to their consent to participate (see Appendix A). The ethical approval process considered that the study would not cause any threat or harm to the pupils. Any potential for the test to cause them stress or anxiety was mitigated by a short video played to the pupils before they took the test, which will be discussed in more detail later.

3.3.2 Informed Consent

Informed consent was sought from the headteachers, teachers, pupils and parents via consent forms which gave a brief overview of the project and outlined the project aims. No deception took place and participants were fully aware of the aims of the project. The goals of the project were clearly articulated in the project information sheets, the consent forms (see Appendix A) and the short video presented to them prior to taking the test. The teachers and pupils were informed that the focus of the study was to examine the value of the GPS test. The potential benefits to the school and pupils were highlighted. Participants had the right to withdraw from the study at any point (via the teacher or Headteacher) prior to their data being anonymised.

3.3.3 Research Bias

In regard to research bias, the power dimension needed to be considered for the 2024 cohort. The Hawthorne effect (Dornyei, 2007), where there is potential that participants may behave differently when they know they are being studied, was a factor to consider with the power dimension. Children may have felt they needed to perform well in order to please their teacher / researcher. It was important that pupils did not feel pressured to participate in the study. To help with the power dimension, I had no contact with any of the pupils. A short video played before the pupils took the test explained that the test would not be used to assess their ability in English language, and it was impressed upon them that the purpose of the test was to ascertain the value of the test. Any anxiety that pupils may have felt regarding taking the test was mitigated by explaining that this would be a similar test that they took at age 11 and their memories may be a somewhat hazy. If they struggled to answer a question, they were encouraged to move on the next question and come back to it if they had time (see Appendix C for the video transcript).

3.3.4 Confidentiality and data protection

All data from both cohorts was anonymised by the teachers and kept confidential, including non-disclosure of the schools and teachers that took part in the study. For pseudonymisation strategy, pupils names were redacted and given initials by the teacher. Later, the researcher relabelled each sample with a number. All data and records were stored on the University password protected system in accordance with to the University's ethical guidelines.

4. FINDINGS

4.1 2014 GPS Findings

As part of the SATs, writing was assessed externally and given a level from 2-6, with 6 being the highest. Scores for the GPS test were also given a level from 2-6, with 6 being the highest and only attainable by pupils who took the additional level 6 paper. Only two pupils attempted the level 6 paper and these had not been made available. This level system was changed in 2015/16 to pupils meeting expected standard, above or below. The 2014 GPS level thresholds were as follows:

	English grammar, punctuation and spelling
Level	Mark range
None	0-24
2	-
3	25-44
4	45-44
5	55-70
6	Additional paper

Table 4.1 GPS level thresholds

As can be seen from figure 4.1, the 2014 school scored better across levels 4-6 for the GPS test in comparison to England, Northwest and Lancashire, as shown in blue.

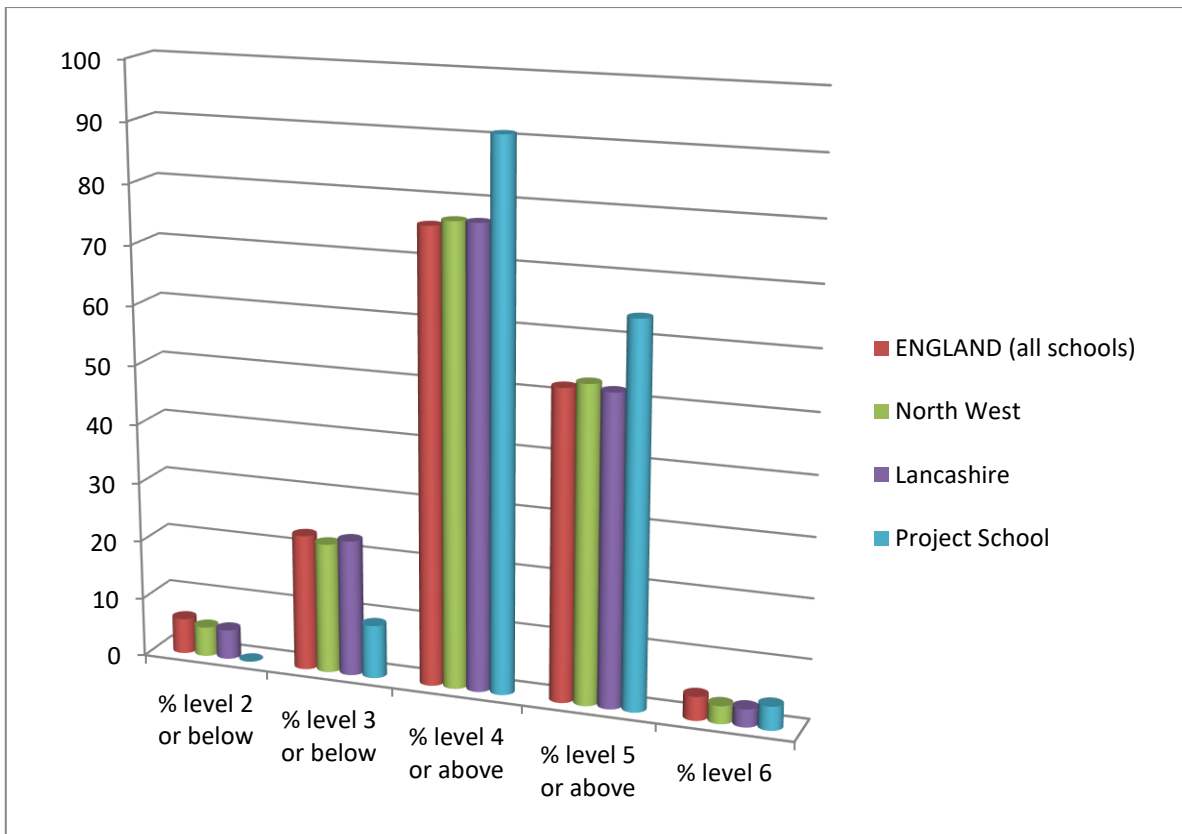


Figure 4.1 National curriculum assessments GPS comparison (DfE, 2014)

As can be seen from figure 4.1, which compares GPS levels and writing levels from level 2-6 for England, Lancashire and the project school, pupils' GPS attainment was on average higher than their writing attainment. However, for England and Lancashire, at level 4, writing attainment was higher than GPS attainment. A reverse is seen for the project school where level 4 has higher GPS attainment than writing, and lower level 3 GPS attainment than writing. A greater disparity between higher GPS levels and lower writing attainment at level 5 can be seen across the board.

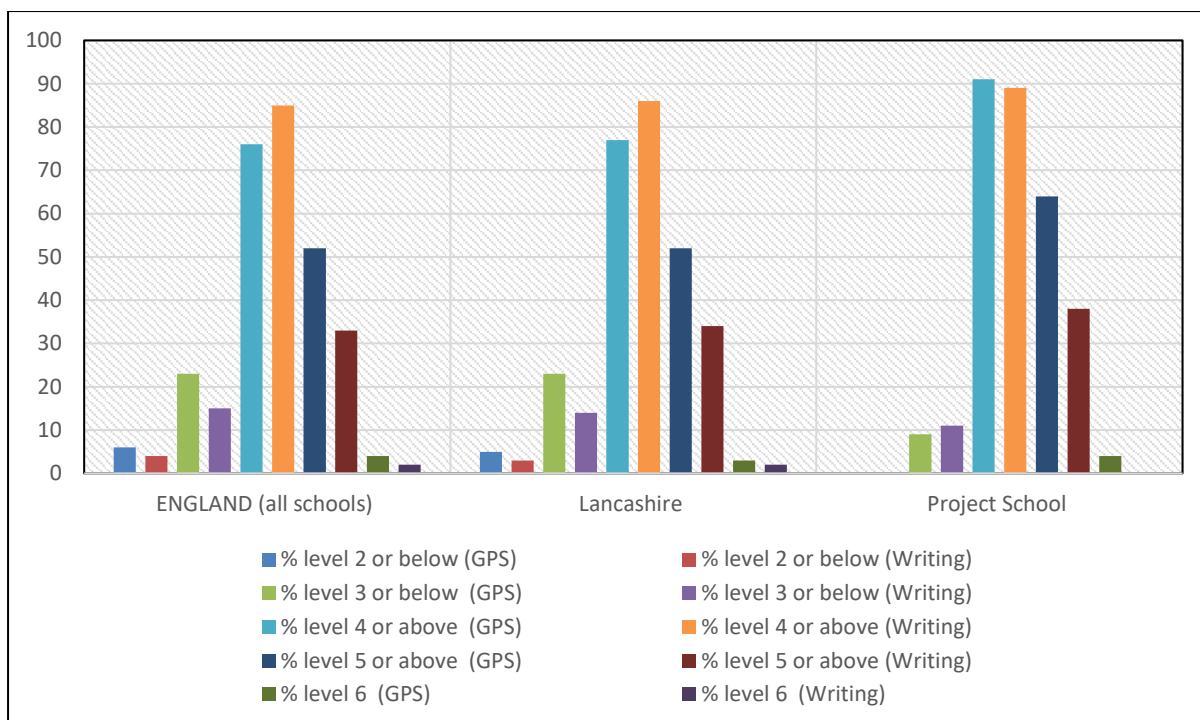


Figure 4.2 National curriculum assessments GPS / writing comparison (DfE, 2014)

Since 2014, as can be seen in table 4.2, on average GPS scores have been similar to writing scores, with slightly lower writing scores in the last two years. No marks were given during COVID from 2019/21.

Academic year	GPS Expected level	Writing Expected level
2015/16	73	74
2016/17	77	76
2017/18	78	78
2018/19	78	78
2019/20	x	x
2020/21	x	x
2021/22	72	69
2022/23	72	71

Table 4.2 GPS and writing attainment from 2015/23 (DfE, 2023)

From the eighteen pupils selected by the teacher in three categories of attainment, GPS scores tended to be either the same or higher than the writing scores at the

higher levels as shown in figure 4.3. Pupils in the lower levels scored the same or better on their writing, apart from pupil 11 who scored higher in GPS.

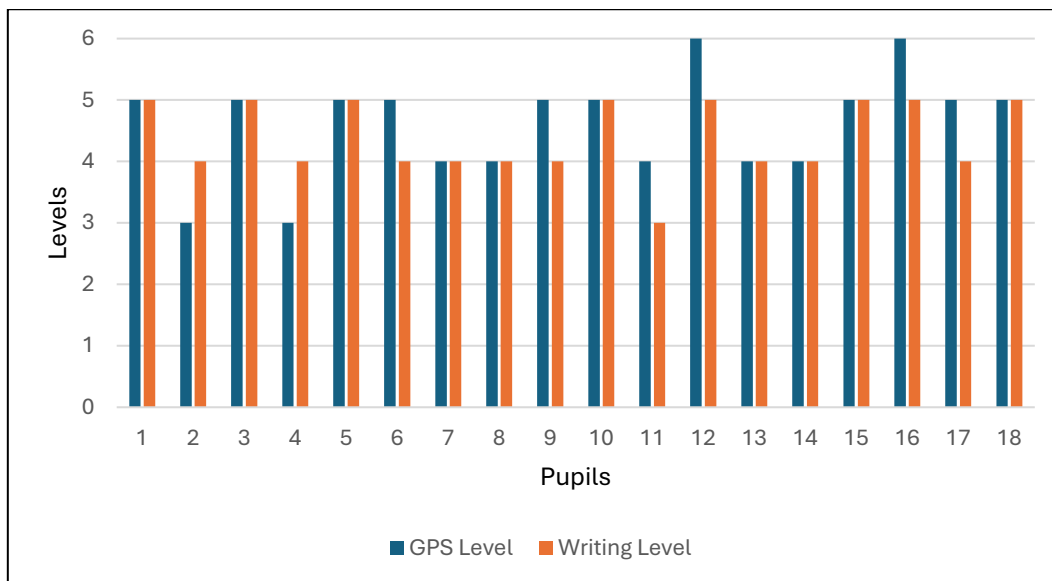


Figure 4.3 GPS and Writing Levels Comparison for 2014 cohort

The teacher had categorised the samples into three groups based on attainment from level 1-3, with 1 being the higher-level ability and 3 being the lowest-level ability. Figure 4.4 shows the GPS score from each selected pupil based on the level of ability in English. As can be seen, level 1 had the highest scores, with mixed scores in level 2 and 3, showing a correlation with level of attainment and GPS scores the higher-level group. Regarding group averages, the first set has a higher average at 48 than the other two, on average at 42 for set 2 and 39 for set 3, and so it can be seen that the first set do significantly better than the other two sets. This is confirmed by two-tailed t-tests showing a significant difference between the first and second sets ($p = 0.018$) and a significant difference between the first and third set ($p < 0.001$).

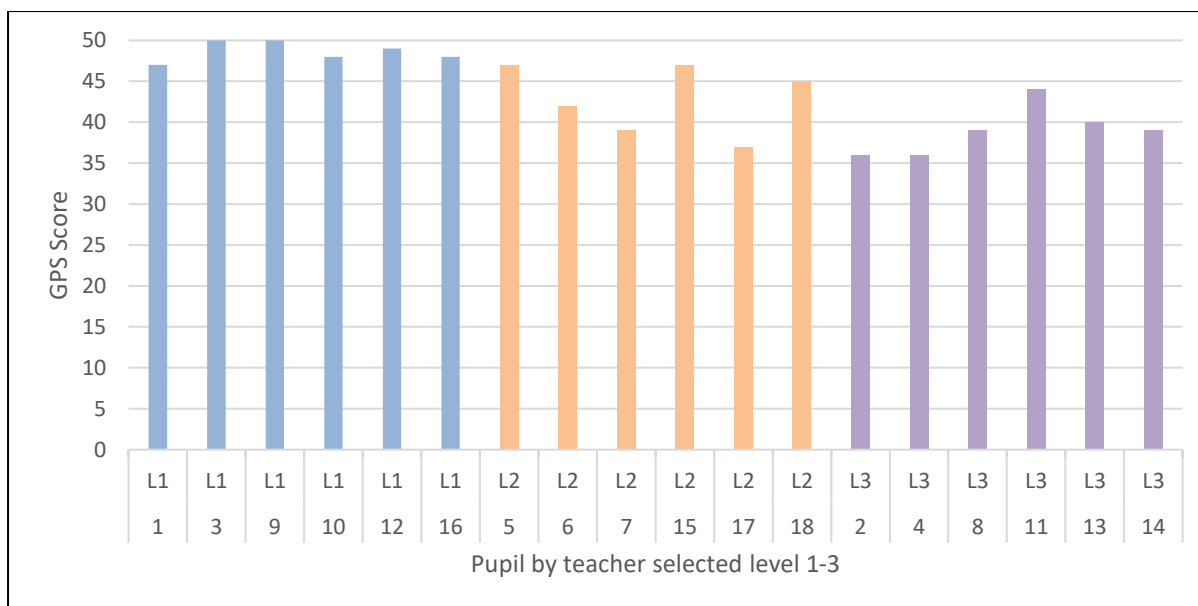


Figure 4.4 GPS score compared to teacher selected level 1-3 2014

Table 4.3 show which questions the pupils answered incorrectly overall from the selected questions in the GPS test.

GPS Questions selected	Total Errors
Q15 Punctuation – listing commas	0
Q16 Word classes - nouns and verbs	0
Q19 Punctuation – full stops and capitals	2
Q21 Word classes - adjectives	3
Q22 Punctuation – full stops	0
Q24 Punctuation – full stops and capital letters	2
Q25 Connectives – subordinating conjunction (<i>Before</i>)	0
Q26 Punctuation – full stops and clause boundaries	1
Q27 Connectives – subordinating conjunction (<i>when</i>)	1
Q29 Punctuation – listing commas	3
Q33 Punctuation - contraction	5
Q34 Word classes - nouns	3
Q35 Word classes - nouns, verb, article and adverb	1
Q36 Punctuation – bracketing commas	0
Q38 Punctuation - contraction	0
Q39 Clauses – main clause and subordinate clause	1

Q40 Clauses – main clause, subordinate clause, phrase	6
Q42 Word classes - nouns	4
Q45 Punctuation – commas with paired adjective	6
Q47 Punctuation - apostrophes	6
Q50 Word classes - verb used as noun	13

Table 4.3. 2014 GPS overall incorrect answers from selected questions

Table 4.4 shows the questions answered incorrectly by each individual pupil. The answers highlighted in yellow show where there was a marking error in contradiction with the marking guidelines.

Q	Pupils																	
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
15	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
16	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
19	1	1	1	0	1	1	0	1	1	1	1	1	1	1	1	1	1	1
21	1	0	1	1	1	1	0	1	1	1	1	1	1	1	1	1	0	1
22	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
24	1	0	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1
25	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
26	1	1	1	1	1	1	1	0	1	1	1	1	1	1	1	1	1	1
27	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1
29	1	1	1	0	1	1	1	1	1	1	1	1	0	1	1	1	0	1
33	1	0	1	1	0	1	0	1	1	1	0	1	1	1	1	1	0	1
34	1	0	1	0	1	1	1	1	1	1	1	1	1	0	1	1	1	1
35	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1	1	1	1
36	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
38	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
39	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
40	1	1	1	1	1	1	0	1	1	1	0	1	0	0	1	1	0	0
42	1	1	1	0	1	0	1	1	1	1	1	1	1	1	1	1	0	1
45	1	0	1	1	1	1	1	0	1	1	0	1	0	0	1	1	0	1
47	1	0	1	1	1	0	0	1	1	0	1	1	1	0	0	1	1	1
50	0	0	1	0	1	0	0	0	1	1	0	0	0	0	0	1	0	0

Table 4.4 2014 GPS questions answered incorrectly by pupil

Questions which pupils found most challenging were Q33 on contractions, Q47 on apostrophes and Q45 on commas with paired adjectives. Some difficulty with labelling word classes can be seen in Q42 and Q50 on nouns. Q50 was particularly challenging for pupils as the word 'walk' is used as a noun in the following sentence: 'Joe crossed the road and continued his walk'. Pupils may automatically class this word as a verb as they may think it is an 'action' / 'doing' word. However, the function of the word in this sentence is quite different as it is used as a direct object and is preceded with the pronoun 'his'. The terminology 'doing word' for verbs and 'naming word' for nouns can be seen in a pupil's annotation below in figure 4.5:

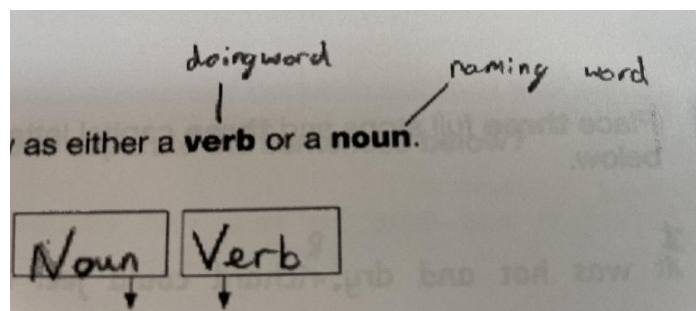


Figure 4.5 Annotation in pupil's GPS test 2014

Pupils were able to identify clauses well, though question 40 caused some confusion, perhaps as the main clause may have looked like a phrase, which can be seen in the example below:

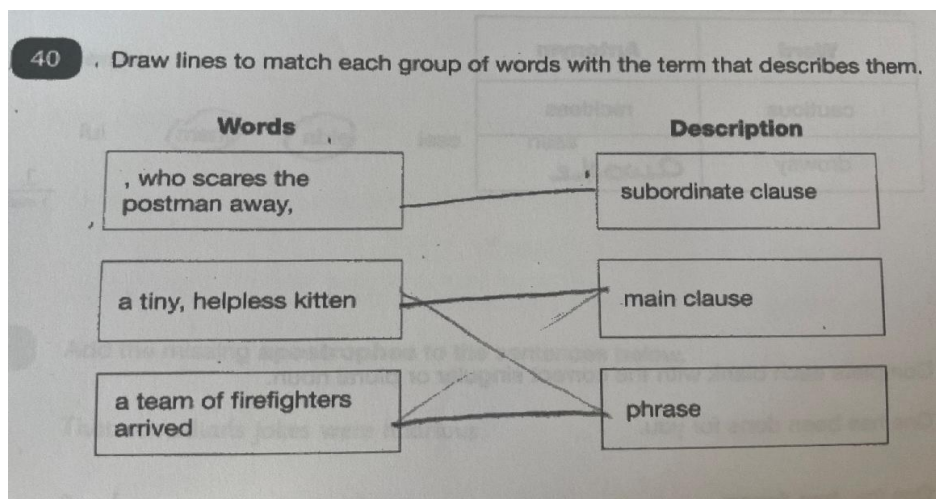


Figure 4.6 Example of question 40 answered incorrectly from pupil's GPS test 2014

4.2 2014 Writing Sample Findings

The writing sample analysed for this cohort was a creative writing piece. The pupils had been asked to write a piece entitled 'A night to remember'. They were given the following writing prompts to consider: Where are your characters? What are they doing? How are they feeling? Words/phrases to create atmosphere. Pupils often used direct speech in their writing. As table 4.5 shows, pupils made most errors with using commas for clause boundaries, understanding what constitutes a sentence (i.e. non-sentences) and run-on sentences. Pupils mostly used simple sentences with a total of 276 used in comparison 101 compounds and 99 complex sentences used. For a full break down of the errors made by each individual pupil, see Appendix I.

Key: SV - Sentence Variation	No.	Error	Freq of error
SV1 No. of minor sentences	49	33	70%
SV2 No. of simple sentences	276	10	4%
SV3 No. of compound sentences	101	31	31%
SV4 No. of complex sentences	99	17	16%
SV5 List all co-ordinating conjunctions used	174	22	13%
SV6 List all subordinating conjunctions used	91	4	4%
SV7 List all connectives used	65	1	2%
Total errors		125	
Key: P - Punctuation	No.	Error	
P1 Commas used to separate clauses	67	24	35%
P2 Listing commas	28	10	33%
P3 Commas with paired adjectives	5	2	40%
P4 Bracketing commas	25	8	32%
P5 Full stops	402	83	20%
P6 Capitals	800	108	14%
P7 Non-sentence (phrase)	30	30	
P8 Non-sentence (subordinate clause)	6	6	
P9 Run-on sentence	29	29	
Total errors		300	
Total SV and P errors		425	
NW No. of words in samples and overall percentage error		5145	8%

Table 4.5 Total errors found in each coding category for 2014 cohort

Errors were mostly made with minor sentences resulting in many non-sentences. Arguably, this could be for literary effect, given it was a creative writing piece, though

many of these minor sentences could have been used as apposition or modifiers of the previous sentence as shown in example 1,2,3,4,5,6,13 and 14.

Example non-sentences:

1. *'Dark as coal. Darker then the night sky on a winters eve.'* Pupil 2, line 1-3.
2. *'...they saw a trail. A trail of interesting stones.'* Pupil 4, line 4-5
3. *'...it was ancient. Very ancient.'* Pupil 7, line 5-6
4. *'Something happened. Something terrible.'* Pupil 8, line 2- 3
5. *'A bottle. A bottle with a skull label on the front.'* Pupil 10, line 9
6. *'Something caught Bob's eye. Something horrific. A body. A crumpled body, limp and lifeless on the floor.'* Line 17-18.
7. *'...claw marks. Wolf claw marks.'* Pupil 12, line 20-23
8. *'...noticed footprints. Wolf footprints.'* Pupil 12, line 34-25
9. *'Something incredible. A sky scraper. A sky skcrayper still standing.'* Pupil 13, line 22-24
10. *'They could hear a sound. A faint tapping sound.'* Pupil 15, line 9
11. *'Blood, blood and more blood.'* Pupil 15, line 18-20.
12. *'They were black all around. With white splodges.'* Pupil 16, line18-19
13. *'Polly could hear a scratching noise. A strange scratching noise.'* Pupil 17, line 2-3.
14. *'It was the dark. Dark as coal. Dark as fear.'* Pupil 17, line 1-2

Errors were made mostly with compound sentences, with an error frequency of 31%, particularly where a compound sentence lacked a co-ordinating conjunction (e.g. see example 1,4,6 and 8 below) and fusing main clauses together resulting in a run-on sentence. Examples of some of the run-on sentences are shown below. A double line shows the clause boundary and a triple line demarcates the beginning and end of a sentence.

Example run-on sentences:

1. //...but he was slipping out of his hand's // [RoS] Dan had disappeared into [illegible]///. Pupil 1, line 6-7
2. ///As they went to the deep dark forest,// and ventured in,// they saw something,//[RoS] it was ancient./// Pupil 7, line 5-6
3. ///We will move for a left flank// and/ go in cover behind that rock//then/ call for Team Charlie to go behind that other rock//[RoS] therefore/ we will come in either side// and kill them.///

4. *///It was like a fire,//[RoS] it started to spread// until the only thing she could think of was staying in the forest./// Pupil 10, line 4-6*
5. *///Suddenly,/ it started to rain and thunder // [RoS] Fred and Jack didn't know what to do // but jack found a house to stay in // [RoS] they tiptoed in./// Pupil 11, line 3-6*
6. *///It was pich black // [RoS] he could only see the butiful moonlight./// Pupil 14, line 7-8*
7. *///Polly,/ I am going to my bedroom // [RoS] you can go and wake Dameon up.'/// Pupil 17, line 31-32*
8. *///Sam bolted to the door,//[RoS] it was locked./// Pupil 18, line 4-7*

'Therefore' was used as a conjunction in example 3, fusing two main clauses together resulting in a run-on sentence. In a class observation, a pupil gave 'therefore' as an example of a conjunction, evidence of the confusion with the terms connectives and conjunctions.

With regards to punctuation errors, the most frequent errors were commas with clauses at 33%, listing commas at 35%, and paired adjectives at 40% (see table 4.9). However, these were the least used punctuation marks. Capitals were used incorrectly at 14% and full stops at 20%. There were notable similarities in the samples regarding sentence structures with the series compound sentence (i.e., listing sentence), containing:

///main clause, //main clause /coordinating conjunction// main clause.///

These were often punctuated correctly. As I did not have the opportunity to observe the lesson preparation for the piece of written work selected for the analysis, it is possible that this structure had been taught as part of the lesson or prior to this, and this is a structure that was therefore used very well.

Commas were used well with phrases, particularly connectives at the beginning sentences, though this was not accounted Linguistics Coding Framework used. Sometimes commas were used well with fronted subordinates and as brackets, though often not used to separate compound clauses and sometimes used as a run-on

sentence as seen in the previous examples. Some commas were used between the subject and the verb.

Examples of commas used correctly:

1. *'As the girls were walking, they saw a trail.'* Pupil 4, line 4.
2. *'Will, who was getting scared, jump into the pit, brushed the dirt off his T-shirt and looked around.'* Pupil 14, line 3-6.

Ambitious attempts incorrectly punctuated with a comma used between the subject and verb:

'After a few minutes, what seemed like hours, had past, the deafening scream came again but more louder.' Pupil 5, line 11-12.

The following example contains two complex sequential sentences fused together forming a run-on sentence. A comma is incorrectly used before the final relative clause interrupting the flow of the sentence.

'Once inside, he could faintly make out the outline of two diminutive figures, staring at him, which sent a shiver up his boney spine, [RoS] one of the figures looked like an old man with a face as gnared as a walnut, that had been left [illegible] of the sun for many, long years.' Pupil 5, line 18-23

As shown in table 4.6, pupils use nearly twice as many co-ordinating conjunctions as subordinating conjunctions. Mostly temporal connectives are used as the piece was a narrative. The only formal connective used was 'therefore' and this was used incorrectly as a conjunction. The connective 'like' is used frequently at 41%. Most errors with conjunctions were seen with capitals not being used or using 'but' and 'and' at the beginning of a sentence.

Category	No. used	Words	Total no. found	Frequency	Error / frequency
Co-ordinating Conjunctions	174	and	127	73%	7 / 6%
		but	38	22%	14 / 37%
		or	4	1%	1 / 25%
		so	4	2%	0
Subordinating conjunctions	91	if	5	6%	0
		because	4	4%	0
		which	4	4%	0
		where	4	4%	0
		when	10	10%	0
		that	11	12%	0
		as	22	24%	0
		who	7	8%	0
		before	2	2%	0
		until	14	15%	3 / 21%
		what (which)	1	1%	1 / 100%
		after	2	2%	0
		although	1	1%	0
		then	5	5%	0
than	1	1%	0		
just as	2	2%	0		
Connectives	65	two hours later	1	2%	0
		suddenly	15	23%	0
		at this moment	1	2%	0
		after a few minutes	1	2%	0
		on the floor	1	2%	0
		so	3	5%	0
		then	4	6%	0
		meanwhile	1	2%	0
		moments later	1	2%	0
		once inside	1	2%	0
		like	27	41%	0
		finally	3	5%	0
		all of a sudden	2	3%	0
		therefore	1	2%	1 / 100%
		with that	1	2%	0
		within seconds	1	2%	0
also	1	2%	0		
immediately	1	2%	1		

Table 4.6 Frequency of conjunctions and connectives in the 2014 writing samples

4.3 2014 GPS and Writing Cross Analysis

There is some disparity between scores on the GPS Test and standard of writing skills, that is, common errors made can be seen. As shown in figure 4.7, the frequency of errors made in the pupils' writing, when compared to the GPS score, shows a

moderate negative correlation (Pearson's $r = -0.61$ $p < 0.01$). This suggests that higher GPS scores are somewhat predictive of lower error writing frequency overall. Pupil 3, 10, 12, 16 attained well in their GPS test and made fewer errors in their writing. Pupils 7 and 8 have lower GPS scores and high frequency of errors in their writing. Conversely, pupil 17 had a fairly good GPS score and a high level of error frequency in their writing. Pupil 4 has the lowest GPS score yet has a fairly low error frequency in their writing.

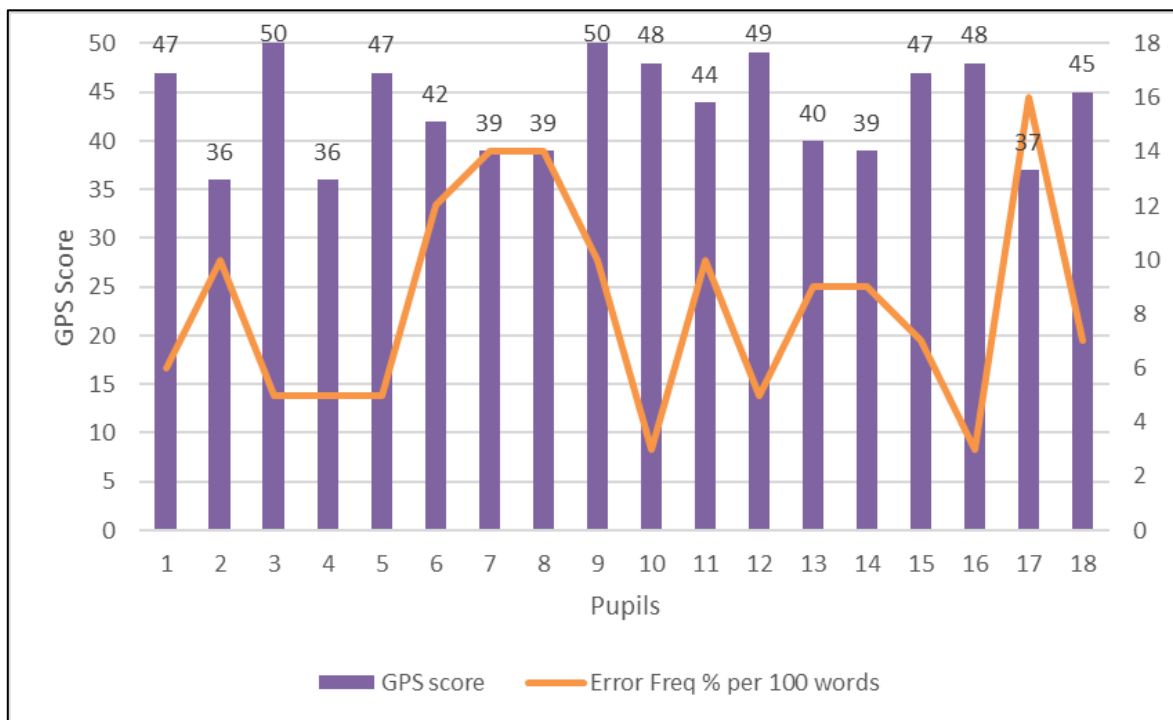


Figure 4.7. Frequency of errors made in writing to 2014 GPS scores

Table 4.7 provides a comparison of the overall frequency of the errors made in writing to the questions answered incorrectly in the GPS test. A number of pupils had difficulties using commas to separate clauses. However, this is not tested for in the GPS test. Pupils made significant errors with listing commas though showed little difficulty in answering the questions on this in the GPS test, apart from Q29 where three pupils answered this incorrectly. Commas with paired adjectives were particularly problematic for pupils which is also shown in the GPS test where a third of the cohort answered this incorrectly. Pupils used bracketing commas incorrectly in their writing though had no difficulty answering Q36 correctly. Pupils had some difficulty with using full stops and capitals correctly but very little difficulty in answering

the questions on full stops and capitals correctly. Pupils used a number of non-sentences, though had no difficulty answering Q22 and Q39, but a third of the cohort answered Q40 incorrectly. A number of run-on sentences were found in samples, though pupils had little difficulty in answering questions relating to marking clause boundaries with full stops.

Key: P - Punctuation	No.	Error	freq	GPS questions answered incorrectly
P1 Commas used to separate clauses	67	24	35%	Not tested for
P2 Listing commas	28	10	33%	Q15(0), Q29(3)
P3 Commas with paired adjectives	5	2	40%	Q45(6)
P4 Bracketing commas	25	8	32%	Q36(0)
P5 Full stops	402	83	20%	Q19(2), Q22(0), Q24(2)
P6 Capitals	800	108	14%	Q19(2), Q22(0), Q24(2)
P7 Non-sentence (phrase)	30	30		Q22(0), Q40(6)
P8 Non-sentence (subordinate clause)	6	6		Q22(0), Q39(1), Q40(6)
P9 Run-on sentence	29	29		Q19(2), Q22(0), Q24(2), Q26(1)

Table 4.7 Writing frequency errors compared to 2014 GPS results

The following provides a cross analysis of the GPS results and writing sample for several pupils in more detail. Although there are samples with much greater frequency of errors, these pupils did not score as highly in the GPS test. Of the three pupils selected, two scored full marks on the GPS test and the third answered all selected GPS questions correctly, though made common errors in their work. For full analysis of each pupil, see Appendix J.

Pupil 3

This pupil scored 50/50 on the GPS test and was in the level one category. This sample had an error frequency of 5%. The piece of writing contains some good, descriptive writing – many simple sentences are used but with a variety of adverbial /adjective /

prepositional words/phrases used to expand the sentences. The pupil mainly used punctuation well, particularly bracketing commas as shown below and makes good use of connectives as openers:

'Ray, now feeling terrified, curiously walked into the room that he thought the scream came from.' Pupil 3, line 25-27

However, despite this pupil having a low frequency error of 5% and being able to aptly answer the GPS question correctly on punctuation and clauses, a number of non-sentences are present:

1. *'All was so silent. So silent that the only noise they could hear were...'* Line 15-16
2. *'Murdered and left alone to die.'* Line 32
3. *'A dead body.'* Line 29
4. *'Dead and unfound.'* Line 32

Pupil 6

This pupil was in level 2 and only scored 42/50 on the GPS test, but answered all the selected questions correctly on punctuation. However, this pupil had a high error frequency on 12%. A number of errors were found in the work, such as a run-on sentence, non-sentences and incorrectly using commas. The pupil did make good use of a present participle starter phrases and uses complex sentences well. Like other samples, the pupil has a tendency to use non-sentences.

1. *'...a figure. A human figure.'* (Apposition) Line 19-21
2. *'Where to go.'* and *'Or what to do.'* (Non-finite clauses, non-sentences)

A comma was used between the subject and verb, though this does not appear to be taught in the NC:

'Tip-toeing around the back of the abandoned Tesco, Sam, found a knife dripping with blood glowing on the floor like a shiny diamond.' Line 11-13.

Run-on sentence:

'He had questions zooming through his head // like a Formula One car racing for first place // [RoS] where could Jake be.' Line 6-9.

Pupil 9

This pupil was from level one and scored 50/50 on the GPS test, though had a high error frequency of 10%. There are many errors in the work: four run-on sentences, two non-sentences and many missing full stops (10), incorrectly used capitals (12), and commas are rarely used to separate clauses. A comma is also used incorrectly after a subordinate, which was also a non-sentence:

'Until, the sand started and 10...' Line 19-20.

The following is an example of a phrase used as a non-sentence which could have been used as apposition:

'Suddenly they heard a noise. A high noise.' Line 17.

Run-on sentences:

1. //|They got to the barricade, which was run by a fat man who didn't do much,//[RoS] it got opened and they went through./// Line 37-39.
2. ///... they cheered and laughed but there was someone missing CMDRD Dunport //[RoS] they searched until they found out he had bled to death after gets shot./// Line 60-64.

The conjunctive adverb 'therefore' was used as a conjunction resulting in a run-on sentence:

//We will move for a left flank// and/ go in cover behind that rock//then/ call for Team Charlie to go behind that other rock//[RoS] therefore/ we will come in either side// and kill them./// Line 9.

4.4 2024 GPS Findings

Overall, pupils scored well on the GPS tests with an average grade of 43/50. The scores ranged from 31-49 as shown in figure 4.8. The graph shows the scores in relation to the set a pupil was from with 1 being the highest set. The lowest score was from a pupil in set 2, with 31/50. The second lowest score was a pupil in set 1 with 39/50, therefore showing no correlation between sets and attainment in GPS. The two pupils 1 and 2 with SEN scored well with 48 and 43. Regarding group averages, the first set has a higher average at 44 than the other two, with 40 for set 2 and 42 for set 3. However, two-tailed t-tests suggest that these differences are not large enough to be significant (all p-values > 0.05).

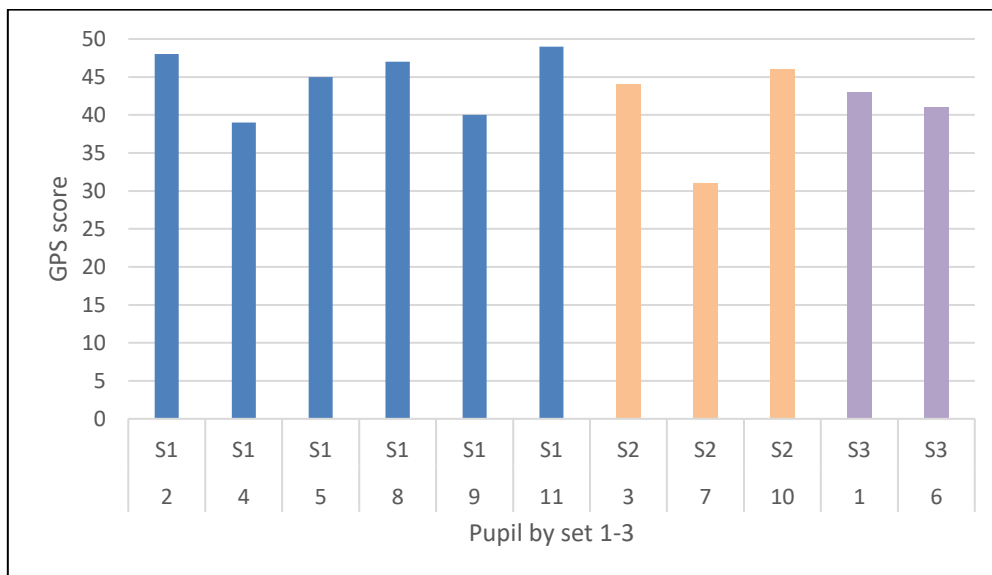


Figure 4.8. 2024 GPS scores by set

As can be seen from table 4.8 and 4.9, the questions which pupils answered incorrectly the most were Q47 on apostrophes, Q38 on contractions and question Q25, which asks them to identify the connective 'before' with a fronted subordinate clause. One pupil circled a comma and an apostrophe as the connective, and another circled 'Tom' as the connective. Q50 was particularly problematic with 77% of pupils answering this question incorrectly. Q50 was particularly challenging for pupils as the word 'walk' is used as a noun as discussed previously in the 2014 GPS sample.

GPS Questions selected	Total errors
Q15 Punctuation – listing commas	2
Q16 Word classes - nouns and verbs	1
Q19 Punctuation – full stops and capitals	2
Q21 Word classes - adjectives	1
Q22 Punctuation – full stops	1
Q24 Punctuation – full stops and capital letters	2
Q25 Connectives – subordinating conjunction (<i>Before</i>)	7
Q26 Punctuation – full stops and clause boundaries	1
Q27 Connectives – subordinating conjunction (<i>when</i>)	1
Q29 Punctuation – listing commas	3
Q33 Punctuation - contraction	2
Q34 Word classes - nouns	1
Q35 Word classes - nouns, verb, article and adverb	2
Q36 Punctuation – bracketing commas	1
Q38 Punctuation - contraction	3
Q39 Clauses – main clause and subordinate clause	2
Q40 Clauses – main clause, subordinate clause, phrase	3
Q42 Word classes - nouns	1
Q45 Punctuation – commas with paired adjective	2
Q47 Punctuation - apostrophes	4
Q50 Word classes - verb used as noun	7

Table 4.8 2024 GPS overall incorrect answers from selected questions

Table 4.9 shows the individual questions answers incorrectly by each pupil. See Appendix J for the comments made on questions answered incorrectly for each pupil.

Ques	P1	P2	P3	P4	P5	P6	P7	P8	P9	P10	P11
15	1	1	1	1	0	1	0	1	1	1	1
16	0	1	1	1	1	1	1	1	1	1	1
19	1	1	1	0	0	1	0	1	1	1	1
21	1	1	1	1	1	1	0	1	1	1	1
22	1	1	1	1	1	1	0	1	1	1	1
24	1	1	1	1	1	1	0	1	0	1	1
25	1	1	0	0	1	1	0	0	0	0	1
26	1	1	1	1	1	1	0	1	1	1	1
27	1	1	0	1	1	1	1	1	1	1	1
29	0	1	1	1	0	1	0	1	1	1	1
33	1	1	1	1	1	1	0	1	0	1	1
34	1	1	1	1	1	1	0	1	1	1	1
35	1	1	1	0	1	1	0	1	1	1	1
36	1	1	1	1	1	0	1	1	1	1	1
38	1	1	1	0	1	1	0	1	0	1	1
39	1	1	1	0	1	0	1	1	1	1	1
40	1	1	1	0	1	1	0	1	0	1	1
42	1	1	1	1	1	0	1	1	1	1	1
45	1	1	1	1	1	0	0	1	1	1	1
47	1	1	1	0	1	1	0	1	0	0	1
50	0	0	0	0	1	0	0	1	0	1	1
Total	3	1	3	8	3	5	16	1	7	2	0

Table 4.9 2024 GPS answers answered incorrectly by pupil

Some basic errors were made due to missing capital letters and full stops on some answers which were answered correctly but not punctuated correctly, and so in accordance with the marking criteria were marked as incorrect. The Oxford comma / serial comma was also marked as incorrect in one test. Generally, pupils were good at identifying when to use full stops and capitals and did not make errors that would have resulted in a run-on sentence. They were fairly adept at labelling word classes, apart from in Q50 where 'walk' is used as a noun. Pupils were able to identify clauses well, though question 40 also caused some confusion for this cohort, perhaps as the main clause may have looked like a phrase, and pupils are not able to understand that a clause is a unit of meaning containing a verb, as can be seen in the two examples below:

40 Draw lines to match each group of words with the term that describes them.

Words	Description
, who scares the postman away,	subordinate clause
a tiny, helpless kitten	main clause
a team of firefighters arrived	phrase

40 Draw lines to match each group of words with the term that describes them.

Words	Description
, who scares the postman away,	subordinate clause
a tiny, helpless kitten	main clause
a team of firefighters arrived	phrase

Figure 4.9. Examples of Q.40 answered incorrectly from pupils' GPS test 2024

4.5 2024 Writing Sample Findings

The secondary pupils' samples were formal writing pieces on the topic of arranged marriages. They had been asked to consider a statement and write a response arguing for or against arranged marriages. The writing was far more complex and often cursive writing was used making it more difficult to decipher the writing. Language use and clauses were more complex, and the samples were often much longer than anticipated. This was to be expected though was not initially accounted for. Table 4.9 provides the overall errors found in the writing samples in each category. See Appendix I for Linguistics Coding Framework forms for each individual pupil.

Key: SV - Sentence Variation		No.	Err	Freq
SV1	No. of minor sentences	22	18	81%
SV2	No. of simple sentences	78	0	0%
SV3	No. of compound sentences	48	14	29%
SV4	No. of complex sentences	118	18	16%
SV5	List all co-ordinating conjunctions used	146	1	1%
SV6	List all subordinating conjunctions used	151	2	1%
SV7	List all connectives used	46	8	17%
Total errors			61	
Key: P - Punctuation		No.	Err	Freq
P1	Commas used to separate clauses	54	23	42%
P2	Listing commas	13	2	15%
P3	Commas with paired adjectives	4	0	0%
P4	Bracketing commas	9	8	88%
P5	Full stops	223	26	11%
P6	Capitals	321	50	15%
P7	Non-sentence (phrase)	11	11	
P8	Non-sentence (subordinate clause)	8	8	
P9	Run-on sentence	32	32	
Total errors			160	
Total SV and P errors			221	
NW No. of words in samples and overall percentage error			4647	5%

Table 4.9 Total errors found in each coding category for 2024 cohort

The most errors found in the writing samples were with minor sentences, that is, using phrases, non-finite or subordinate clauses as sentences. For example:

Non-sentences (phrase):

1. *'Davide, ryan, sam and zara.'* Pupil 1, line 2-3.
2. *'More specifically, family pressure.'* Pupil 5, line 32.

Non-sentence (subordinate):

1. *'As your partner will be selected based on wealth or even race in some parts of the world.'* Pupil 9, line 26.

Non-sentences (non-finite)

1. *'So back at the shop, preparing to pay and go.'* Pupil 1, line 67 to 68.
2. *'Allowing everyone to be happy.'* Pupil 2, line 25.

3. *'Therefore, resulting from just being in arranged marriage into being a domestic marriage.'* Pupil 3, line 43.
4. *'Families smiling, grandparents on cloud nine and two emotionally fragile mums sobbing.'* Pupil 11, line 2-4.

Ambitious attempt:

1. *'Arranged marriages: An outdated mistake or a saving grace.'* Pupil 5, line 108.

Significant errors were made with compound sentences, with an error frequency of 29%, mainly where sentences were fused together with or without a comma resulting in a run-on sentence. Many pupils used overly complex sentences due to combining many sentences together or using run-on sentences, as shown in the following examples:

Run-on sentences:

1. *///People often argue that they have no place in a modern society ///[RoS] however, people argued that gay marriages didn't either // but David and Luke are both incredibly happy // and their marriage is entirely built on love and passion.///* Pupil 1, line 33-39.
2. *///She still had a choice to leave, // but instead had chosen to stay in the hopes that it would get better,///[RoS] I believe that this was fine ///[RoS] however I argue in [illegible] like beforehand some other places.///* Pupil 1, line 54-59.
3. *///Arranged marriages should be a choice and in a way they are,///[RoS] however children are frowned upon if they do not go along with the marriage.///* Pupil 7, line 23-24.
4. *///Our family units have gone from together, loving and supportive to chaotic, angry and violent ///[RoS] the UK is regressing // while alternative familys progressing // so why don't we look up to and incorporate the family type into our culture.///* Pupil 10, line 59-66.
5. *///They don't know the ins and outs of this person,//[RoS] they could be anyone.'* Pupil 11, line 55-57.

Commas used incorrectly to separate clauses were particularly problematic for this cohort with an error frequency of 42%. A lack of fronted subordinate clauses was noted and when used often a comma was not used to separate the clauses. For example, the following example does not use a comma after the fronted adverbial and contains a run-on sentence. The use of commas with fronted subordinates is not tested for in the GPS.

1. No matter how you try to look at it // marriage is ceremony of love//[RoS] arranging it is almost blasphemous./// Pupil 9, line 56-58.

Pupils made significant errors with bracketing commas, with 88% incorrect. Full stops were used incorrectly 11% of the time and capital letters 15%. Basic errors were found such as not capitalising proper nouns. The conjunction 'but' is often used at the beginning of sentences for literary effect. Some pupils had very good vocabulary, for example, 'constrictive, destructive life' 'omnipotence' and 'dehumanising', though this was not accounted for in the Linguistics Coding Framework. Some sophisticated use of sentence structures and embedded clauses was evident in many of the samples. Several non-finite present participle clauses were used indicating some sophisticated use of clause structures:

Complex sentence with present participle clause:

'This means that they aren't rushing into a marriage, usually making the marriage more successful.'

Co-ordinating conjunctions are used equally as much as subordinating conjunctions. A fair range of subordinating conjunctions and connectives were used. 'However' is the most popular connective and used incorrectly more than 50%. Often, 'however' was used as a co-ordinating conjunction linking two main clauses together, resulting in a run-on sentence as shown in the previous examples. 'However' is the most popular connective and used incorrectly more than 50%. Often, 'however' was used as a co-ordinating conjunction linking two main clauses together, resulting in a run-on sentence as shown in the previous examples.

Category	No. used	Words	Total no. found	Frequency	Error / frequency
Co-ordinating Conjunctions	146	and	97	66%	0
		but	33	22%	0
		or	15	10%	0
		so	1	0.7 %	0
Subordinating conjunctions	151	that	34	23%	0
		who	23	15%	0
		as	19	13%	0
		if	14	9%	0
		because	13	9%	0
		which	6	4%	0
		so	5	3%	0
		when	4	3%	0
		due to	4	3%	0
		as though	3	2%	0
		after	3	2%	0
		even though	2	1%	0
		as long as	2	1%	0
		what	2	1%	0
		in which	1	0.7%	0
		although	1	0.7%	0
		as well	1	0.7%	0
		when	1	0.7%	0
		before	1	0.7%	0
		then	1	0.7%	0
		yet	1	0.7%	0
		whilst	1	0.7%	0
		while	1	0.7%	0
how	1	0.7%	0		
*were (where)	1	0.7%	0		
despite	1	0.7%	0		
Connectives	46	however	15	32%	8 / 53%
		also	4	9%	0
		for example	4	9%	0
		therefore	2	4%	0
		in conclusion	2	4%	0
		on the other hand	2	4%	0
		such as	2	4%	0
		so	2	4%	0
		moreover	1	2%	0
		furthermore	1	2%	0
		finally	1	2%	0
		all things concluded	1	2%	0
to conclude	1	2%	0		

		instead	1	2%	0
		as a result of	1	2%	0
		overall	1	2%	0
		contrastingly	1	2%	0
		yet	1	2%	0
		alternatively	1	2%	0
		additionally	1	2%	0
		after all	1	2%	0

Table 4.10 Frequency of conjunctions and connectives in the 2024 samples

4.6 2024 GPS and Writing Cross Analysis

Overall, pupils made more errors in their writing than in the GPS test. Some disparity between scores on GPS test and the standard of writing skills, that is, common errors made, can be seen. As shown in the following figure 4.10, the relationship between pupils' GPS scores and the frequency of errors in their writing was not statistically significant (Pearson's $r = -0.19$, $p = 0.56$). This suggests that higher GPS scores are not predictive of lower error frequency overall. Pupil 3, 5, 8, 9, 10 and 11 attained well in their GPS test, 40 or above, and made fewer errors, 3% or below, in their writing, accounting for approximately just under 50% of the cohort. Pupils 4 and 7 have lower GPS scores and average frequency of error in their writing, 5% or more. Pupils 1, 2 and 6 have fairly high GPS scores, 40 or above and a high level of error frequency in their writing. It should be noted, however, that pupil 1 and 2 have SEN.

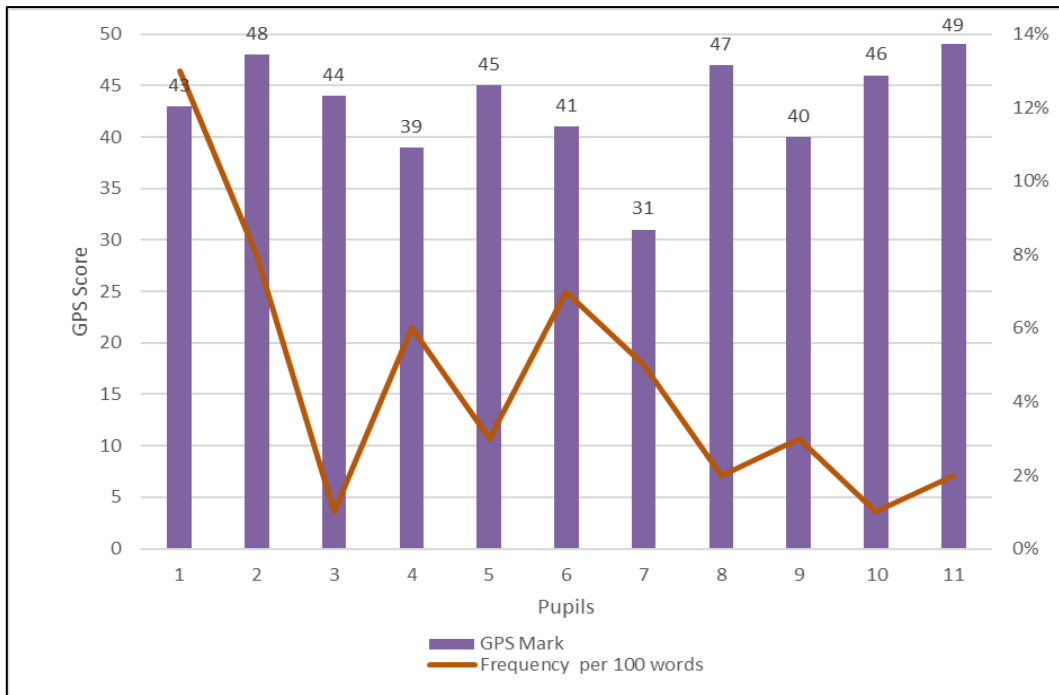


Figure 4.10 GPS scores compared to the writing error frequency

Table 4.11 provides a comparison of the overall frequency of the errors made in writing to the questions answered incorrectly in the GPS test. Many run-on sentences were found in the work, though pupils had very little difficulty with Q24 and Q26 in the GPS test where they are asked to mark the clause boundaries with a full stop. Pupils rarely used bracketing commas but when used were often incorrect. However, only one pupil answered the question on bracketing commas incorrectly in the GPS test.

Key: P - Punctuation	No.	Error	freq	GPS questions answered incorrectly
P1 Commas used to separate clauses	54	23	42%	Not tested for
P2 Listing commas	13	2	15%	Q15(2), Q29(3)
P3 Commas with paired adjectives	4	0	0%	Q45(1)
P4 Bracketing commas	9	8	88%	Q36(1)
P5 Full stops	223	26	11%	Q19(3), Q22(1), Q24(2)
P6 Capitals	321	50	15%	Q19(3), Q22(1), Q24(2)
P7 Non-sentence (phrase)	11	11		Q22(1), Q40(3)
P8 Non-sentence (subordinate clause)	8	8		Q22(1), Q39(2), Q40(3)
P9 Run-on sentence	32	32		Q19(3), Q22(1), Q24(2), Q26(1)

Table 4.11 Writing frequency errors compared to 2024 GPS results

The following provides a more in-depth analysis of two pupils (samples can be found in Appendix J). The highest error frequency was seen with the two SEN samples and so these have not been used, as this might be expected depending on the nature of the learning difference. Therefore, the next two samples with high error frequency were chosen.

Pupil 4

P4 had the second to lowest GPS score out of the group with 39/50 and an error frequency of 6%. In question Q19 and Q41, errors were made with not adding full stops to the end of sentence which was marked as incorrect in accordance with the marking guidance. 'Tom' was marked as the connective in Q25 showing some confusion with the term 'connective'. A subordinate was marked as the main clause in Q39 and P4 could not identify any of the clauses/phrase correctly in Q40. P4 had no difficulty identifying the correct punctuation in Q19, Q24, Q26. However, nine run-on sentences were found in the writing sample showing that this knowledge has not been applied to the writing.

The writing was quite hard to decipher due to cursive writing and very little space used between words. There were many run-on sentences – some fused sentences and some sentences using adverbs such as “however” as conjunctions. A number of compound sentences were used, though some of them were run-on sentences. This sample contains very long, complex sentences because of this. Commas are frequently used incorrectly to fuse main clauses together resulting in run-on sentences. A colon is used correctly in line 34. However, this was followed by a series of run-on sentences, as shown below:

///There has been many changes in society over the last few years, // such as: oh people expressing the sex ...[illegible] more freely // and just more people in general being able to express themselves like never before, // [RoS] all this is a positive thing // [RoS] however the idea of arranged marriages holds back these new ideas of being free to love who you want.’ Line 32-34

Pupil 6

P6 scored 41/50 on the GPS test and the error frequency was 7% for the writing sample. The pupil answered five of the selected GPS questions incorrectly. In Q36 the first bracketing comma was missed. A comma was placed between the subject and verb Q45. No evidence of these types of errors were found in the writing sample. The subordinate clause was marked as a main clause in Q39. In Q42 and Q50 word the word classes were incorrectly labelled. P6 had no difficulty identifying the correct punctuation in Q19, Q24, Q26. However, five run-on sentences were found in the writing sample which used a comma to fuse the compound sentence, and four non-sentences were used, showing that this knowledge has not been applied to the writing.

The writing was very small in this sample and the photocopying made it difficult to decipher some of the words. Due to a photocopying misalignment, it could not be ascertained whether there was a full stop at the end of some sentences. The small writing size made it difficult at times to determine what was a capital and what was not. The pupil uses a number of complex and compound sentences sometimes well but often with run-on sentences. Commas are used to fuse main clauses resulting in run-on sentences or used inappropriately interrupting the flow of the sentence. Many conjunctions are used, particularly ‘and’. Many subordinates are also used showing how many subordinate clauses are used. There were a number of non-sentences. A

lack of punctuation and run-on sentences result in overly complex sentences as shown in example 2. 'However' is used as a conjunction forming a run-on sentence. Listing commas are used well. However, capitals and commas are often used incorrectly. A colon is used correctly in line 1 and a semi-colon is used correctly in line 36.

Non-sentence:

1. 'A dream to marry a man she loves.' Line 7.

Run-on sentences:

1. ///These young girls are not even ...[illegible] // [RoS] they are children trying to find their place in society // [RoS] they are vulnerable and naive // yet they are taken away from the family // and just expected to love someone./// Line 19-22.
2. ///I understand that these marriages embody discipline and sacrament for the fortune, and have been a cultural aspect to Asia for a very long time (Heartbeat of Asian cultures),//[RoS] however arranged arranged marriages can be detrimental for their children's fortune./// Line 29-32

Semi-colon used correctly:

1. 'Arranged marriages have worked perfectly in some aspects; I have a perfect life with a husband, two perfect kids and a good job.' Line 36

Incorrect use of capitals and comma:

1. 'However, you have trained your Brain to think that because you were so distraught, at your life being taken away from you in a second.' Line 37.

4.7 Cross analysis with 2014 and 2024 data

Even though the pupils in the 2014 and 2024 data are from different cohorts, the 2014 age 10/11 and the 2024 age 15/16, it is interesting to examine what pupils struggled with mostly in their GPS tests and writing at these different stages in their education. Table 4.12 compares the GPS questions pupils answered incorrectly for both cohorts.

	2014 err %	2024 err %
Key: GPS Questions selected	18 pupils	11 pupils
Average score for cohort	43.5%	43%
Q15 Punctuation – listing commas	0%	18%
Q16 Word classes - nouns and verbs	0%	9%
Q19 Punctuation – full stops and capitals	11%	18%
Q21 Word classes - adjectives	18%	9%
Q22 Punctuation – full stops	0%	9%
Q24 Punctuation – full stops and capital letters	11%	18%
Q25 Connectives – subordinating conjunction (<i>Before</i>)	0%	63%
Q26 Punctuation – full stops and clause boundaries	0.50%	9%
Q27 Connectives – subordinating conjunction (<i>when</i>)	0.50%	9%
Q29 Punctuation – listing commas	16%	27%
Q33 Punctuation - contraction	27%	18%
Q34 Word classes - nouns	16%	9%
Q35 Word classes - nouns, verb, article and adverb	0.50%	18%
Q36 Punctuation – bracketing commas	0%	9%
Q38 Punctuation - contraction	0%	27%
Q39 Clauses – main clause and subordinate clause	0.50%	18%
Q40 Clauses – main clause, subordinate clause, phrase	33%	27%
Q42 Word classes - nouns	22%	9%
Q45 Punctuation – commas with paired adjectives	33%	18%
Q47 Punctuation - apostrophes	33%	36%
Q50 Word classes - verb used as noun	72%	63%

Table 4.12 Comparison of errors made in 2014 and 2024 GPS tests

Overall, the 2024 cohort had an average score of 43% on the GPS test which was similar to the 2014 cohort at 43.5%. The only questions which the 2014 pupils fared worse with were word classes (adjectives and nouns), contractions and commas with paired adjectives. The 2024 group had particularly more difficulty with listing commas, full stops and capitals, and the conjunction ‘before’ placed in the middle of the

sentence labelled as a connective. Similar difficulty was seen with Q40 which asks pupils to label a phrase, main clause and subordinate clause, with apostrophes and Q50 where 'walk' is a noun.

Table 4.13 provides a comparison of the writing errors found in the 2014 and 2024 cohorts. The samples differed in size with a ratio of 18:11 pupils and the overall size of the samples was unequal. Therefore, the frequency of the types of sentences used was calculated in relation to the total number of sentences in all categories to allow for a better comparison across groups for sentence variation. The same calculation was used to establish the frequency of errors made for non-sentences and run-on sentences. The frequency error in all other categories was calculated by the number of errors made in category in relation to the number used in that category.

Overall, the 2014 group made more errors than the 2024 group at 8% compared to 5%. Minor sentences were used at the same frequency. The 2024 cohort made more errors with minor sentences as they were asked to write a formal piece of writing where minor sentences would not be appropriate, whereas the 2014 group used some minor sentences correctly as part of a narrative, but also used many inappropriately with a high error frequency. 52% of the 2014 sentences used were simple sentences, whereas the 2024 cohort simple sentences comprised 31% of the sentences used. The 2014 cohort made only a few errors in this category where the 2024 made none. Both cohorts used a similar frequency of compound sentences and made a similar number of errors in this category, mostly run-on sentences. The 2014 sample used fewer complex sentences at 19%, whereas this made up 44% of the sentence variation found in the 2024 sample. A similar frequency of error was seen in both cohorts for this category. Co-ordinating conjunctions, where a category which the 2014 cohort made more errors, and the 2024 cohort made more errors connectives. The conjunction errors in the 2014 sample were mostly where pupils had started a sentence with 'but' where it could have been linked to the preceding main clause. The connective errors in the 2024 sample were mainly due to using 'however' as a conjunction. The 2024 cohort made more errors with commas used to separate clauses and bracketing commas. The 2014 cohorts made more errors with listing commas, commas with paired adjectives and full stops. A greater frequency of run-on sentences was found in the 2024 cohort. In relation to the correlation between GPS

test scores and writing error frequency, the 2014 showed a moderate negative correlation, whereas the 2024 cohort had no correlation. This shows that for the 2024 cohort, a higher GPS test score did not mean less frequency of writing errors.

	2014				2024			
Key: SV - Sentence Variation	No.	Freq	Err	Freq	No.	Freq	Err	Freq
SV1 No. of minor sentences	49	9%	33	70%	22	8%	18	81%
SV2 No. of simple sentences	276	52%	10	4%	78	31%	0	0%
SV3 No. of compound sentences	101	18%	31	31%	48	18%	14	29%
SV4 No. of complex sentences	99	19%	17	16%	118	44%	18	16%
Total sentences / average errors	525		91	30%	266		50	32%
SV5 List all co-ordinating conjunctions used	174		22	13%	146		1	1%
SV6 List all subordinating conjunctions used	91		4	4%	151		2	1%
SV7 List all connectives used	65		1	2%	46		8	17%
Total errors			125				61	
Key: P - Punctuation	No.		Err	Freq	No.		Err	Freq
P1 Commas used to separate clauses	67		24	35%	54		23	42%
P2 Listing commas	28		10	35%	13		2	15%
P3 Commas with paired adjectives	5		2	40%	4		0	0%
P4 Bracketing commas	25		8	32%	9		8	88%
P5 Full stops	402		83	20%	223		26	11%
P6 Capitals	800		108	14%	321		50	15%
P7-P9 percentage errors calculated per no. of overall sentences								
P7 Non-sentence (phrase)	30		30	6%	11		11	4%
P8 Non-sentence (subordinate clause)	6		6	1%	8		8	3%
P9 Run-on sentence	29		29	6%	32		32	12%
Total errors			300				160	
Total SV and P errors			425				208	
NW No. of words in samples and overall percentage error			5145	8%			4647	5%

Table 4.13 Comparison of errors made in 2014 and 2024 writing samples

4.8 Interview Findings

4.8.1 Teacher's Background

The primary teacher has a Bachelor of Arts BA PE QTS (with PE teaching specialism) and had fifteen years of teaching experience at age 37 at the time of the first interview in 2016. He had very little knowledge of grammar prior to the introduction of the GPS test despite grammar being part of the curriculum since it was introduced as part of the 1988 Education Reform Act. He has no recollection of being taught grammar at secondary school but may have been taught some grammar at primary, which he has no memory of. His training, as part of his PGCE, 22 years ago, did not give him a sufficient grounding in grammar.

4.8.2 Prior to the GPS Test

Since the introduction of the GPS test, he has had to teach himself grammar via guides and information he found on Google. In his 2023 interview he also stated that 'it was a whole raft of new terminology that [he] had to...learn' and that they 'weren't given the level of provision required' to learn the new content. He reported having to research this in his own time and then consider how he might teach it. The government produced a glossary of grammatical terminology, but this only came in after they had been teaching it for several months. They were given additional support leading up to the first GPS test, but very little support was given from the outset. In his 2016 interview, the teacher stated:

We didn't have a clue...until they drip fed stuff through the year. And last year they changed it again. They made it a lot harder...so last year they brought in all sorts of new vocabulary [2015-16]. Things like the past perfect form of the verb, the present perfect form of the verb, stuff that I'd never even heard of, so then we were off again, learning it all again.

4.8.3 Following the Implementation of the GPS Test

The primary school teacher reported enjoying learning the new terminology as this helped him when marking pupils' work and being able to 'pinpoint exactly areas to work on'. In his 2023 interview, he stated that it had 'upskilled him' and many other primary school teachers he knew. He added that it has 'definitely...raised the bar for

quality...of teaching and learning in primary schools with relation to writing skills', though he was not sure if it had a major impact on improving pupils' writing skills.

4.8.4 Impact on Teaching

The primary school teacher stated that it had impacted his teaching in many positive ways. Though it has given him more content to learn and teach, he added that 'if it advances your...subject knowledge, then it can only make you a better teacher of writing'. He went on to state that:

What I found as a teacher was it allowed me to...when I was supporting children, to edit their writing, or when I was giving them feedback, I felt I was able to be more specific with the feedback again because of the knowledge that I had because of the curriculum coming in and the requirements of it.

He noted that having a better understanding of grammar and punctuation had helped his teaching as he could now better explain corrections by using specific terminology. Prior to this, class work was more text-based and did not go into the finer details of grammatical errors. He gave an example of a previous error which he would correct but had no knowledge of why it was incorrect:

Like the *a* and the *an* rule. I knew when *a* or *an* should be used, but I couldn't have put it into a lesson or teach it. Well, it's either *a* or it's *an*, but obviously I now know why...I can teach it.

He made a pertinent point regarding the difference between knowing grammar and being able to teach it:

What separates really good teachers from not is how they then get that across...Anybody can go and read up and...work out what it actually says. It's then getting it across as children the best way...it's more the how to teach the things rather than the actual thing itself.

Regarding autonomy in his teaching, he felt that the curriculum was quite prescriptive prior to the new 2013 curriculum. The new curriculum had made him 'more focussed' and 'given [him] more knowledge about what [he was] teaching'. He stated that he was still teaching comparable content, but previously he did not know the specific grammatical terminology. Since GPS was implemented, he felt '100% more confident

teaching English' and tries to link this grammatical knowledge into his teaching wherever he can.

4.8.5 GPS Test

The primary school teacher considered the GPS curriculum content to be more suited to the GPS test with some crossover to writing. His approach was to teach GPS content at the beginning of a class, 'little and often' and teach 'test-style'. He reported that the children start to see 'patterns in the test paper and so know what to look for'. For example, one of the questions asks if the pupil can 'underline the conjunction' and this can be found in all test papers. He, therefore, teaches the pupils to look for this style of question in what he termed as 'test-style techniques' which would help the pupils excel in answering the questions. He added that leading up to the test he would give them 'tricks of the trade' to help them gain extra points, which he felt 'distorts the results'. He found himself teaching pupils 'the skills to pass that particular test' as opposed to teaching content to support pupils with their written composition, but he did anticipate that some of the GPS content would naturally be transferred to their writing. In his 2023 interview, he still felt the skills were being taught to 'pass that particular test rather than teach them to actually help with the writing'.

He did not feel that the test caused pupils stress as he stated that it was 'easy' for pupils with most scoring 40 or above. He added that 'top writers will do well at GPS, rather than the other way round. If you're really good at GPS doesn't mean to say that you're going to be good at writing, but your top writers will do well...' He felt that pupils find maths and reading more stressful and he did not think that pupils saw the test as important as reading, which was an opinion mirrored by other teachers he knew. However, he had felt that the test had been made more challenging the following year.

4.8.6 Terminology

The primary school teacher felt that the level of the new terminology they were expecting pupils to learn was too high as many teachers did not know what some of the terms meant. He would like to see some of the higher-level content removed that he did not feel was relevant to pupils at age ten, so that they could focus on some of

the more basic yet important elements such as capital letters, full stops, using connectives and conjunctions, which he felt were more important for their wiring and constructing sentences. He felt the increase in advanced terminology and punctuation content was 'taking time away from learning the real key things, that we should be building on to get to that'. He felt that most of the new content was 'far too high'. Regarding the use of terminology, he stated that:

...if it can link to the writing, and it can be useful in their writing, then it's going to be useful, but if it's almost a standalone, 'can you pick this word out', 'can you underline this', 'can you change this into this', and it's not really going to impact on their writing, although most people would say it will impact on their writing eventually, erm, but at ten years of age when you're focussing on full stops, capital letters, commas and making their sentences make sense... Often their sentences don't even make sense. They can't even read their own sentences back, yet I'm trying to teach them what a past perfect form of a verb is, which I don't even understand myself...

He did report that knowing terminology was useful for pupils' 'confidence' as knowing terminology can help them answer questions and will be useful for when they go into secondary school, if these terms are used at that level. He felt grammatical terms were useful for discussing the pupils' writing and pointing out what they had done well or not so well. He added that it helped with marking pupils' work to 'identify things in their own work to improve upon'. Previously, he stated that they used to use 'WOW' vocabulary, but they are not permitted to use this anymore as they use more specific terms such as: 'adverbs and propositions, adjectives, to bring sentences to life'.

In his 2023 interview, he still did not feel that pupils knowing terminology was 'overly important', but that pupils do need to know what the terms relate to. He still felt that there was too much terminology for teachers to learn and that sometimes teachers will forget what the terms are as there is a vast amount that teachers need to learn. He stated that 'children can get by really well and...write fantastic pieces...without actually knowing the terminology behind it'. He did, however, feel it was important to know the terminology as teachers would otherwise make errors, which he had seen evidence of in all the schools he had worked in since the original 2014 study. For example, 'if you're observing a lesson and a teacher doesn't have a sound grip of the grammar, they will teach it wrong and therefore the children will then follow that in their writing'. He added

that teachers needed the grammatical knowledge previously but with the new GPS it is now essential that they have that knowledge.

4.8.7 Writing

In regard to improving pupils' writing, in his first interview he did feel the introduction of the GPS test had had some impact on pupils' written composition, but added that 'whether it's improved their writing in the areas that I have to assess on is another matter'. He did not provide any clarification on what areas this pertained to. He reported that pupils' use of punctuation had improved. Use of vocabulary had remained the same as they were teaching that previously. He did not feel he had seen a 'marked improvement in writing', however. In his 2023 interview, he stated that many children cannot 'write concisely' and he still did not feel that the test improves pupils' writing significantly.

4.8.8 Punctuation

The primary school teacher followed a similar approach to teaching grammar for lessons on punctuation where he would teach a stand-alone starter lesson, for example, 'commas to separate clauses'. He would teach punctuation 'partly in relation to grammar, partly within the whole text and partly on its own. Sometimes I will literally just teach it on its own' and on occasions he will link it in with 'sentences the children have written rather than from textbooks'. He will use examples from the pupils' own work so that they can 'see it in context'. He felt that the level of knowledge regarding punctuation that pupils were expected to know, such as semicolons and colons, was too much. In relation to these punctuation marks he added that:

There's not much difference. When I read some of the stuff we've got to teach, I'm not so sure whether that one is or that one isn't, and then you sort of work it. But to get that across, to know it yourself is one thing, but then to try and teach it in a clear way is another thing.

The primary teacher felt very strongly that pupils need to know the basics first. For example, some pupils did not know when to use a full stop in year 6 when asked. He was told by an adviser that they have to 'plug the gaps outside the hour [they] teach'

and as a result they have had to focus more on pre-teaching. No clarification was gained on what this involved.

4.8.9 Curriculum

The primary school teacher felt that they needed much more time in the curriculum to focus on 'the basics'. From his observations and conversations with other teachers, all year groups mostly struggled with full stops and capitals, and clarity of expressions with many pupils using nonsensical sentences. Pupils tend to become disinterested in learning the basics and are 'excited' to learn the more advanced content, and as a result they become better at some of the more 'higher-level punctuation' but cannot use basic punctuation. The basics are not taught 'thoroughly' as there is a vast amount of higher-level punctuation to cover. As he stated, 'there is too much to teach in every year group and so it ends up being rushed'.

5. DISCUSSION

5.1 Overview

This project aimed to evaluate the value of the GPS test and its impact over the last ten years on classroom practice, teachers' attitudes to teaching grammar and pupils' application/retention of grammatical/punctuation knowledge to their writing. The research project had two distinct strands – a) pupils' retention/application of grammatical/punctuation knowledge and b) teachers' perceptions – which sought to establish the following:

1. pupils' application/retention of grammatical/punctuation knowledge, acquired through the GPS test, in their writing.
2. teachers' attitudes to teaching grammar since the implementation of the GPS Test.
3. the impact of the GPS test over the last ten years in relation to grammar teaching and pupil knowledge.

The following will discuss the research findings in relation to these aims and establish to what extent the research has addressed these aims. The first section will discuss strand a) pupils' application of grammatical/punctuation knowledge and the second section will address strand b) teachers' perceptions.

5.2 Pupils' application/retention of grammatical/punctuation knowledge, acquired through the GPS test, in their writing

The 2024 cohort had an average score similar to the 2014 cohort showing that declarative knowledge of grammar was retained well, which refutes Carter's (1989) claim that much knowledge would be lost post-test. However, this knowledge was not aptly applied to writing in both cohorts, as seen by Cushing (2019). Writing attainment tended to be either the same or lower than GPS attainment. The 2014 school were a high achieving school in comparison to nationwide GPS tests, yet writing was still overall lower, showing that pupils' declarative knowledge tends to be better than their application of the knowledge to writing (Cushing, 2021). Common errors were made

in writing that were answered correctly in the GPS test. Pupils in both groups made errors using commas for clause boundaries, understanding what constitutes a sentence (i.e. non-sentences) and run-on sentences. In the 2024 sample, year 11 pupils, similar errors were found and sentences were more convoluted as a result. Interestingly, the age-15-16 pupils made more errors in some categories than the primary school children, showing that the complexity of errors may increase from key stage 2 to key stage 4 if grammar and punctuation are not sufficiently taught through high school. It is worth noting that 66% of the pupils in this cohort were in set 1 for English. The 2024 cohort showed no relationship between higher GPS scores and lower error frequency, whereas the 2014 cohort demonstrated a moderate negative correlation. This difference may reflect the increased writing complexity in the 2024 cohort or attrition of knowledge that is often assumed once pupils enter high school. This supports Cushing's (2019) findings that pupils are not necessarily able to apply grammatical knowledge to their writing in high school.

Many minor sentences were used resulting in non-sentences, which were either subordinate clauses that should be linked to main clauses or phrases which did not contain a finite verb. Arguably, this could have been for literary effect in the 2014 sample as it was a narrative. However, many of these minor sentences could have been used as apposition or modifiers of the previous sentences. If pupils are not taught about possibilities, though, then they may not understand how to use minor sentences appropriately in creative writing. This links with different formalities of writing as often creative writing lends itself to using language more creatively. Short sentences are often over utilised to create suspension or excitement (Myhill, Lines and Watson, 2011). For the 2024 cohort, the sample of writing was a more formal piece and so the same argument cannot be made. Using minor sentence is not appropriate for more formal academic writing which tends to use longer sentences and more subordination / embedded clauses. Despite the 2024 samples being a formal piece of writing, they were often written in an informal, chatty tone, with overuse of question marks and exclamation marks, and informal language was used. The use of sentence fragments contributed to the informal tone. The key stage 1-2 curriculum appears to lean more towards narrative writing as opposed to formal writing, although it does suggest that pupils should use other types of writing such as greeting letters (DfE, 2013a). Focussing heavily on creative writing at primary school may hinder pupils' exposure

and development with formal writing at high school. Furthermore, the GPS test does not prepare pupils for shifting sentence types according to the style or genre of writing.

The NC (DfE 2013a, p. 31) states that 'Teachers should prepare pupils for secondary education by ensuring that they can consciously control sentence structure in their writing and understand why sentences are constructed as they are.' In addition to non-sentences, pupils used run-on sentences in their writing, suggesting they do not fully understand sentence structure and punctuation, yet pupils generally did not make errors in the GPS test that would result in a run-on sentence. Firstly, this shows that pupils are good at spotting errors but not necessarily good at applying it to their writing. The GPS tests for declarative knowledge and is decontextualised. It does not test whether pupils can apply this knowledge to their writing. Secondly, this shows that pupils may not be fully aware of what constitutes a sentence and how sentences are constructed with correct punctuation (i.e. a sentence must contain a finite verb and commas cannot be used to link two main clauses together). In some cases, it seemed the simplicity of writing had been missed and made far more complicated than it need be. Perhaps this is because pupils write as they speak, as a stream of consciousness, resulting in overly complex sentences. Pupils may also avoid using simple sentences in the belief that it will make the work sound too simplistic and so over complicate their work with overly complex sentences and run-on sentences.

A greater number of run-on sentences were found in the 2024 samples, at 12% compared to 6% in the 2014 samples, showing that the complexity of errors such as run-sentences increased as the complexity of the writing increased. 44% of the sentences used were complex sentences with an error rate of 16% and some of these sentences were very long and overly complex. Perhaps it would have been useful to look at sentence length, as the sentences in the secondary pupils' samples were much longer often due to the number of run-on sentences. Despite the errors found, some sophisticated use of sentence structures and embedded clauses was seen, which demonstrates the pupils' creativity with sentence structures. Sentences were often much more complex than subject / verb / object. Sentences contained embedded clauses and embedded subjects or direct objects. This was seen in the 2014 data, but much more so in the 2024 data as to be expected. Writing and sentence structures naturally become more complex as language expands during high school. This is why

it is important to continue teaching grammar and punctuation at key stage 3/4. Although both the key stage 3 (DfE, 2013c) and key stage 4 (DfE, 2014c) curriculum highlight the importance of linguistic terminology, it does not mention teaching it specifically in context to writing at key stage 3/4. The focus in the key stage 4 curriculum is more on looking at the 'effectiveness and impact [of grammar] in the texts they read'. It could be argued that it is not enough to assess use of grammar in texts. The grammatical knowledge needs to be explicitly applied to their writing (Myhill *et al.*, 2011).

As Myhill, Lines and Watson (2011, p.2) state, 'producing longer, more complex sentences does not make better writing; they have to be used appropriately relative to form and purpose.' The definition, simple sentence, is itself problematic in making pupils think that simple sentences will make their work simplistic. Some simple sentences can be complex and some complex sentences can be simplistic, as acknowledged in the NC glossary definitions, where it is recommended that 'single-clause' and 'multi-clause' is used instead (DfE, 2013a, p. 15). Using too many simple sentences may be seen as an indication of lower-level writing. However, varying sentence types and using a simple sentence along with complex sentences can add impact to a piece of writing, which links to the notion of sentence combining and pattern finding used with success in other studies (Myhill, Lines and Watson, 2011; Andrews *et al.* 2004b). By allowing pupils to experiment and play with language possibilities, they can better understand how sentences are constructed, the effect they have and how the punctuation governs the patterns used.

Conjunctive adverbs, often referred to as connectives, were frequently used to join main clauses together resulting in run-on sentences in the 2024 sample. Only one instance was found in the 2014 cohort. 'Therefore' was the only conjunctive adverb used and it was used incorrectly resulting in a run-on sentence. The most frequently used connective in the 2024 sample was 'however' with an error frequency rate of 50% due to it being used to join main clauses resulting in run-on sentences. Using the term 'connective' in previous iterations of the NC to include both subordinating conjunctions and conjunctive adverbs many have resulted in confusion. Conjunctive adjuncts and conjunctions are used to connect ideas and semantically are similar. For instance, 'however' and 'but' have the same meaning, though the function of these

words is quite different. ‘So’ and ‘therefore’ is another example of the semantic similarity. Conjunctive adverbs grammatically have a different function and cannot be used as conjunctions to join sentences (main clauses) together. Imprecise grammatical definitions cause confusion for teachers and pupils. In the 2014 classroom, I observed a pupil giving ‘therefore’ as an example of a connective to join two main clauses. Using conjunctive adverbs as conjunctions is an error seen frequently in everyday writing and when I have taught this to undergraduate students, they often do not believe this information to be true. This incorrect usage has become ingrained. Even an educational website (Education Quizzes, 2024) was found to use the conjunctive adverb ‘however’ as a conjunction: ‘She likes to read, however she can never find the time’. The website has since corrected this. It is pleasing to see that the NC has now removed the term ‘connective’ from the glossary as shown below in the original 2013 glossary:

<p>Connective</p> <p>L3-5 L6</p>	<p>A connective is a general term for words that link ideas together, e.g.</p> <ul style="list-style-type: none"> • <i>although, but, on the other hand.</i> <p>Connectives often act as <u>cohesive devices</u> to support text <u>coherence</u>.</p> <p>There are different types of connectives that perform different functions, e.g.</p> <ul style="list-style-type: none"> • Coordinating connectives join words, phrases or clauses that are equal. The main coordinating connectives are <i>and, or, but</i>. • Subordinating connectives introduce a subordinate clause, e.g. <i>because, although, unless</i>. • Temporal connectives signal time or chronology, e.g. <i>next, first, later, meanwhile</i>. • Causal connectives signal cause and effect, e.g. <i>because, therefore, consequently, so</i>.
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Figure 5.1. Original National Curriculum 2013 Glossary definition for connective

Conjunctions are referred to as connectives in the 2014 GPS test. Pupils, therefore, did not need to understand the difference for the GPS Test. The GPS test did not test for understanding of what a connective and conjunction was. The two terms were used interchangeable, where connective is used to define both. The 2024 cohort had difficulty with answering the questions on ‘connectives’ perhaps as this terminology is no longer used.

The GPS test asks pupils to identify clauses, though this does not mean that pupils will understand how sentences are constructed in writing. Pupils in both cohorts did have some difficulty identifying a phrase, subordinate clause and main clause in question 40. Again, this may show lack of understanding of what constitutes a main clause. Pupils did not have difficulty answering other questions on clauses, perhaps as they were easier to identify. The GPS test requires pupils to spot whether a clause is a sentence or phrase. However, answering these questions correctly may be through good judgement, or a process of elimination, rather than an explicit understanding of what makes a clause a sentence, that is, it must have a finite verb and be complete in meaning. Often undergraduate students are good at spotting grammatical errors in exercises but do not have the linguistic knowledge to understand why they are incorrect. This element of feature spotting is noted by (Cushing, 2019). Pupils being apt at feature spotting does not necessarily translate into becoming a better writer (Cox, 1989). The implicit understanding and declarative knowledge needs to be made explicit and applied to writing (Hudson, 1992). Teachers might hope that this knowledge is transferred to writing, as the 2014 teacher expressed, but there is no guarantee that this will happen, unless teaching for the GPS test is explicitly taught in relation to constructing sentences and writing, as exemplified in the Myhill *et al.* (2011) study. As teachers may teach for the test, the pedagogical motivation and space in the curriculum for this may be lost and grammar teaching becomes decontextualised (Cushing and Helk, 2021; Myhill, 2021).

The definition for a sentence is problematic and in the NC glossary is perhaps a little vague as it does not include that a sentence needs a finite verb:

A sentence is a group of words which are grammatically connected to each other but not to any words outside the sentence...A sentence may consist of a single clause or it may contain several clauses held together by subordination or co-ordination.

(DfE, 2013a, p. 15)

However, a single clause can be non-finite or finite, but a non-finite clause would be classed as a sentence fragment, non-sentence. Using the term 'main clause' which includes a finite verb would be more useful. Whether a sentence contains a finite verb is an important aspect of sentence construction and identifying what is and what is not

a sentence, as exemplified in the introduction (Berry, 2016). The NC definition for a finite verb does provide additional information: 'Verbs that are not finite, such as participles or infinitives, cannot stand on their own: they are linked to another verb in the sentence' (DfE, 2013a, p. 6). Nevertheless, this requires the teacher to make those links. It assumes that teachers will have the linguistic knowledge to ascertain clause types and as the research has shown teachers' knowledge and confidence in teaching grammar has been lacking (Watson, 2015; Giovanelli, 2016), and this can negatively impact the success of teaching grammar context to improve writing (Myhill, Jones and Watson, 2013).

There is no requirement to cover linguistic knowledge on the PGCE programmes (DfE, 2019b; Edghill, 2024). It is assumed that the trainee teacher already has this knowledge and so is not taught explicitly in the same manner as phonics or maths (DfE, 2019b). Where courses do provide training, it is often condensed in a short course (Giovanelli, 2016; Merisi, Msani and Mba, 2023). One might question why this is the case, given that it has become such an important aspect of the NC, and whether it is sensible to be asking non-experts in linguistics to teach vast amounts of grammar. Indeed, this has been highlighted since the NC's conception (Kingman, 1988; Cox, 1989). Myhill, Jones and Watson (2013, p.86) found that often clauses were inadequately taught with references to 'parts of a sentence' and 'the bits in between the punctuation'. Furthermore, they found that teachers often informed pupils that more complex sentences were needed (*ibid*). This could lead pupils to believe that their writing should be overcomplicated. Pupils, who were taught what a simple sentence is, were able to define it as having a subject and a verb and (Myhill *et al.*, 2013). This shows that linguistic knowledge and KAL is useful in helping pupils to better understand sentences.

How word classes are taught is important. For example, 'walk' used as noun was confusing for pupils as they associate 'walk' as an 'doing' word. This is why it is important to teach students the function of the word rather than semantically labelling verbs as doing / action words. The NC glossary is careful not to do this in both its explanation for verbs and nouns. The NC definition of a noun specifies that labelling nouns as 'naming words' and verbs as 'doing words' is not always useful. Using semantic definitions for word classes is often seen in practice and was observed in

pupils' annotations on the GPS test, also noted by Myhill, Jones and Lines (2013). Being able to explain the function of a word rather than its semantic meaning requires a good grounding in linguistic knowledge.

Commas used with openers (phrases/connectives) were not taken into consideration though were used quite aptly, particularly with the 2014 cohort. Although these are taught as part of the NC, these were not part of the Linguistics Coding Framework used and are not tested for in the GPS test. Use of these commas is often a case of style rather than correctness. However, this is still an aspect of punctuation that pupils used well in general and could be argued to be an indication of apt use of punctuation. Another aspect of style focussed on in the GPS test is the Oxford comma. Pupils are penalised for adding the Oxford comma in the GPS test, despite tools such as spell check on Word indicating the lack of an Oxford comma as an error. This is considered another element of style yet is prescribed as incorrect by the NC. It could be argued that it is not a good use of resources and time to focus on an element of optional usage, when there are more important aspects of English which pupils' find challenging to master. It may be useful to focus more on basic errors pupils make in their writing rather than aspects of optional usage. Many basic errors were made in the writing such as using full stops and capitals correctly, yet pupils were able to answer these types of questions correctly on the GPS. This shows that pupils are not necessarily applying this knowledge to their writing. Commas used to separate clauses also scored quite high for errors in the pupils' work. Pupils often did not use commas with fronted subordinates and sometimes adverbials, but this is not tested for in the GPS. This was an aspect that the primary teacher commented on. Pupils are expected to understand how to use semi-colons and colons at key stage 2 yet are struggling to use basic punctuation correctly.

The use of fronted subordinates was less often used in the 2024 sample. Pupils in the 2024 had difficulties answering Q25 which asks them to identify the connective in a fronted subordinated. As the terminology for connectives for subordinate conjunctions has now changed, pupils may have been less familiar with this term. Interestingly, the 2014 cohort used more commas in general than the 2024 cohort, and although overall they made more errors, their use of commas was better. The 2014 used listing commas particularly well, where this was a problematic punctuation mark for the 2024

cohort. Although not many were used, they had an error frequency rate of 88% (see table 4.13). This might be indicative of good teaching of punctuation at key stage 2. However, if this is not taught at high school as its assumed knowledge, attrition of knowledge may occur.

Contractions and apostrophes were not accounted for on the Linguistic Coding Framework. Given that this is an aspect that pupils found difficult in the GPS test, and evident in the writing samples, it seemed useful to highlight incorrect usage for this, though a statistical analysis was not provided. It might be argued that using apostrophes and contractions correctly does not have a significant impact on the clarity of writing. Apostrophe usage is a case of correctness rather than style, though correct usage may be used to judge the level of a person's literacy skills and this may impact pupils' outcomes when applying for further study or jobs. The CBI (2019) report found that employers rate literacy skills as the second most important aspect when employing school and college leavers, with a third of employers being dissatisfied with school leavers' level of English skills (CBI, 2017) which they claimed should be the main priority in education for up to age 11 pupils. Pupils in both groups made errors in relation to apostrophes in the GPS test and their writing and this could reflect negatively on them in employment.

Some of the pupils had a very good diction and used vocabulary well though this was not accounted for in the Linguistics Coding Framework, Language use was not accounted for as part of the analysis as it was not a focus of the study, but it could be argued that this is more of an indication of good writing than sentence variety and punctuation. For example, there were some samples which contained grammatical errors such as missing out determiners or words. What is classed as 'good writing' involves more than using punctuation correctly. It is complex and the analysis did not account for the levels of complexity in writing and its many facets that lead to competent written composition.

There were many spelling mistakes present in the pieces of work, though this was not the focus of this study. With the rise of electronic communication and the use of spell check, spelling is perhaps considered less of a problem (Stewart, 2013; Teacher Interview, 2024), though a review of the research by Pan *et al.* (2021) shows that

spelling is still important. It is seen as an important aspect of writing fluency and reading and so perhaps should be considered.

Regarding retention of knowledge for the GPS, the 2024 cohort on average scored the same as the 2014 cohort showing that a similar level of knowledge of grammar had been retained. Interestingly the two cohorts found different aspects of the GPS test challenging: for the 2014 contractions and commas with paired adjectives; and for the 2024 listing commas, full stops and capitals. Both cohorts had very low scores on identifying 'walk' as a noun showing that pupils did not understand the function of the word. However, despite these fairly good GPS scores in both cohorts, common errors were found in the writing samples. The errors found in the 2014 writing sample might be indicative of what may develop later into far more complex errors as seen in the 2024 writing sample. The errors found in the 2024 data were far more complex with convoluted sentences and sometimes sentences containing more than one run-on sentence. If these types of errors are not addressed at primary level and it is not picked up at key stage 3/4, these types of errors will continue to be made in pupils' writing, as seen in undergraduate writing. In order to avoid these types of errors, an understanding of what constitutes a sentence is needed and given that the NC glossary definition does not adequately define a sentence and little formal training is given to teachers on grammar, confusion is likely to be seen.

5.3 Teachers' Perceptions

The primary school teacher in the 2016 interview stated that he had no background in grammar prior to the implementation of the GPS test and was not given a sufficient grounding in it on his PGCE. He had to learn grammar through self-study, as seen in by Safford (2016) and Cushing (2019). This lack of grammatical subject knowledge did not appear to negatively impact his views on grammar, as seen with some teachers (Watson, 2012; 2015). On the contrary, he was motivated and enthusiastic to learn the requisite linguistic knowledge and this was clearly instilled in the pupils who he reported enjoyed the GPS test, corroborated in the Safford (2016) study. The teacher enjoyed learning the new terminology and felt it had upskilled him and given him the metalanguage to discuss errors in pupils' work, attested by Cox (1989). However, he

did not feel that this had had a major impact on improving writing as seen by Safford (2016). He pointed out that knowing how to teach grammar is what distinguishes a good teacher and this pedagogical knowledge had been lacking, also noted by Jones, Myhill and Bailey (2013). Having learnt grammar, the teacher reported feeling much more confident teaching English, an aspect found in Watson's study (2012) and Giovanelli's (2016).

The primary teacher reported teaching grammar in context to writing rather than in standalone classes which was encouraging to see, also found by Cushing (2019). As only one lesson was observed and more specific questions were not asked, it is unclear how much contextualised grammar teaching and discovery learning played a role in his teaching. In the class that was observed, pupils enjoyed playing the grammar games and the knowledge they had retained regarding concepts such as abstract nouns was impressive. However, the lesson started by discussing the grammar point, before it was applied to the rest of the lesson. This is contrary to discovery learning and KAL where pupils are encouraged to first use their implicit knowledge of language to discover word groups and patterns (Cox, 1989; Carter, 1990; Hudson, 1992). Pupils were able to spot what an abstract noun was, showing good declarative knowledge and feature spotting, but I did not have the opportunity to see the pupils apply this knowledge to their writing. Exercises involved asking pupils what word class was needed to fill in the gaps in a sentence, which could be seen as a more traditional approach to teaching grammar. Providing opportunities for children to play grammar games was seen to create enthusiasm for learning terminology, though this placed the emphasis on learning terms out of context.

The 2014 primary teacher's views had not changed over the last ten years. He remained enthusiastic on the place of grammar in the curriculum, though still doubted its usefulness for improving writing. Unfortunately, due the 2024 teacher going on maternity, a follow up interview was not possible. Her views on how grammar is taught in secondary would have been useful aspect to look at.

5.4 The Impact of the GPS Test

Teachers have autonomy on how they teach the 2014 curriculum, so long as pupils possess the correct knowledge to pass the GPS test (Safford, 2016). However, this begs the question on whether passing a test on grammar, punctuation and spelling is useful in helping to improve children's writing skills. The main motivations for the implementation of the test seem to have been to hold teachers accountable for teaching grammar and to act as a means to measure school performance (Cushing, 2019; Myhill, 2021). Nevertheless, teachers have upskilled as a result and may feel more confident to teach grammar (Safford, 2016; Teacher Interview, 2016). However, with teachers teaching for the test (Cushing and Helk, 2021), this may take away from using classroom time to experiment and play with language which has seen to be impactful (Myhill, Lines and Watson, 2011). The teacher from the 2014 study confirmed that teaching for the test becomes common practice with the need for pupils to perform well on the test, also seen by Safford (2016). The pupils start to learn the patterns that will be in the test and the types of questions asked (Teacher Interview, 2016; Safford, 2016), and are training to perform well on the test rather than use this knowledge to help them become better writers. The GPS test tests declarative knowledge rather than understanding and application. It focusses heavily on word classes and grammatical terms and not enough on punctuation and what constitutes a sentence, or how this applied in their own writing. Only a small percentage of the test is on clauses and punctuation. On the other hand, the GPS tests does have some benefits as statutory testing ensures that specific grammatical content is taught (Hudson, 2014). Although grammar is still a focus in the secondary curriculum, the linguistic terminology provided is non-statutory and it is not tested at key stage 3 and 4. If there is no incentive to teach it, it might not be taught, as was seen prior to the implementation of the GPS test.

Despite the introduction of grammar over the last ten years, according to the National Literacy Trust (Clark *et al.*, 2024) survey, pupils' enjoyment of writing in their free time has dropped by 18.1% over the last 14 years, with a 5.9% decrease seen in the last year and the largest decrease seen in boys age 5-8. An 11.1% downward trend was seen in pupils writing in their free time though an increase was seen in pupils enjoying writing in school (*ibid*). They do not state reasons for these decreases, though one

might expect that the rise of digital technology has had an impact. They did, however, find that 'Providing opportunities in school for children and young people to feel inspired to write can have a positive impact on writing enjoyment and frequency in their free time (Clark *et al.*, 2024, p.8). If writing is seen as a task rather than a pleasure, then pupils may not feel inspired to engage in writing. This decrease in pupil engagement and enjoyment is an issue which they state needs addressing with 'extraordinary action' with more research needed on what inspires children to write (Clark *et al.*, 2024, p.27). Using discovery learning and KAL may help to enthuse pupils and engage pupils in writing.

The NC (DfE, 2014, p.21) states that 'Drama and role-play can contribute to the quality of pupils' writing by providing opportunities for pupils to develop and order their ideas through playing roles and improvising scenes in various settings'. However, with a heavy focus on testing pupils, this may take away time from the curriculum for pupils to develop KAL and writing skills through play and drama. Indeed, qualitative data in the NLT survey showed that pupils' disliked assessments and the time constraints of lessons (Clark *et al.*, 2024). It would have been interesting to ask the teachers in my study how much play, role play and experimenting with language featured in teaching writing. It would be useful to see if discovery learning and active learning, such as that seen with the socio-dramatic play evidenced by Hall and Robinson (2003), would have an impact on pupils' inspiration to write and the quality of writing.

The use of games, role play and experimenting with language possibilities was a key feature of the Myhill, Lines and Watson (2011) pedagogy. It might be beneficial to know how much these aspects of the teaching impacted the success of the project and inspired children to write. The University of Exeter (2024) provide some useful resources for grammar pedagogy. The importance of teaching grammar in relation to writing is stressed 'helping [pupils] move from superficial to deeper understanding' of grammar (University of Exeter, 2024), thus moving away from feature spotting and teaching for a test and towards KAL, as the lessons encourage pupils to look for patterns and use their implicit knowledge of language. Perhaps the impact of the GPS test would be far greater if teachers were given more training on grammar and the best pedagogies to teach it in relation to writing and were given more time in the classroom to implement creative pedagogies for teaching grammar and writing.

6. CONCLUSION

This study sought to establish the value of the GPS test for retention and application of knowledge for writing. The study found that pupils had a good aptitude for completing the test with high scores, and this was seen in the cohort who took the GPS test five years after their original GPS test, achieving similar scores to the 2014 cohort. However, despite pupils being apt at answering questions on clauses and punctuation, common errors were found in their writing, meaning pupils may not be sufficiently applying this knowledge to their writing. Common errors found were run-one sentence, sentence fragments and using conjunctive adverbs to join clauses. These are the same types of errors frequently seen in undergraduate's writing. Errors seen in the 2024 cohorts writing samples were far more complex than the 2014 samples showing that if pupils do not have a good understanding of what constitutes a sentence at key stage 2, errors may become more complex at key stage 4 and beyond. Limits to pupils being able to apply grammatical knowledge to their writing might be influenced by the confidence, attitude, and level of grammatical and pedagogical knowledge of the teacher (Watson 2012, 2015; Myhill, Jones and Watson, 2013; Merisi, Msani and Mba, 2023). The 2014 primary teacher, who had self-taught grammar, had become confident in teaching grammar and some of this was reflected in the pupils' knowledge of grammar and punctuation in their writing, though pupils did not appear to fully understand clauses and sentence structures. Little is known about the teaching practices of the 2024 teacher, and it would be useful to pursue this in further research.

The NC focuses more on correctness and prescriptivism and teaching for this can lead to teaching for the test as seen by Safford (2016) and in the 2014 study, which may take away opportunities in the curriculum for exploration of language, discovery learning and play, and teaching grammar in context, which was seen to be effective in Myhill, Lines and Watson (2011). As a person with dyslexia, remembering rules and labels can be problematic due to a deficit in working term memory. However, remembering the patterns that govern the rules is much easier, and it is an understanding of these patterns that has helped me to become a better writer. If more opportunity was fostered for pupils to discover the patterns in sentence structures, then they might better understand the rules which govern those patterns. More

research is needed in this area and more pedagogical focus is needed in the curriculum on how teachers might teach grammar in context to writing through these strategies.

The study was limited by not following the same cohort of pupils throughout their schooling and so it is unknown how much knowledge was retained from the original GPS test, though they did score well which is a good indication of retained knowledge. If it had been possible to obtain the 2024 cohort's original GPS test scores, this would have made for a more robust analysis. Analysing the pupils' writing development over five years would have also been useful. However, due to anonymity of the 2014 cohort this would not have been possible, and ethical clearance was not given for use of the data in this manner. It would have been fascinating to have surveyed and interviewed the 2024 cohort on their views of the test and grammar, though this would have widened the scope of the study perhaps too broadly. Furthermore, if it had been possible to interview the 2024 teacher, this would have provided an interesting perspective on her views of teaching grammar at secondary level and the impact of the GPS test as seen in Cushing (2019) and Cushing and Helk (2016).

The analysis of this study was a challenging task made more difficult by poor photocopying quality and handwriting quality. Decisions regarding the analysis changed throughout the project requiring the analysis to be repeated multiple times, which was time consuming. The sample was large with twenty-nine pieces of work in total. The 2014 had an average word length of 284 with the 2024 averaging 422, totalling 9792 words. The sample sizes were different which made comparison more difficult, though this was accounted for. The genre of writing selected by the teachers was different meaning creative pieces and formal pieces were compared. It would have been beneficial to have asked the pupils to write a piece specifically for the study, but this would have been an additional burden on the teachers who participated in the study. In addition, it would have required further ethical clearance for the 2014 study as this would not have been part of their usual classroom practice requiring additional permissions which were not applied for at that time. It might have been useful to have known what the 2024 pupils achieved in their GCSEs for English. Lastly, the Linguistic Coding Framework used for the 2014 study, though very useful, was dated. Understandings regarding classification of clauses have moved on from using simple

clause and complex clauses and these categories were perhaps not as useful as using the terms such as single clause and multi clause, as noted in the latest iteration of the 2014 NC. The term connective was also problematic; identifying adverbials usage would perhaps have been more useful.

Teaching writing is multifaceted, and correct grammar and punctuation is only part of what might be considered as good writing. Teaching grammar may have benefits, but it should not be taught decontextualised in isolation (Myhill *et al.*, 2011). Grammar should be taught in context to writing and it is encouraging to see that this this might now be happening (Safford, 2016; Cushing, 2019). However, evidence from the 2014 teacher shows that there might be a lack of understanding of what teaching grammar in context means, as the grammar teaching observed could be considered decontextualised. Enthusiastic teachers who are confident with their subject knowledge may teach grammar in context well, but not all teachers may have the confidence and knowledge to do so. Content knowledge is not the main focus on many training programmes meaning that teachers need to either have covered this on an undergraduate programme or need to be self-taught. There are no preparatory courses that teachers can take to upskill in grammar as Subject Knowledge Enhancement courses are currently not available for English (DfE, 2024). Studying English at A-level has been in decline over the last decade, with considerably more pupils choosing Literature over English Language (National Association for the Teaching of English, 2024) and a decline has also been seen in English Language and Linguistics degrees, meaning fewer students will be studying this subject at greater depth. Perhaps the grounding that pupils are now been given in grammar at primary school will filter through, but this may not be adequate for the level of grammatical and pedagogical understanding required to teach KAL and grammar in context as a subject expert.

Testing grammar since the implementation of the GPS test appears to have had value in bringing grammar back into the curriculum and raising the profile of the importance of grammar (Safford, 2016; Teacher interview, 2014; Hudson, 2014). What remains unclear is its value for improving writing skills. Teaching for tests may lead to teaching grammar decontextualised and this may not be useful for application of grammatical knowledge to writing, which my study aimed to ascertain. Pupils need to be enthused

by teachers through discovery of language and looking at how this can then be used to become better writers (Myhill, Lines and Watson, 2011). Teaching grammar for testing could be seen as a chore and may not enthuse pupils to use the knowledge to become better writers. Knowledgeable and enthusiastic teachers might inspire pupils to learn about language and draw on their implicit KAL, but some may not have the confidence or pedagogical expertise to do so.

The GPS test is a means of being made accountable for public interest. It is not a means of improving writing skills and there might not be motivation for this. The government needs to ensure that grammar is not being taught for the sake of it and that it has value for helping to improve writing skills, otherwise a repeat of the 1960s could be afoot when grammar was removed for the same reasons. Already the GPS test has become optional at key stage 1 and no longer a mandatory requirement, which places less credence on the test. This could be seen as a positive move if the focus shifts much more on using KAL to improve writing. The GPS test focuses on rules and correctness, and feature spotting, whereas teaching grammar should focus more on discovering patterns and playing with language possibilities as advocated by Myhill, Line and Watson (2011), Myhill *et al.* (2013) and Hudson (2015). There seems to be a tension between how the government want teachers to teach grammar in context and its prescriptive approach with the vast amount of terminology that pupils are expected to learn for the GPS test. This may lead to cramming in content knowledge for the test and superficial learning, as testified anecdotally (Teacher Interview, 2016) and leaves pupils not valuing the role of grammar for writing (Cushing and Helk (2021). The importance placed on the results from statutory tests is currently at odds with the curricular aim of developing language awareness and improving writing as each demands a different pedagogical approach. The GPS tests for declarative knowledge and not application of knowledge to writing.

Applying KAL to writing requires a cycle of modelling, drafting, editing and feedback. Perhaps if the basics are prioritised, with less focus on learning technical terms as supported by Wyse *et al.* (2022), then this would make more room for teaching grammar in context and through discovery learning. If pupils' inquisitive minds are harnessed by engaging them in active learning approaches, they will be exposed to

literacy in ways which may inspire them to learn (e.g. Hall and Robinson, 2003). There is no empirical evidence on the efficacy of the GPS test, and the present study makes only a small contribution to the dearth in the literature. This calls for a need for larger, longitudinal studies, specifically at secondary level, as writing becomes syntactically more complex in later education.

The research has influenced my own practice, and I have now moved away from error spotting. By adapting activities from Myhill, Lines and Watson (2011) to HE level academic writing, I have created exercises which provide opportunities for undergraduate students to discover patterns in academic language and play with language possibilities. This has been successful and feedback from students has been positive, though the impact of this on their writing is unknown. The concept of discovery learning and pattern finding through active exploration is an area ripe for further research.

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8. APPENDICES

Appendix A: Project information and permission forms

 <p>1828 University of Central Lancashire UCLan</p>	<p>Research Project 2024: School Information</p> <p>An Evaluation of the Value of the Grammar, Punctuation and Spelling Test for Retention and Application of Grammatical Knowledge and its Impact on Teaching Grammar</p>
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You are being invited to participate in a research study. Before you decide whether to participate, it is important for you to understand why the research is being done and what it will involve. Please take time to read the following information carefully and feel free to ask us if you would like more information or if there is anything that you do not understand. Please also feel free to discuss this with your friends, relatives and colleagues if you wish. We would like to stress that you do not have to accept this invitation and should only agree to take part if you want to.

Thank you for reading this.

What is it?

This is a Masters by Research project looking at the value of the Grammar, Punctuation and Spelling (GPS) test for retention and application of grammatical knowledge and its impact on teaching grammar. I am interested in the effectiveness of the National Curriculum strategies for improving pupils' writing skills. I am also interested in teachers' views on the National Curriculum and the GPS test. This project spans over nine years and includes data from a cohort of year 6 pupils who were the first to take the GPS Test in 2014.

What will the project do?

This part of the project will include a group of ten pupils from a year 10 class. They will be given the grammar and punctuation sections of a GPS test (paper 1), which includes 50 questions, and they will be given 45 minutes to complete it. A short video will be played informing the pupils of the study and why it is important. It will also explain their right to withdraw from the study at any point. After the test has been taken, I would need you to provide me with a sample of the pupils' writing anonymised and paired to the GPS test taken. Ideally, these would be the same genre of writing. I would need performance data on the ten pupils' who participate in the study and details of whether they have SEN. Access to their previous GPS scores would be extremely useful but is not essential. I would also like to interview you to find out more about your views on the English National Curriculum.

June / July 2023	GPS Test and writing sample provided
July 2023	Interviews
Sept 2024	Researcher to provide findings from the study


What's in it for me?

I hope you will enjoy being involved in a project that will assess the effectiveness of the government's strategies to improve pupils' writing skills. You will also have the opportunity to share your own professional views on such strategies. At the end of the project, I will disseminate the results of the project, and can suggest teaching strategies/support materials for your School, if requested.

The University processes personal data as part of its research and teaching activities in accordance with the lawful basis of 'public task', and in accordance with the University's purpose of "advancing education, learning and research for the public benefit".

Under UK data protection legislation, the University acts as the Data Controller for personal data collected as part of the University's research. The University privacy notice for research participants can be found on the attached link:

https://www.uclan.ac.uk/data_protection/privacy-notice-research-participants.php

 <p data-bbox="319 257 718 380">University of Central Lancashire UCLan</p>	<p data-bbox="758 235 1412 280">Research Project: School permission</p> <p data-bbox="758 280 1412 414">An Evaluation of the Value of the Grammar, Punctuation and Spelling Test for Retention and Application of Grammatical Knowledge and its Impact on Teaching Grammar</p>
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About the Project

This is a Masters by Research project looking at the value of the Grammar, Punctuation and Spelling (GPS) Test for retention and application of grammatical knowledge and its impact on teaching grammar. I am interested in the effectiveness of the National Curriculum strategies for helping pupils to improve their writing skills. I am also interested in teachers’ views on the English National Curriculum and the GPS test. This project spans over nine years and includes data from a cohort of year 6 pupils who were the first to take the GPS Test in 2014.

- 1 This Memorandum of Understanding is between Ashton Community Science College and the researcher, Angela Kilpatrick, UCLan.
- 2 The Memorandum is designed to ensure clear understanding of the commitment involved in participation in this research project and to clarify the responsibilities of each party involved.

3 The researcher’s responsibilities:

The researcher will:

- guarantee that all research is conducted with full ethical consideration, complying with the highest expectations of the British Educational Research Association Ethical guidelines. This will ensure confidentiality and anonymity of all **schools, teachers** and **pupils** involved in the project. Informed consent will be sought for participation from teachers and pupils.
- guarantee that all participating schools/teachers benefit from the outcomes of the research.

4 The University’s responsibilities:

The University will:

- guarantee that all research is conducted with full ethical consideration, complying with the highest expectations of the British Educational Research Association Ethical guidelines. This will ensure confidentiality and anonymity of all schools, teachers and pupils involved in the project and seek informed consent for participation from teachers and pupils.
- ensure that the researcher has completed all relevant mandatory training.

5 The School’s responsibilities in the research partnership with the university:

The school will:

- support the teacher in fulfilling the requirements of the project as outlined on the Project Briefing Sheet.

I am happy to support this research project.

Signed:
(Headteacher)

Date:

Signed:
(Teacher)

Date:


How will my data be collected?	<i>Your data will be collected via an audio recorded interview, pupil GPS tests and a sample of pupils' writing.</i>
How will my data be stored?	<i>Your data will be stored on the university password protected server on OneDrive.</i>
How long will my data be stored for?	<i>Your data will be stored for 7 years</i>
What measures are in place to protect the security and confidentiality of my data?	<i>The data will be anonymised and stored on the password protected university server</i>
Will my data be anonymised?	<i>Your data will be anonymised, such as key stage Teacher 1, Pupil a, b, c</i>
How will my data be used?	<i>Your data will be used for a student thesis, presentations and possible publications</i>
Who will have access to my data?	<i>Your data will only be accessed by the Student Researcher and the Supervisory Team</i>
Will my data be archived for use in other research projects in the future?	<i>Your data may be used in future projects</i>
How will my data be destroyed?	<i>The audio recording will be deleted after 7 years</i>

The School has the right to withdraw from this project at any point prior to the publication of the data by contacting Angela Kilpatrick. Once the data has been anonymised, individual participants will not have the right to withdraw from the project.

Student researcher: Angela Kilpatrick AJKilpatrick@uclan.ac.uk 01772 894512

Supervisory team: Pauline Harries PHarries@uclan.ac.uk and Sharon Mcculloch SMcculloch2@uclan.ac.uk

If you are unhappy, or if there is a problem, please feel free to let us know by contacting Angela Kilpatrick and I will try to help. If you remain unhappy, or have a complaint which you feel you cannot come to me with, then please contact the Research Governance Unit at OfficerForEthics@uclan.ac.uk.

	<p>Research Project 2024: Teacher information</p> <p>An Evaluation of the Value of the Grammar, Punctuation and Spelling Test for Retention and Application of Grammatical Knowledge and its Impact on Teaching Grammar</p>
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You are being invited to participate in a research study. Before you decide whether to participate, it is important for you to understand why the research is being done and what it will involve. Please take time to read the following information carefully and feel free to ask us if you would like more information or if there is anything that you do not understand. Please also feel free to discuss this with your friends, relatives and colleagues if you wish. We would like to stress that you do not have to accept this invitation and should only agree to take part if you want to.

Thank you for reading this.

What is it?

This is a Masters by Research project looking at the value of the Grammar, Punctuation and Spelling (GPS) test for retention and application of grammatical knowledge and its impact on teaching grammar. I am interested in the effectiveness of the National Curriculum strategies for improving pupils’ writing skills. I am also interested in teachers’ views on the National Curriculum and the GPS test. This project spans over nine years and includes data from a cohort of year 6 pupils who were the first to take the GPS Test in 2014.

What will the project do?

The project will include a group of ten pupils from a year 10 class. They will be given the grammar and punctuation sections of a GPS test (paper 1), which includes 50 questions, and they will be given 45 minutes to complete it. After the test has been taken, an anonymised sample of the pupils’ writing will be analysed and compared to their GPS results. I will then interview key stage 2 and 4 teachers to find out more about their views on the English National Curriculum.

Oct 2023	GPS Test and writing sample provided
Oct 2023	Interviews
Sept 2024	Researcher to provide findings from the study

What’s in it for me?

I hope you will enjoy being involved in a project that will assess the effectiveness of the government’s strategies to improve pupils’ writing skills. You will also have the opportunity to share your own professional views on such strategies. At the end of the project, I will disseminate the results of the project, and can suggest teaching strategies/support materials if requested.

The University processes personal data as part of its research and teaching activities in accordance with the lawful basis of ‘public task’, and in accordance with the University’s purpose of “advancing education, learning and research for the public benefit”.

Under UK data protection legislation, the University acts as the Data Controller for personal data collected as part of the University's research. The University privacy notice for research participants can be found on the attached link:

https://www.uclan.ac.uk/data_protection/privacy-notice-research-participants.php

Further information on how your data will be used can be found in the table below.

How will my data be collected?	<i>Your data will be collected via an audio recorded interview</i>
How will my data be stored?	<i>Your data will be stored on the university password protected server on OneDrive.</i>
How long will my data be stored for?	<i>Your data will be stored for 7 years</i>
What measures are in place to protect the security and confidentiality of my data?	<i>The data will be anonymised and stored on the password protected university server</i>
Will my data be anonymised?	<i>Your data will be anonymised, such as key stage Teacher 1</i>
How will my data be used?	<i>Your data will be used for a student thesis, presentations and possible publications</i>
Who will have access to my data?	<i>Your data will only be accessed by the Student Researcher and Supervisory Team</i>
Will my data be archived for use in other research projects in the future?	<i>Your data may be used in future projects</i>
How will my data be destroyed?	<i>The audio recording will be deleted after 7 years</i>

You have the right to withdraw from this project prior to your data being anonymised by contacting Angela Kilpatrick.

Student researcher: Angela Kilpatrick AJKilpatrick@uclan.ac.uk 01772 894512

Supervisory team: Pauline Harries PHarries@uclan.ac.uk and Sharon Mcculloch SMcculloch2@uclan.ac.uk

If you are unhappy, or if there is a problem, please feel free to let us know by contacting Angela Kilpatrick and I will try to help. If you remain unhappy, or have a complaint which you feel you cannot come to me with, then please contact the Research Governance Unit at OfficerForEthics@uclan.ac.uk.



Research Project 2024: Teacher permission

An Evaluation of the Value of the Grammar, Punctuation and Spelling Test for Retention and Application of Grammatical Knowledge and its Impact on Teaching Grammar

Version number & date: Version 2 14/07/2023

Research ethics approval number:

Name of researcher(s): Angela Kilpatrick

Dear teacher,

Thank you for being willing to participate with this project. I am interested to find out the effectiveness of the English National Curriculum strategies for improving pupils' writing skills. The information gained from this project will be used to write a student thesis as partial fulfilment of a Masters by Research and possibly a publication. In this letter, I ask you to confirm that you are happy to be involved by reading the statements below and signing to confirm your agreement.

- I confirm that I have read and have understood the information sheet dated [DATE] for the above study, or it has been read to me. I have had the opportunity to consider the information, ask questions and have had these answered satisfactorily
- I understand that taking part in the study involves [**audio recorded interview; questions have been provided on the following page**].
- I understand that my participation is voluntary and that I am free to stop taking part and can withdraw from the study at any time without giving any reason and without my rights being affected prior to my data being anonymised. In addition, I understand that I am free to decline to answer any particular question or questions.
- I understand that I can ask for access to the information I provide and I can request the destruction of that information if I wish at any time prior to the data being anonymised. I understand that following anonymisation I will no longer be able to request access to or withdrawal of the information I provide.
- I understand that the information I provide will be held securely and in line with data protection requirements at the University of Central Lancashire.
- I understand that signed consent forms and [**audio recordings/interview transcripts**] will be retained in [**password protected OneDrive on the University server**] until [2030].
- I understand that personal information collected about me that can identify me, such as my name and school, will not be shared beyond the study team and it will not be possible to identify me in the thesis, presentations or publications arising from the research.
- I agree to take part in the above study.


Participant name

Date

Signature

Student Researcher: Angela Kilpatrick AJKilpatrick@uclan.ac.uk 01772 894512

Supervisory team: Pauline Harries PHarries@uclan.ac.uk and Sharon Mcculloch SMcculloch2@uclan.ac.uk

 <p>University of Central Lancashire UCLan</p>	<p>Research Project 2024: Pupils An Evaluation of the Value of the Grammar, Punctuation and Spelling Test for Retention and Application of Grammatical Knowledge and its Impact on Teaching Grammar</p>
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You are being invited to participate in a research study. Before you decide whether to participate, it is important for you to understand why the research is being done and what it will involve. Please take time to read the following information carefully and feel free to ask us if you would like more information or if there is anything that you do not understand. Please also feel free to discuss this with your friends, relatives and colleagues if you wish. We would like to stress that you do not have to accept this invitation and should only agree to take part if you want to.

Thank you for reading this.

What is it?

This is a Masters by Research project looking at the value of the Grammar, Punctuation and Spelling (GPS) test for retention and application of grammatical knowledge and its impact on teaching grammar. I am interested in the effectiveness of the National Curriculum strategies for improving pupils’ writing skills. I am also interested in teachers’ views on the National Curriculum and the GPS test. This project spans over nine years and includes data from a cohort of year 6 pupils who were the first to take the GPS Test in 2014.

What will the project do?

The project will include a group of ten pupils from a year 10 class. You will be given the grammar and punctuation sections of a GPS test (paper 1), which includes 50 questions, and you will be given 45 minutes to complete it. After the test has been taken, an anonymised sample of your writing will be analysed and compared to your GPS results. I will then interview key stage 2 and 4 teachers to find out more about their views on the English National Curriculum.

June / July 2023	GPS Test and writing sample provided
July 2023	Interviews
Sept 2024	Researcher to provide findings from the study

What’s in it for me?

I hope you will enjoy being involved in a project that will assess the effectiveness of the government’s strategies to improve pupils’ writing skills. The results will be shared with you, and you will have the opportunity to assess your own level of knowledge of grammar and whether you feel it is necessary for your writing skills. The University processes personal data as part of its research and teaching activities in accordance with the lawful basis of ‘public task’, and in accordance with the University’s purpose of “advancing education, learning and research for the public benefit”.

Under UK data protection legislation, the University acts as the Data Controller for personal data collected as part of the University’s research. The University privacy notice for research participants can be found on the attached link:

https://www.uclan.ac.uk/data_protection/privacy-notice-research-participants.php

Further information on how your data will be used can be found in the table below.


How will my data be collected?	<i>Your data will be collected via anonymised GPS test results and an anonymised sample of writing.</i>
How will my data be stored?	<i>Your data will be stored on the university password protected server, OneDrive. Hard copies of your test results will be stored in a locked drawer.</i>
How long will my data be stored for?	<i>Your data will be stored for 7 years</i>
What measures are in place to protect the security and confidentiality of my data?	<i>The data will be anonymised and stored on the password protected university server</i>
Will my data be anonymised?	<i>Your data will be anonymised, such as pupil A, B, etc.</i>
How will my data be used?	<i>Your data will be used for a student thesis, presentations and possible publications</i>
Who will have access to my data?	<i>Your data will only be accessed by the Student Researcher and Supervisory Team</i>
Will my data be archived for use in other research projects in the future?	<i>Your data may be used in future projects</i>
How will my data be destroyed?	<i>The hard copies of your data will be destroyed as confidential waste after 7 years</i>

You have the right to withdraw from this project prior to your data being anonymised by contacting Angela Kilpatrick.

Student researcher: Angela Kilpatrick AJKilpatrick@uclan.ac.uk 01772 894512

Supervisory team: Pauline Harries PHarries@uclan.ac.uk and Sharon Mcculloch SMcculloch2@uclan.ac.uk

If you are unhappy, or if there is a problem, please feel free to let us know by contacting Angela Kilpatrick and I will try to help. If you remain unhappy, or have a complaint which you feel you cannot come to me with, then please contact the Research Governance Unit at OfficerForEthics@uclan.ac.uk.

 <p data-bbox="323 315 715 439">University of Central Lancashire UCLan</p>	<p data-bbox="746 286 1342 371">Research Project 2024: Pupils and Parents</p> <p data-bbox="746 378 1385 519">An Evaluation of the Value of the Grammar, Punctuation and Spelling Test for Retention and Application of Grammatical Knowledge and its Impact on Teaching Grammar</p>
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Version number & date: Version 2 14/07/2023
 Research ethics approval number: BAHSS2 01064
 Name of researcher(s): Angela Kilpatrick

Dear pupil,

Thank you for being willing to help with this project. I am interested to find out the effectiveness of the National Curriculum in helping to improve your writing skills. The information gained from this project will be used to write a student paper and possibly an article. I hope that you will enjoy being involved.

In this letter, I ask you to confirm that you are happy to be involved by reading the statement below and signing to confirm your agreement.

I understand that:


- I do not have to participate in this research project and, if I do choose to participate, I may withdraw my participation at any stage prior to my data being anonymised.
- I have the right to refuse permission for the publication of any information about me prior to my data being anonymised.
- any information which I give will be used only for the purposes of this research project: This includes publications and presentations.
- The information shared about me will be anonymised (i.e. I will not use your name).
- Samples of my writing may be used in the student paper and publications.
- I will make every effort to preserve my anonymity.

Signed:

Date:

Student Researcher: Angela Kilpatrick AKilpatrick@uclan.ac.uk 01772 894512

Supervisory team: Pauline Harries PHarries@uclan.ac.uk and Sharon McCulloch SMcculloch2@uclan.ac.uk

 <p data-bbox="323 257 715 376">University of Central Lancashire UCLan</p>	<p data-bbox="746 235 1058 273">Research Project:</p> <p data-bbox="746 280 1385 414">An Evaluation of the Value of the Grammar, Punctuation and Spelling Test for Retention and Application of Grammatical Knowledge and its Impact on Teaching Grammar</p>
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Dear Parent,

Your School has agreed to be part of a student research project investigating the effectiveness of the National Curriculum in primary and secondary schools for improving writing skills. This will involve your child taking a grammar and punctuation test. A sample of your child's writing will also be provided by the teacher. All test results and writing samples will be anonymised and your child will be non-identifiable in the research. In this letter, I ask you to confirm that you are happy for your child to be involved.

I agree that I am happy for

to take part in the student research project.

Signed:

Date:

Student Researcher: Angela Kilpatrick AKilpatrick@uclan.ac.uk 01772 894512

Supervisory team: Pauline Harries PHarries@uclan.ac.uk and Sharon McCulloch SMcculloch2@uclan.ac.uk

Research Project:

An Evaluation of the Value of the Grammar, Punctuation and Spelling Test for Retention and Application of Grammatical Knowledge and its Impact on Teaching Grammar

Dear Mr Booth,

Thank you for being willing to participate with this project. I would like to ask your permission to use the data collected in 2014 for this new project. I am interested to find out the effectiveness of the English National Curriculum in helping to improve pupils' writing skills. The information gained from this project will be used to write a student thesis as partial fulfilment of a Masters by Research and possibly a publication.

In this letter, I ask you to confirm that you are happy to be involved by reading the statements below and signing to confirm your agreement.

- I confirm that I have read and have understood the information sheet dated [8.5.2023] for the above study, or it has been read to me. I have had the opportunity to consider the information, ask questions and have had these answered satisfactorily.
- I understand that taking part in the study involves [audio recorded interview; 2014 anonymised GPS papers, pupils' anonymised samples of writing].
- I understand that my participation is voluntary and that I am free to stop taking part and can withdraw from the study at any time without giving any reason and without my rights being affected. In addition, I understand that I am free to decline to answer any particular question or questions.
- I understand that I can ask for access to the information I provide and I can request the destruction of that information if I wish at any time prior to publication. I understand that following publication I will no longer be able to request access to or withdrawal of the information I provide.
- I understand that the information I provide will be held securely and in line with data protection requirements at the University of Central Lancashire.
- I understand that signed consent forms and will be retained in [UCLan's OneDrive] until [2030].
- I agree to take part in the above study.

I give permission for the data collected from the 2014 study to be used in the new study. This includes pupils' GPS test papers, samples of pupils' writing and an interview.

Signed:



Mr Stuart Booth, Head Teacher.

Date: 08.05.2023

Student Researcher and Lecturer in English for Academic Purposes: Angela Kilpatrick
University of Central Lancashire
AKilpatrick@UCLan.ac.uk
01772 894512



**University of
Central Lancashire
UCLan**

Research Project:

An Evaluation of the Value of the Grammar, Punctuation and Spelling Test for Retention and Application of Grammatical Knowledge and its Impact on Teaching Grammar

About the Project

This is a Masters by Research project looking at the value of the Grammar, Punctuation and Spelling (GPS) Test for retention and application of grammatical knowledge and its impact on teaching grammar. I am interested in the effectiveness of the National Curriculum strategies for helping pupils to improve their writing skills. I am also interested in teachers' views on the English National Curriculum and the GPS test. This project spans over nine years and includes data from a cohort of year 6 pupils who were the first to take the GPS Test in 2014.

- 1 This Memorandum of Understanding is between Ashton Community Science College and the researcher, Angela Kilpatrick, UCLan.
- 2 The Memorandum is designed to ensure clear understanding of the commitment involved in participation in this research project and to clarify the responsibilities of each party involved.

3 The researcher's responsibilities:

The researcher will:

- guarantee that all research is conducted with full ethical consideration, complying with the highest expectations of the British Educational Research Association Ethical guidelines. This will ensure confidentiality and anonymity of all **schools, teachers** and **pupils** involved in the project. Informed consent will be sought for participation from teachers and pupils.
- guarantee that all participating schools/teachers benefit from the outcomes of the research.

4 The University's responsibilities:

The University will:

- guarantee that all research is conducted with full ethical consideration, complying with the highest expectations of the British Educational Research Association Ethical guidelines. This will ensure confidentiality and anonymity of all schools, teachers and pupils involved in the project and seek informed consent for participation from teachers and pupils.
- ensure that the researcher has completed all relevant mandatory training.

5 The School's responsibilities in the research partnership with the university:

The school will:

- support the teacher in fulfilling the requirements of the project as outlined on the Project Briefing Sheet.

I am happy to support this research project.

Signed: 

Date:

(Headteacher)

Signed: 

Date: 5/12/23

(Teacher)

Adapted, with permission, from materials used for the Exeter Writing Project by Myhill, Jones, Lines and Watson (2011)



University of
Central Lancashire
UCLan

Research Project 2023:

An Evaluation of the Value of the Grammar, Punctuation and Spelling Test for Retention and Application of Grammatical Knowledge and its Impact on Teaching Grammar

Version number & date: Version 2 14/07/2023

Research ethics approval number:

Name of researcher(s): Angela Kilpatrick

Dear teacher,

Thank you for being willing to participate with this project. I am interested to find out the effectiveness of the English National Curriculum strategies for improving pupils' writing skills. The information gained from this project will be used to write a student thesis as partial fulfilment of a Masters by Research and possibly a publication.

In this letter, I ask you to confirm that you are happy to be involved by reading the statements below and signing to confirm your agreement.

- I confirm that I have read and have understood the information sheet dated [DATE] for the above study, or it has been read to me. I have had the opportunity to consider the information, ask questions and have had these answered satisfactorily
- I understand that taking part in the study involves [audio recorded interview; questions have been provided on the following page].
- I understand that my participation is voluntary and that I am free to stop taking part and can withdraw from the study at any time without giving any reason and without my rights being affected prior to my data being anonymised. In addition, I understand that I am free to decline to answer any particular question or questions.
- I understand that I can ask for access to the information I provide and I can request the destruction of that information if I wish at any time prior to the data being anonymised. I understand that following anonymisation I will no longer be able to request access to or withdrawal of the information I provide.
- I understand that the information I provide will be held securely and in line with data protection requirements at the University of Central Lancashire.
- I understand that signed consent forms and [audio recordings/interview transcripts] will be retained in [password protected OneDrive on the University server] until [2030].
- I understand that personal information collected about me that can identify me, such as my name and school, will not be shared beyond the study team and it will not be possible to identify me in the thesis, presentations or publications arising from the research.
- I agree to take part in the above study.

29/1/24

A. Szaprawski

Participant name

Date

Signature

Student Researcher: Angela Kilpatrick AKilpatrick@uclan.ac.uk 01772 894512

Supervisory team: Pauline Harries PHarries@uclan.ac.uk and Sharon McCulloch SMcculloch2@uclan.ac.uk

Version 1

Appendix C: Video Transcript

Intro information for pupils

Thank you for agreeing to participate in this research study. I hope you have had time to read through the project information sheet you were given. It is important for you to understand why the research is being done and what it will involve. If you have any questions, please feel free to ask me.

This is a Masters by Research project looking at the value of the Grammar, Punctuation and Spelling (GPS) test for retention and application of grammatical knowledge and its impact on teaching grammar. I am interested in the effectiveness of the National Curriculum strategies for improving pupils' writing skills. This project spans over nine years and includes data from a cohort of year 6 pupils who were the first to take the GPS Test in 2014. Your data will provide a valuable contribution to the research community as there is little research on the GPS test at present.

Shortly, your teacher will give you the grammar and punctuation sections of a GPS test (paper 1), which includes 50 questions, and you will be given 45 minutes to complete it. After the test has been taken, an anonymised sample of your writing will be analysed and compared to your GPS results.

It is important to note that this is not a test of your ability. It is testing the effectiveness of the test. The test is very similar to the one you will have completed when you were 11 at the end of primary school. Your memory may be a little hazy since then and so don't worry if you struggle to answer a question. Move on to the next question and come back to it if you have any time at the end.

I hope you will enjoy being involved in a project that will assess the effectiveness of the government's strategies to improve pupils' writing skills. Your test papers will be anonymised but if you wish to know your results, please ask your teacher. This will give you the opportunity to assess your own level of knowledge of grammar and whether you feel it is necessary for your writing skills. The results of the project will be shared with you.

We would like to stress that you do not have to participate in this project and should only agree to take part if you want to. You may withdraw from the project at any point prior to your data being anonymised.

Thank you once again and all the best with the test.

Appendix D: Interview Questions for the Teachers

BACKGROUND INFORMATION

Name:

School:

Degree Subject:

PGCE Training Provider:

How long have you been teaching?:

YOUR VIEWS ON THE TEACHING OF WRITING
How important do you think it is for students to be able to write clearly and consisely?
How important is it for writers to know metalinguistic terminology (e.g. adverbial; pronoun)
How valuable do you think knowledge of grammar is for teaching writing?
Beyond accuracy, is there anything your students find particularly difficult about grammar?
Is there any aspect of grammar you find particularly hard to teach?
Do you feel that the level of provision given from your PGCE provider was sufficient for preparing you to teach grammar and writing skills?
What are your views on the 2014 National Curriculum in respect to grammar and writing skills?
What are your views on the Grammar, Punctuation and Spelling test?
Do you think that the Grammar, Punctuation and Spelling test helps to improve pupils' writing skills?
<u>Open Response:</u> I am interested in any of your thoughts, concerns, enthusiasms, reflections on the teaching grammar and writing.

(Myhill *et al.*, 2011)

Appendix E: Interview Transcripts

GPS Test Research Questionnaire: Transcribed Interview

Date: 05/09/2016

Section 1: Teacher

Age: 37

Degree: Bachelor of Arts BA PE QTS (PE Specialism with teaching specialism) (four years)

PGCE provider: NA

Number of years in teaching: 15 years

Originally intended to teach secondary school, but went into teaching at primary level. He thoroughly enjoys teaching at primary and is happy with the decision he made.

1. Were you taught grammar at school?

Teacher: Not that I can remember, no. If at all, it would have been basic. I think when we were at primary school...we were taught some grammar, but I couldn't tell you what we were taught. I don't remember being taught any grammar in secondary school. It was more text-based.

2. Did your PGCE training adequately prepare you for teaching grammar in the primary curriculum?

Me: so it's slightly different for you as you didn't do a PGCE for primary. So how do you think your degree prepared you for teaching English as part of the curriculum?

Teacher: It didn't. From what I can recall we weren't taught any grammar and we didn't have any sessions, lectures, anything on...grammar.

So we teach GPS [SPaG] now, grammar, punctuation and spelling. We weren't shown how to teach it, we weren't taught any of it. So zero.

Me: So what year did you graduate in?

Teacher: 2002

Me: So basically you are self-taught?

Teacher: Yeah, I've had to... I've basically had to revise like I was a child, so I had to get the children revision guides, Google, speak to Lisa, who came in before, she used to teach year nine which was the adjoining class, so we would share thoughts on terminology and vocabulary, and then the government produced some, erm, what would you call it, definitions of vocabulary, but that was months and months into us actually teaching it...you're talking like a few months before the actual exam, we were getting more help, so it was sort of like your teaching it [SPaG], but they didn't give us anything from the word get go. We had to go and figure it all out for ourselves, and then over time they started to give us things like samples of what the papers would actually look like, but we didn't get this straight away. So we were completely in the dark with what we had to teach, not what we had to teach because they stipulated what we had to teach, but how to teach it, our

subject knowledge of it, and what the test would look like. We didn't have a clue...until they drip fed stuff through the year. And last year they changed it again. They made it a lot harder...so last year they brought in all sorts of new vocabulary [2015-16]. Things like the past perfect form of the verb, the present perfect form of the verb, stuff that I'd never even heard of, so then we were off again, learning it all again.

Me: And you were provided with anything?

Teacher: No.

3. Prior to the implementation of the SPAG test, how much knowledge would you say you had of grammar and grammatical terminology?

Teacher: Very minimal, very minimal knowledge.

4. Following the implementation of SPAG test, do you think your own knowledge of grammar and grammatical terminology has developed?

Teacher: Yes, 100% yes. And I've quite enjoyed it actually.

Me: That's interesting because some teachers are resistant to it.

Teacher: I've loved it, I've loved it because, and we will probably get to this later with the writing, when I'm marking writing now I can pinpoint exactly areas to work on. Where before we still knew what to work on but it was more text based or you weren't getting as specific into the areas that that you could teach as a whole class, if you found it is a common mistake, and then you say if you can sort this out and you give it an actual name and then you can teach what that is. Like the *a* and the *an* rule. I knew when *a* or *an* should be used, but I couldn't have put it into a lesson or teach it. Well, it's either *a* or it's *an*, but obviously I now know why, I can teach it..

Me: You have the metalanguage.

Teacher: exactly... I can explain, whereas I couldn't before. It's helped my teaching of English, knowing the grammar and the punctuation, definitely.

5. On the whole, would you say that your colleagues regard the SPAG test as a useful addition to the work they do to promote good writing skills?

Teacher: I'd say so, yeah. As a whole, I think that...obviously I'd have to go round and ask everybody individually and ask each one of them...but I think they probably, may see it, I don't know if inconvenience is the right word, or just more stuff to know, more stuff to have to teach, but I think that every one of them would say that if it advances your subject knowledge, which it has, then it can only make you a better teacher of writing.

[...]

6. To what extent, if any, do you feel that the SPAG test has limited your autonomy as a teacher?

Teacher: No, I don't think it's...I don't think it's done that, because...I think things are quite prescriptive anyway, with what we had to do. I think it's just made me more focused...I think it's just given me more knowledge about

what I am teaching, so I'd still be teaching very similar things, but I wouldn't know the terminology, or how to teach specific things, whereas now the SPaG, the GPS, has come in, I feel more confident teaching English, a 100% more confident teaching English.

[...]

Section 2: Teaching

7. What is your approach to teaching grammar?

Teacher: I would usually start most lessons with a grammar task. Now that might be a whole class grammar task whereby they respond to me on the whiteboard, for example, or I would do a bit of a demonstration with some live examples and then they would have a go, before we then go into their actual lesson itself. Within the actual lesson itself, I'll try and make sure whatever grammar starter I've used it would come in within the writing. So then when we are doing the piece of writing, almost pretend like it's a standalone GPS, and then I'll say, 'Have you noticed that what we did in the beginning is in here?' And so I will always try to link the grammar to the topic that we are doing. I wouldn't pick something related to stories and then put that at the start of the lesson on explanations, for example. I try and link in.

Me: so it's teaching grammar in context?

Teacher: Yes, it's grammar in context. I very rarely do a standalone lesson on it. I will do some stuff standalone, if I don't think it fits well, or if it's something, for example, a story, there's so many elements to a story. If I wanted to them to pick up on a particular grammar skill that didn't come in the story, but I thought there were too many other things, I would teach it as a standalone, or if it was something that required a bit more teaching and then I wanted to see in a close procedure like changing passive to active, active to passive, then I would do that as a standalone lesson, and then if it ever ended up cropping up in a piece of writing, then I would pick it out, but stuff like the passive voice is very, very difficult. It is one of the higher-level skills to see in writing and I don't think anyone thinks 'oh going to write in the passive now'. I spotted it in some in a couple of pieces that my best writer did, but she didn't mean to do it. It was just the way that she done it. So I tend to get evidence for that as a standalone lesson, really, but most of it is in context.

8. What is the absolute least a sentence must have to be a sentence?

Teacher: We talk about a main clause, so it needs to have a verb, and obviously a noun, or it just needs to have a verb in it. So we're talking about the difference between a phrase and a clause.

9. What would be your approach to teaching a key grammatical term, such as 'conjunction'?

Teacher: I think we've mentioned connectives and conjunctions before and the difference between them. If I were teaching conjunctions, I teach

conjunctions as a conjunction links clauses together within a sentence...and then we would look at...if I was teaching that I would probably look at what conjunctions are first and then I would look at examples of them...so get them to list as many conjunctions as they could...and then we would look at may be grouping them into those that do are very similar job and then we would may be get sentences with words the missing like a conjunction, can we fit the right conjunction in.

Me: I saw you do that as part of the lesson.

Teacher: Yes, so give them a choice and then put them in. And for the higher ability, just let them choose. Then we would maybe look at them within a paragraph, in a text. And then what they also do is look at how to replace conjunctions with colons and semicolons, to separate clauses, which is higher-level skill.

Me: yes, that is a high level skill for primary school children.

Teacher: it's now expected that all primary school children can use colons and semicolons to separate clauses. So that's not above, that's expected.

Me: Some of my students [undergraduates] can't do that!

Teacher: I've only just learnt it. I love it, all my emails have them in now...[...]

Me: These are the things that I'm teaching my undergraduates now.

Teacher: I was on a course not so long ago and we were looking at the expectations and I put my hand up and said isn't it strange how this that we expect them to have now is far in advance of what we used to expect and even last year, the previous year, this is what we would call children working at greater depth now. But it's just unbelievable. The full range of punctuation is now expected, mostly correct or starting to use semicolons to separate clauses. But the difference between a semicolon and a colon to separate clauses is miniscule. There's not much difference. When I read some of the stuff we've got to teach, I'm not so sure whether that one is or that one isn't, and then you sort of work it. But to get that across, to know it yourself is one thing, but then to try and teach it in a clear way is another thing.

**following section links to question 19 on the curriculum*

Me: I think this is an additional question...but I think when students are struggling with what clause boundaries are and commas...they need to get that right first, don't they, before they are using things like semicolons and colons, so maybe...

Teacher: ...even full stops. I asked the children 'when do you use a full stop?' and some of them don't know, in year six, some of them don't know.

Me: I noticed in the work that there were a lot of missing full stops...They need to get the basics before semi-colons and colons ...maybe that's something for high school.

Teacher: Yeah, the thing is, I spoke to the adviser at the school and he said '...well that's the curriculum. Your year 6s are entitled to you teaching that curriculum'. If they've got gaps'... well I said that's fine, but if they've not got the building blocks before that there is no point me teaching it. And he said well the building blocks before that need to be taught outside of the hour that you teach English because they are still entitled to that. And in an ideal world you'd have them all on a one-to-one basis with a teaching assistant, building...but obviously it doesn't work like that [...] I can't teach the curriculum I'm supposed to teach, and he said well you'll have to. So the

adviser said you've got to plug the gaps outside the hour you teach, but it doesn't work like. So we've had to adapt slightly and do what we call pre-teaching. So say we're teaching a topic of angles in maths, if we feel we need to pre-teach the bit before, we pre-teach it, but you've still got to try and do it in the same amount of time, if you were just doing that bit, otherwise you don't do all of that

Me: So how do they expect you to...

Teacher: ...fit it all in, I know. It's crazy.

Me: I will link that to the curriculum question at the end.

**end*

So the connective one, we talk about connectives linking paragraphs together, so yeah conjunctions linking clauses and sentences, clauses within a sentence, and connectives linking sentences together, paragraphs together. And we, I tend to teach the formal version, so if we're writing a formal letter or debate, for example, we'll often use the formal connectives like 'moreover', 'furthermore', 'on the other hand', and 'however' and 'consequently'. We talk about those really. We also talk about that some conjunctions can also be used as connectives. It depends how it's used. So they'll often... So once you've taught them *and*, *but*, *so* are types of conjunctions, and then you've got to teach them what type of conjunctions they are. They also, some of them, as you will know, can be used as connectives, but that's another teaching bit, because they will spot them and say 'oh, that's a conjunction'. Well, actually, look at it in this example. It's like adverbs and prepositions. It depends how they're used. So that's the difficulty.

Me: So would you teach them conjunctions first and then connectives?

Teacher: I would teach them what a conjunction is and what it does and how to use...because then they will choose the wrong conjunction within a sentence. So it's not as easy as...they will then start putting 'while' when 'while' doesn't fit, so it's like there's a lot to just that. And then I will teach connectives at the separate time and I will probably teach the more formal version of connectives...and only once they've understood what a conjunction is and how it works and what a connective is and how it works...and then I'll start to look at sentences whereby what I've taught as a conjunction works as a connective.

Me: This really links to the next question but what I found is that the VCOP pyramids have adverbs, such as the connectives like 'therefore' 'however', mixed in with the conjunctions, and so I think if a child sees that they could start to think well I can use that as a conjunction. So, for example, with *but* and *however*, semantically they mean the same thing, but they don't have the same function, grammatically. And then you start to get students using *however* instead of *but* creating a run-on sentence.

10. What would be your approach to teaching a key grammatical term, such as 'connective'?

Me: You've already answered this so we'll skip to the next question.

11. How do you differentiate these two terms, if at all?

Answered in question 9.

12. What are your approaches to teaching punctuation?

Teacher: What I often do... I would do it the other way around... I'd teach a piece of writing... get them to do a piece of writing. And then pull out of the piece, without teaching punctuation, pull out commas and punctuation. And what I would do, I would copy children's sentences and put them on the board without naming who they are or who they belong to. I would do five of the best, five of the best sentences with all of the key things that we are looking for and then I'd have 10 to 15 to improve. And the 10 or 15 to improve will be on things that I have commonly seen amongst the children's work... punctuation or grammar or whatever, and then we will look at putting those in and why they need to go there... and we will do sort of like... I will do stand-alone lessons on punctuation, but I do do it similar to grammar whereby I might have a starter, a punctuation starter, that we do together, for example, commas to separate clauses. I will just put the sentences on the board without anything to separate. I will then read it in without any punctuation. And I will change how I say it and it becomes obvious to where it has got to go, and then we will look at rearranging clauses, etcetera, and what happens to the comma when you start to rearrange clauses.

Me: so are you teaching punctuation in relation to grammar?

Teacher: yeah, yeah, partly in relation to grammar, partly within the whole text and partly on its own. Sometimes I will literally just teach it on its own.

Sometimes. If there is an opportunity I will link it in with stuff, I will link it in.... I often find with the punctuation it's better to use the sentences the children have written rather than from textbooks, etcetera. because sometimes textbooks use vocab etc. that the children will not understand. Therefore, they focus more on the understanding of the words rather than the actual punctuation. So I use their work and then also they see it in context and someone will be sitting their thinking that's my sentence, but they don't share it, and then we are also helping them. So were looking at punctuation, but were also helping individuals, as well as any sort of whole class issues. That is a hard question to answer in a straightforward way.

[...]

Section 3: The pupils

13. As a result of the SPAG, to what extent have you seen evidence in students' writing that there has been an improvement in performance?

Teacher: it definitely has, I'd say it definitely has improved their writing. Whether it's improved their writing in the areas that I have to assess on is another matter, so I've got like so many bullet points of things I have to look for. So, for example, I mentioned *a* and *an*. I don't have to comment on that.

I don't have to see that in their writing necessarily to say that they're working at the expected level. However, things like that are more often right than not right, because I've been able to pinpoint that and then teach that. Like, for example, when they use *I* or *me*. When do we use *I* and when do we use *me*. I've always known myself, but to teach them I would just say, well, that should be *I* and that's *me*, and they wouldn't even say why... but now before the even get there I can teach it... I can set it up, or I can do it wrong on the board... And then we can look at ways to remember etc. So punctuation I think is, is much better. However, the new GPS stuff really... I don't think it really... I think it's more of the grammar that has changed the teaching, really, rather than punctuation, because we always used to teach punctuation. We would always have to teach that... I don't think anything is different with the punctuation. It's more the grammar side of it. Before GPS started, we used to do something called the VCOP. Vocabulary, connectives, openers and punctuation. So even before the GPS came in, we were looking at the quality of the vocabulary, the use of connectives, as we called it, only, then, how they would open sentences and the punctuation. So even before GPS came out we were teaching those areas, so the vocab that children use I wouldn't say has got any better since GPS, because we were doing it anyway. I think grammatically writing sentences better, is it obvious, not really. Not really. We teach Standard English differently, but I don't think it is... Because I'm not looking for that...you're looking more for what vocabulary they use, the variety of the punctuation, you're looking for the use of errrm... connectives, conjunctions... you're looking for the VCOP stuff we used to teach. I think the GPS stuff is more, more specifically suited to the GPS test itself. Obviously some of it... has a crossover, well, all of it, has a crossover into writing...but really it's the GPS test that you're looking for some of these things, like...commas to separate clauses, I would see that in writing and have seen that better, but I was teaching that anyway, because it was punctuation. Grammar stuff, that's not very grammatical is it, grammar stuff, now erm, nah, I wouldn't say I've seen a marked improvement in writing, or the punctuation, or the vocab...but that was happening anyway. So it's things like *a* and *an*, *I* and *me*, things that probably I've learnt, I think.

**interim framework – what to look for in students' writing (this came in 2015/2016, the year after the project)*

14. On the whole, do the pupils take the test seriously and regard it as important to the work that they do?

Teacher: Yes. Yeah.

Me: Do you think it causes them stress?

Teacher: err, no because it's, no because it's easy. It's easy in the fact that...I'll tell you why it's easy, once... not counting last year because they made it harder... But before that most of the children were getting over 40/50, most of them 45/50. Because if you teach it as I used to teach it, at the start of all the lessons, little and often, and then you do the test-style teaching of it. All the papers were the same, so you do a practice paper, and if they can do that, and you went over it, and you taught which bit they got wrong, the next paper was exactly the same, they just changed the words. So the question on

'can you underline the conjunction' was the same as 'can you underline the conjunction' but it was just a different sentence with a different conjunction. So once they've got the idea, so you teach it to them all and then you teach the test-style techniques, the build-up, and they'd all be flying, even last year, no, not last year, the year before, three years before that, we were far ahead of national. Now last year we were ahead of national at the expected standard, but not at greater depth. So not as many children were getting as high a scores as... so actually as a year group we were below National average was at 23 percent and we were at 16 percent, at greater depth, whereas the expected standard we were above again. We were above in all areas. The only area we were below national average was GPS at greater depth. Every other area we were ahead. And that's probably the new stuff that came in...they'd only have a few months of us teaching it... I wouldn't say it stresses them out as much as maths or reading. I don't think they see it probably quite as important as maths and reading, and we don't. However, it's still reportable. Because you have a measure for reading, writing and maths combined, which is really important, and GPS isn't involved in that. So you've got them all separate and they look at a percentage of children who have achieved the standard expected in reading, writing and maths, in all three, so if you're missing one, you don't count. GPS isn't involved in that. So straight away that gives the indication that actually it isn't as important, because it's not involved in the combined measure. So you still want to do well, but the first ones I look for are maths, because that's my subject, and then GPS last.

Section 4: The SPAG Test and the Curriculum

15. Can you identify any particular problems with the SPAG test?

Teacher: Other than the fact that, other than the fact that some of the terminology, some of the, the standard of it is far too high, especially the new, some of the new stuff they're expecting. I think it's ridiculous. You ask teachers and they don't know. So if a teacher doesn't know, how are we expecting a 10 year old to know? We've got to go and learn it and then teach it to them, so...

Me: Just to clarify is the terminology from the beginning of the SPAG test or is it the new stuff they brought in last year?

Teacher: ...erm, I'd say all, most of the new stuff, if not all of the new stuff, is far too high, I would think, and some of the stuff before that. I think if it can link to the writing, and it can be useful in their writing, then it's going to be useful, but if it's almost a standalone, can you pick this word out, can you underline this, can you change this into this, and it's not really going to impact on their writing, although most people would say it will impact on their writing eventually, erm, but at 10 years of age when you're focussing on full stops, capital letters, commas and making their sentences make sense...Often their sentences don't even make sense. They can't even read their own sentences back, yet I'm trying to teach them what a past perfect form of a verb is, which I don't even understand myself and I've been reading up on it. So, I'd say that, yes, it's er, that's the area which is a bit of a problem.

16. To what extent do you feel it is useful for pupils to learn grammatical terminology?

Teacher: I think for their, I think for their maybe confidence wise, in an English session, if they know that's an adverb and that's a verb and what a preposition is, I think if they, and if they're asked questions by the teacher and they can respond. Like going to secondary school, for example...I don't know how they teach at secondary schools now, but if those things came up and we hadn't had GPS at SPAG, then they'd be like a fish out of water, but now they've got those, I think it's a confidence thing.

Me: So I suppose it's about having the language to be able to talk about what's going on in a sentence?

Teacher: Yeah, exactly, and looking at a sentence and saying where it's gone wrong and where it's gone right. Well it's gone right here because I used... we talk about using adverbs and prepositions, adjectives, to bring sentences to life, but before we talked about 'wow' vocabulary, but we're not allowed to use 'wow' vocabulary now, because it's actually got a specific name to it now. So I think as a teacher you can pick things out when you're marking, and I think a child can identify things in their own work to improve upon. So erm, yeah, I think that's really useful for them.

17. Is anything missing from the SPAG Test?

Teacher: Err no...take things out of it. Don't put anymore in. I'm definitely not going to say yes to that one.

18. What reforms, if any, would you recommend for the SPAG Test?

Teacher: I personally would take out specific elements that I personally would feel that are not for a 10 year old not to have to learn....If they took some things out of it then maybe we could focus more time on the things that were important to their stage of learning, ...like I say if they're struggling, lots of them are struggling with capital letters and full stops, using conjunctions and connectives, things like that which are vital for their writing, sentence construction, use of clauses, and we are teaching them things far in advance of that. We are taking time away from learning the real key things, that we should be building on to get to that. Like you said before if that's something that comes up in year 9 or 10, whenever, they've had time to build up to that rather than we will chuck it at you now, some of you will and some of you won't. You might not know why you're picking it up or how you're picking it up, or what it really is, but you can maybe just circle it in a sentence...like I taught them loads of tricks on how to find perfect forms of the verb and how to change it and stuff, cos most of the time it was one particular thing...So I say well if you find that word than just circle it, and nine times out of ten you will get it right. You end up teaching it all and then right before the test you start giving them little tricks of the trade if you will to pick up

for a few extra marks which distorts the results in a way 'cos they don't really understand it, but that the same in a way for every school in every area, test techniques.

Me: You did mention, this was when we had our first meeting, about the scores for the spelling and grammar, maybe separating those...

Teacher: Yeah, I'd still agree with that, yeah, erm, the spellings have far too much weighting...before the tests were all changed, the English was all put together so you'd have a writing element, a reading element, a handwriting element, a spelling element, and spellings used to be worth 7 marks out of a 100, so 7 percent. They're now worth 20 marks out of 70, so in theory if say the old level 5, we're not on levels anymore, but the old level 5, ...I think they used to have to get about 55 out of 70 overall. Or you could get a child there getting 50 out of 50 on the written a paper and only four spellings right, and they're level 4, so they're average. They're average but they got full marks on the actual paper for the grammar and punctuation and vocabulary paper. Yet because they can't spell, or they're dyslexic, or whatever, they're down overall...but what they lack with grammar...well they got level 4. Little do you know that they got 50 of 50.

Me: Well they are two very different things. You can be a fantastic writer but a rubbish speller.

Teacher: Yeah, course. The number of children we've had getting 47/48 out of 50 and only maybe 4, 5, 6 spellings is unbelievable and then you can alternatively get somebody who gets 20 out of 20 on the spellings and gets 35 on the paper. They can get 35, which is one of the lowest we will ever see, super spellers, and I've had these, 20 out of 20 and they get level 5. So you're getting people who are getting 15 marks less on the paper being a level 5, and those that are getting full marks are getting a 4. It's crackers, so that's a third...

Me: So they need separating? I actually noticed that when analysing the results, because I've broken it down, and I noticed that.

Teacher: To be fair, it's made us as a school sit up and think about how we teach spelling again, and thinking about how to teach spelling properly...When it was worth 7/100 nobody bothered. They didn't bother as much, because why would you...Your reading was worth 50, your writing was 37...it was less than that, your spelling was 7 and your handwriting was 3 so your writing must have been 40 to make 100. So 50, 40, handwriting 3 and spelling 7. Now handwriting, in order to be writing at greater depth, your handwriting has got to be cursive. So handwriting is now an important figure on a high percentage of children, so handwriting's a lot more important at the high end...

For the GPS spelling, they're going to have to get a decent score. We would be looking for them to get about 10 as a minimum. I'd be confident they could get up to 45 out of 50 and then 10 will get you there, but not last year, because not many people got 45 out of 50. Because those scores came down because of the difficulty of the test was raised, so...

19. What reforms, if any, would you recommend for the English National Curriculum key stage 2?

Teacher: More of the same. The GPS stuff really, the English stuff, more time, more time for the basics, because no matter what year group you're in you say to teachers what are they struggling with and it's capital letters and full stops. No matter what year group you're in, it's exactly the same thing. Sentences don't make sense. They can be in year 2 or year 6 and you're still saying full stops, capital letters...sentences need to make sense. And only when you're happy with that do you then you start to teach...the next thing that will come to me is commas to separate clauses, because commas in lists they should be able to do. As a punctuation pyramid for myself, you've got to get that right first. Now what you often find is teachers have harped on that much about capital letter and full stops, they've had enough, so I mention something new, they like ooh quite excited about that, I'll learn that. So they end up being really good at including the higher level punctuation, yet there's no full stops and capital letters, because they've had enough of people going on...So rather than teach it thoroughly, then you don't have to keep going on. It's not taught thoroughly because you've got to teach that much...you teach it quick and hopefully they'll grasp it. Next year...you can't teach full stops and capital letters. And every year teachers say why can't they use capitals and full stops. Well it's never been properly embedded, because if it was they'd be doing it. And then you teach the next thing, and then... There is too much to teach in every year group and so it ends up being rushed.

Me: Anything else you'd like to add?

Teacher: No, I think you remembered the spelling part well as that was my main issue with the GPS, the GPS total score, that it should be done in two separate scores. I think it's good that in their writing they don't get penalised for their spelling, as you have to teach them to be adventurous with their use of vocabulary, and not shy away from...some of the vocabulary they can't spell...so they don't get punished for their spelling in their writing which they shouldn't do. It's more the total score which is the spelling and I feel it's too high, although people would argue and say well it is a grammar, punctuation and spelling test. But spelling is so specific, that it is very difficult to improve somebody's spelling if they've missed out on all of the phonics stuff. You can't...it's very, very difficult to have an impact on spelling, I think. It's the area out of everything that I feel I have the least impact on, because you can't focus enough time on it and you'd have to go back and teach phonics...I've got my spelling age results here. I will just read through these spelling age results. They range from...so this is a test I do at the start of the year. The spelling ages in this new class I've got...range from...8 years and 1 month up to greater than 15 years, so I've got a 7 year difference in the children I've got to teach. I've got to teach spelling to them...so I've got some, I've got 1, 2, 3...so they're off the scale...and I've got 8 years and 7 months...and all the ages in between, so how do I teach spelling? So it's very difficult, some of them will just be sat there bored because they can spell like I can spell, and then you've got think of...some of them won't have a clue what you're talking about with a high frequency word list...so yes, a 7 year difference in one class.

20. Teacher's comments on findings:

Me: So basically what I've found from the analysis is that there is some disparity between scores on SPAG Test and the level of their writing skills, but I expected to find that anyway as answering a multiple choice test is not a reflection of whether you are going to be a good writer not...

Teacher: But you would find your top writers will do well at GPS, rather than the other way round. If you're really good at GPS doesn't mean to say that you're going to be good at writing, but your top writers will do well...

Me: ...I found what we've been talking about that they struggle mainly with clause boundaries, commas, full stops, some non-sentences, run-on sentences, so it was kind of the basics, but there were some students, one student, and some of the sentences were really complex. So some of them could punctuate really well, but I think overall, the majority of them, there was definitely issues there. I don't think the SPaG Test really focusses enough on that. I know it does focus on what's a subordinate clause, what's a main clause, but I don't there is enough focus on it in the test... There were some connectives used as conjunctions, but that's what I expected to find as I think the curriculum makes it confusing for them.

Teacher: Well, we probably don't know all of the bits and pieces...[...]

Me: ...I think the test focusses too much on word classes and grammatical terms and not enough on punctuation, sentence combining and what constitutes a sentence [...] only a small percentage of the test is actually on clauses, connectives...the majority of it was on word classes and grammatical terms.

Additional questions:

- How have the selected students been categorised Levels 1-3?

Higher, middle and lower group. Not specific level (level 5) middle group (level 4) lower group (3). They were working towards the levels.

2023 Follow-up interview: transcribed Interview

04/09/2023

Angela Jayne Kilpatrick 0:15

And then and just to let you know that once the data has been transcribed, I will delete the recording, but obviously the transcription of the data will still be part of my data, but it will be anonymised.

Head 0:28

No worries.

Angela Jayne Kilpatrick 0:52

Yeah, alright. OK. So let's start. And so how important do you think it is for students to be able to write clearly and concisely?

Head 1:01

And yeah, it's incredibly important.

And if we, if we, if we're thinking clearly about being legible to read, definitely, obviously, you can't read it then that's not great. However, when they do the year 6 sats

tests and they kind of have what's called a scribe. And, and, and an adult can write for them, so it, it is vital. But for those students who have got specific learning needs, there are ways around it, although it wouldn't be their writing that's clear it then be an adult's writing that's clear. And we can also have what's called a transcript. So if any of the writing that the children put down isn't clear, like the odd word or phrase, we can sort of, an adult can write over the top of that. I think concisely is really important because that's something that...by the time they leave primary school, there's not many children who can write concisely. They'll, they'll if you if, if you don't put a limit on how long a story's got to be, for example, it could be 3, 4, 5 pages long. And what you find is after the first two or three paragraphs, that's when all your errors start coming in.

Angela Jayne Kilpatrick 2:08

Brilliant. Thank you. And how important do you think it is for writers to know metalinguistic terminology, such as your grammatical terminology, adverbials, pronouns, et-cetera?

Head 2:21

Erm...I don't think it's overly important that they know the terminology. However, they've obviously got to know what that relates to. The need to know what a pronoun is and and, and, and at school we do try and use the correct terminology, but there is that much of it out there that even as, as an adult and as a teacher, you sometimes can forget which is which is which. So you would obviously read up on that before you teach it. But I remember when the grammar, punctuation, spelling came in, lots of it was new to us and me being a year six teacher then I had to go and learn it all. So I think the children can get by really well and and, and, and write fantastic pieces, put together fantastic pieces of writing without actually knowing the terminology behind it.

Angela Jayne Kilpatrick 3:07

Yeah.

How valuable do you think a knowledge of grammar is for teaching writing?

Head 3:13

Err...very valuable.

In fact, if you didn't, if you didn't have that knowledge of grammar, you, you, you, you would obviously make errors as, as, as teachers, and I have seen that not just in this school, but in all schools I've worked at, whereby if you're observing a lesson and a teacher doesn't have a sound grip of the grammar, they will teach it wrong and therefore us the children will then follow that in their writing. So, and you see all around you sort of, see on, sort of, shop titles and things like that where there's missing apostrophe for possession and stuff. So yeah, I do think that err...teachers at primary school now, more so than when we first started. We need, we needed the knowledge of the grammar then, but with the with the new grammar and, and, and and punctuation test, the GPS test, I think it's far more important. And now it seems to be far more important, though.

Angela Jayne Kilpatrick 4:07

Yeah. Yeah, that's interesting observation. Thanks for that, Stuart.

Um, OK, so um beyond accuracy. Is there anything you're...this one you probably can't answer because you don't have any students, just we'll just skip this one.

Head 4:21
OK.

Angela Jayne Kilpatrick 4:21

Um, is there any aspect of grammar you find particularly hard to teach? I, I don't know if you can answer that one either.

Head 4:28

And I just trying to recall.

I think anything, that anything that is new to the teacher. So if a teacher moves into a new year group, obviously they got to get the head around all of the requirements for that new year group. So we've just had two teachers swap year groups this year and it doesn't matter if you going in up a year or down a year because just because you know the grammar, erm, requirements in one year group doesn't I mean to say you know them in a different year group. So I think rather than talk about a particular aspect of the grammar, it would be if you if you're moving year groups more so because then you would just go in and sort of research and find out exactly what you had to teach and how to teach it. And I would sometimes say it's more the how to teach the things rather than the actual thing itself because you can go away, you can get the knowledge. What separates really good teachers for not is how they then get that across.

Angela Jayne Kilpatrick 4:58

Yeah.
Yeah.

Head 5:23

Anybody can go and read up and and, and work out what it actually says. It's then getting it across as children the best way. So I wouldn't say there's any particular aspect of the grammar. It's more if you've moved year groups. And also like I say, it's getting, it's knowing how to get that across to the children.

Angela Jayne Kilpatrick 5:39

Yeah. And the national curriculum is very specific about what you have to teach, but it's not specific about how you teach it.

Head 5:47
Exactly.

Angela Jayne 5:47

And yeah, yeah. Brilliant. Thank you for that. OK. So, do you feel that the level of provision given from your PGC provider was sufficient for preparing you to teach grammar and writing skills? I think this is a question that I asked you in the first interview, actually.

Head 6:04

I can't remember what I said, but I'd be very surprised if I said no, it wasn't. Yeah, it

well, it wasn't sufficient. And I would imagine it may have changed now with, with obviously the test being out there for, for the new students, but, no, 22 years ago, however long it was when I was learning, no, nowhere near.

Angela Jayne Kilpatrick 6:09

Yeah.Yeah.

Yeah, yeah, it'd be interesting, actually, I should find out what's been taught on the PGCE now, cause that would be interesting to know, wouldn't it? And what are your views on the 2014 national curriculum in respect to grammar and writing skills? Do you feel it has been a good initiative?

Head 6:28

Yeah, yeah. Yeah. Yeah, I, I think so. I think it's definitely upskilled. It upskilled me as a, as a teacher of English in a primary school, and I think it's upskilled lots of other primary school teachers. It was a bit sort of panicking at the time when it when it first came out and they brought that test out because like I said, it was a whole raft of new terminology that I had to, I had to learn. And that was back to the previous question whereby we weren't given that level of provision. In our training to know. So, we have to go and research that in our own time and find out what it all meant and then think about how we teach that.

And but I do think it definitely has raised the bar for quality of, of teaching and learning in primary schools with relation to writing skills. I don't know if the writing's any better.

And.

Angela Jayne Kilpatrick 7:26

Hmm.

Head 7:27

Then, then it was because you, you normally teach those skills to pass that particular test rather than teach them to actually help with the writing. It's the, it's ideally, it's supposed to go hand in hand and but you teach those things like if you're teaching the subjunctive form of the verb.

Angela Jayne Kilpatrick 7:37

Yeah.Yeah.

Head 7:43

And you, you, you teach it in a way whereby when this question comes up, just write 'were' rather than 'was', which actually goes against a particular rule.

And so you, you, you, you teach some of it, so they pass the test, but then you do hope that some of it comes into the writing.

What I found as a teacher was it allowed me to, when I was, when I was supporting children to edit the writing, or when I was giving them feedback, I felt I was able to be more specific with the feedback again because of the knowledge that I had because of the curriculum coming in and the requirements of it.

Angela Jayne Kilpatrick 8:10

Yeah.

So kinda because it links in with this next question really on what are your views on

the GPS test. From what you're saying, it sounds as though that you feel the benefits have been more for sort of teaching and giving feedback and more so than you know improving the pupil's writing is, is that right that I say that?

Head 8:31

Yeah. Yeah, that's correct. Yeah. Yeah. I don't think doing the test itself necessarily improves the writing massively. It's more like you say, the teaching. What, what, what I don't like about the test is there's, so the papers called the grammar, punctuation and spelling test because it is. But then they have a separate spelling paper as well. So if the children struggle with spelling, they get punished twice. They get punished in the actual spelling test, which is out of 20. But they also get punished in the grammar, punctuation and spelling test say.

Angela Jayne Kilpatrick 8:34

Yeah. Hmm.

Head 9:01

Paper one, because if they misspelt some things in some of the questions there, they're also pulled up on it. So, actually, spelling has got far more, far more weight now than it had when I first started teaching. See when I first started teaching, it was worth 7 marks out of 100.

Angela Jayne Kilpatrick 9:08

Ohh really?

Head 9:25

Now it's worth at least 20 out of 70 and as a minimum. So, and if you think about, pushing technology, technology corrects all your spelling for you anyway, so for me it's gone the wrong, it's gone the other way. It should have been, it should have been. Maybe it was worth more before we have technology to correct ourselves. And maybe it should be less now. But it's gone the other way around.

Angela Jayne Kilpatrick 9:29

Yeah. Hmm. Yeah. Yeah, no, I agree. And anything, anything else?

And any other thoughts about the curriculum and teaching grammar that you want to add?

Head 9:51

And no, not really. I think we've covered probably most of it then.

Angela Jayne Kilpatrick 9:54

Yeah, I think so. Brilliant. Well, thank you very much for that [anonymised].

En

KEY STAGE
2

LEVELS
3-5

2014

English tests

Grammar, punctuation and spelling

Paper 1: short answer questions

First name						
Middle name						
Last name						
Date of birth	Day		Month		Year	
School name						
DfE number						



Instructions

Questions and answers

In this booklet your **grammar, vocabulary** and **punctuation** are tested. There are different types of question for you to answer in different ways. The space for your answer shows you what type of answer is needed, including:

- **Multiple-choice answers:** for some questions you do not need to do any writing. Tick, draw lines to, or put a circle around your answers. Read the instructions carefully so that you know how to answer each question.
- **Short answers:** some questions have a line or box for your answer. This shows that you need to write a word, a few words or a sentence.

Marks

The number under each line at the side of the page tells you the maximum number of marks for each question.

Please wait until you are told to start work on page 4. Work through the booklet until you are asked to stop.

You will have 45 minutes to answer the questions in this booklet.



1 Tick the word that means:

exciting

Tick **one**.

nice

thrilling

pleasant

good

1 mark

2 Tick one box in each row to show which word completes the sentence correctly.

Sentence	good	well
He plays the drums _____.		
The concert was _____.		
I had a _____ idea.		
The children worked _____ as a team.		

1 mark

3 Which word describes **how** Danny studied the map?

Tick **one** box.

Danny took out his compass before studying the map carefully.

1 mark

4 Tick **one** word to complete the following sentence.

The children went out to play _____ the rain.

Tick **one**.

despite

although

unless

yet

1 mark



5 Circle the word that makes the most sense in each set of brackets.

The two friends ate (since / before) leaving the house, (wherever / because)
they were not allowed to eat in the library.

1 mark

6 Complete each sentence below with the most suitable word from the boxes.

Use each word **once**.

Because

Until

Although

a) _____ I practise a lot, I'm getting better at football.

b) _____ Sam ran very quickly, Meena won the race.

c) _____ it stops raining, everyone will stay indoors.

1 mark



7

Which sentence is a **command**?

Tick **one**.

How far did you run this evening?

Run towards me.

I want to run along the river bank today.

Elena likes running.

1 mark

8

Replace the underlined word with a word that has a similar meaning.

Write the new word in the box.

When they returned, all the others had disappeared.

1 mark



9

Which sentence must end with a **question mark**?

Tick **one**.

Kiran asked the shop keeper for directions to the cinema

I would like to buy three tickets for the film

Denny couldn't see over the person sitting in front of him, so he wanted to change seats

Can I buy some popcorn to eat during the film

1 mark

10

Which punctuation mark would be best to show that the sentence below ends with a cliffhanger?

Sonia could not believe her eyes when she saw what was inside

Tick **one**.

?

.

"

...

1 mark



11 In which of the following is a **question mark** used correctly?

Tick **one**.

"How were the pyramids made?" asked Rashid.

"How were the pyramids made"? asked Rashid.

"How? were the pyramids made" asked Rashid.

"How were the pyramids made" asked Rashid?

1 mark

12 Find **one** word that can complete **both** sentences below.

Write the word in the box.

You should remember to look both ways before you _____ the road.

Adam was very _____ that he couldn't go outside to play.

1 mark



13 Which sentence uses **inverted commas** correctly?

Tick **one**.

"Follow me! shouted the tour leader."

"Follow me! "shouted the tour leader."

"Follow me!" shouted the tour leader.

"Follow me"! shouted the tour leader.

1 mark

14 Tick a box in each row to show whether the sentence is in the past or present tense.

Sentence	Present	Past
The children learnt about Romans in history.		
The computer works well.		
The children are choosing what they want to do for their projects.		
They added raisins to the muffins.		

1 mark

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

Ed knew he had P.E. reading maths music and history
at school tomorrow .

1 mark

- 16 Label each of the words below as either a **verb** or a **noun**.



The lion approached silently as the zebra rested in the grass.

1 mark

- 17 Write a **question** beginning with the word:

Where _____

1 mark



- 18 Change each underlined verb from the present tense to the **past tense**, and write the verb in the box.

Sally forgets her lunch when she is in a hurry for school.

1 mark

- 19 Place **three** full stops and **three** capital letters in the correct places in the text below.

it was hot and dry richard could feel the sun on his back he
took a long drink of water

1 mark

- 20 Which sentence is grammatically correct?

Tick **one**.

Robin was more braver than his brother.

Robin was the bravest of him and his brother.

Robin was braver than his brother.

Robin was bravest than his brother.

1 mark

21 Circle the **adjective** in the sentence below.

All the parents cheered the successful runner.

1 mark

22 Where should the **full stop** go to separate the sentences below?

Tick **one** box.

Spain is in Europe Madrid is its capital city although Barcelona is also

popular for holidays.

1 mark

23 Add the **two** missing exclamation marks to the text below.

Tariq yelled excitedly, "I've won I've won "

1 mark



- 24 Add the missing **full stops** and **capital letter** to the text below. One has been done for you.

It was a cold morning there was frost on the trees and ice
on the lake

1 mark

- 25 Circle the **connective** in the sentence below.

Before it was time for tea, Tom decided to play football.

1 mark

- 26 Which option is punctuated correctly?

Tick **one**.

Learning to juggle is fun. I found it hard at first but I'm quite good now.

Learning to juggle is fun. I found it hard. At first but I'm quite good now.

Learning to juggle is fun I found it hard at first. But I'm quite good now.

Learning to juggle is fun I found it hard at first but I'm quite good now.

1 mark

27 Circle the **connective** in the sentence below.

You couldn't hear the music when the train went past.

1 mark

28 Which sentence shows the correct agreement between **subject** and **verb**?

Tick **one**.

The walkers carries their lunch in their backpacks.

They eats all the pudding.

The baker makes gorgeous cakes.

He go to the dentist every month.

1 mark

29 Add the missing **punctuation** to the following sentence.

You must pack your toothbrush swimming costume towel
and nightclothes

1 mark



30 Complete the passage below with the correct **articles**.

It was _____ enormous castle. It had a lake and _____ tall tower with _____ most amazing views of the garden.

_____ 1 mark

31 Add a pair of **brackets** in the most suitable place in the sentence below.

Mr Jones a governor at South Street Primary School will present the prizes .

_____ 1 mark

32 Write a **pronoun** that could replace the underlined words in the sentence below.

Each morning, the boy's mother would walk the boy to school.

_____ 1 mark

33

Complete the sentence below with a **contraction** that makes sense.

I can't believe what _____ been up to all this time!

1 mark

34

Circle all **five** nouns in the sentence below.

When making the mask, Kate carefully cut the shape of eyes
and a mouth.

1 mark

35

Write the correct label in each box.

verb A	noun B	article C	adverb D
------------------	------------------	---------------------	--------------------

The siren sounded loudly.

↑	↑	↑	↑
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

1 mark



- 36 Insert a pair of **commas** to clarify the sentence below.

Jim grabbing his hat and gloves ran out of the house.

1 mark

- 37 Complete the table with the **present tense** form of the verb.

One has been done for you.

Present tense	Past tense
We dance	We danced
We	We stirred
We	We were
We	We ate

1 mark

- 38 There is an apostrophe missing from the sentence below.

I havent finished my project yet but I will do it by Monday.

Write the correct **contraction** in the box.

1 mark

- 39 For each sentence, put a tick to show whether the main clause or subordinate clause is underlined.

Sentence	Main clause	Subordinate clause
<u>I have violin lessons</u> , although I have not been playing for very long.		
<u>If you want to improve</u> , you must practise a lot.		
I practise every weekend, <u>even when it's in the school holidays</u> .		

1 mark

- 40 Draw lines to match each group of words with the term that describes them.

Words	Description
, who scares the postman away,	subordinate clause
a tiny, helpless kitten	main clause
a team of firefighters arrived	phrase

1 mark

- 41 Rewrite the sentence below in the **present tense**.

Jack wrote a card.

1 mark



42 Circle all of the **nouns** in each sentence below.

The children ate too many sweets.

Neil read the book slowly.

1 mark

43 Complete the table by writing a suitable **antonym** (opposite) in the box below.

One has been done for you.

Word	Antonym
cautious	reckless
drowsy	

1 mark

44 Complete each blank with the correct singular or plural noun.

One has been done for you.

One fox, **two foxes**.

One wolf, two _____.

One _____, two cacti.

One goose, two _____.

1 mark

45 Insert the missing **comma** in the sentence below.

The tree's long rough leaves can grow up to 30cm long.

1 mark

46 Circle two **suffixes** that can be added to the word below to make new words.

enjoy

ful ment able less ness

1 mark

47 Add the missing **apostrophes** to the sentences below.

That comedians jokes were hilarious.

Ryans parents are both doctors.

The castles dungeons are 300 years old.

1 mark

48

The sentences below each have an error. The errors are underlined.

Write the correction in the box, making sure the verb matches the tense.

One has been done for you.

had

Last Tuesday, I have an awful headache all day.

My baby brother likes to sit and drank a cup of milk first thing every morning.

The twins are going to the football tomorrow night and they had eaten some sweets during the match.

I am putting on my coat and I will have taken the dog for a walk right now!

1 mark

49

Put a tick in each row to show whether the word missing from each sentence is 'I' or 'me'.

	I	me
Sarah and ____ both had a cold.		
In the concert, Freddie and ____ sat next to each other.		
My mother drove Linda and ____ to the party.		
Tom, Kate and ____ are on the red team.		

1 mark

50

In the sentence below, what is the word **walk**?

Joe crossed the road and continued his walk.

Tick **one**.

a preposition

an adjective

a verb

a noun

1 mark



2014 key stage 2 levels 3–5 English grammar, punctuation and spelling test
Paper 1: short answer questions
Print version product code: STA/14/7060/p ISBN: 978-1-78315-236-0
Electronic PDF version product code: STA/14/7060/e ISBN: 978-1-78315-252-0

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Appendix G: Qualitative Analysis of GPS Questions 2014

P1	marked walk as verb in Q50
P2	Missed the run-on sentence in Q24. Contraction - apostrophe placed incorrectly in Q33. Marked cut as N instead of Kate in Q34. marked Sub as main in Q39. added extra comma in listing double adj. Placed apostrophes after the s and did not attempt third in Q47. Marked walk as a verb in Q50. Marked parents as the Adj in Q21.
P3	Answered all selected questions correctly
P4	missed FS at end in Q19/Q24/Q29. Marked cut as a noun in Q34. missed 'sweets' as a noun in Q42. marking error in Q40. marked walk as a verb in Q50.
P5	added more than one answer but did get the contraction correct in Q33.
P6	missed children and Neil as noun in Q42. placed the apostrophe after the s in all 3 in Q47. marked walk as verb in Q50.
P7	missed out the first capital in Q19. used the contraction correctly but used the wrong pronoun in Q33. Could not identify sentence types in Q40. marking error in Q47 - apostrophes used after s in Ryan's. Marked cheered as the Adj in Q21.
P8	marked the example which was a phrase as a sentence as correct Q26. Placed the comma between the subject and verb in Q45. Marked walk as a verb in Q50.
P9	Answered all selected questions correctly
P10	Q16 example of simplistic definition: 'doing word' and 'naming word'. Marking error in Q26. Added apostrophes after the s after Ryans and castles in Q47. Q50 nice example of sentence analysis.
P11	pupil used the contraction correctly in Q33 but marker may have marked it as incorrect due to the capital used. could not identify clauses / phrase in Q40. Placed a comma between the subject and verb. Marked walk as verb Q50.
P12	marked walk as verb Q50.
P13	missed full stop in Q29. Contraction he'd used correctly in Q33. However, another incorrect example was given below - in accordance with the marking guidance this was marked as incorrect. Marking error in Q40 did not correctly identify clauses and phrase. Marked walk as verb in Q50.
P14	marked cut as noun instead of Kate in Q34. Marked loudly as verb, sounded as adv Q35. Could not identify clauses/phrase Q40. Comma placed in wrong place Q45. Placed apostrophe on two plurals Q47. marked walk as verb Q50.
P15	placed an apostrophe on jokes/dungeons Q47. Marked walk as verb Q50
	P16 Answered all selected questions correctly
P17	Marked cheered as the adj in 21. marked went as connective in Q27. Placed a comma between the compound noun. Marked clauses incorrectly, though was right on first attempt in Q40. marked slowly as a noun instead of book. marked walk as verb Q50.
P18	possible marking error in Q15. Commas placed correctly, though one was placed below the line. Couldn't identify clauses / phrase Q40. Marked walk as verb in Q50.

Appendix H: Qualitative Analysis of GPS Questions 2024

P1	initially put a full stop before a subordinate clause Q22. Missed the full stop and added a colon incorrectly Q29. Marked 'walk' as a verb instead of a noun in 'his walk' in Q50
P2	Put 'walk' as a verb instead of a noun in 'his walk' in Q50
P3	Q25 circled a comma as the connective and the apostrophe as the connective in Q27. Put 'walk' as a verb instead of a noun in 'his walk' in Q50
P4	missed full stop - could have been a careless error Q19. Marked Tom as the connective in Q25. Mixed the verb and adverb up Q35. Did not identify the missing contraction Q38. marked the subordinate as a main clause Q39 and could not identify any of the clauses/phrase correctly Q40. missed full stop Q41. used an apostrophe on two plurals - jokes and dungeons. Marked 'the' as a verb in Q35 Put 'walk' as a verb instead of a noun in 'his walk' in Q50
P5	added the Oxford/serial comma for Q15/Q29. Added two commas incorrectly between the subject and verb.
P6	missed out the first bracketing comma in Q36. placed a comma between the subject and verb Q45. Put 'walk' as a verb instead of a noun in 'his walk' in Q50
P7	Added 3 additional commas - including serial comma Q15. Marked cheered as the adj Q21. 3 run-on sentences in Q19. Added the full stop between the main clause and subordinate Q22. RoS Q24. Tom marked as connective Q25. Marked the RoS as correct Q26. Used a serial comma Q29. Stated that they not know what a contraction was Q33. identified clauses in Q39 but not Q40. Comma used between the subject and verb Q45. Apostrophes used on two plurals Q46. Put 'walk' as a verb instead of a noun in 'his walk' in Q50
P8	Marked the comma as a connective Q25 but correctly identified the connective in Q27 where it is in the middle of the sentence. Missed the full stop in Q41.
P9	Did not identify the RoS in Q24. Marked the comma as a connective Q25 but correctly identified the connective in Q27 where it is in the middle of the sentence. Could not identify a pronoun Q32 or a contraction Q33/Q33 wrote contraction in full. Did not identify the clauses/phrase in Q40. Missed the full stop in Q41. used commas between the subject and verb instead of placing apostrophes. Marked 'walk' as a verb instead of a noun in 'his walk' in Q50
P10	Marked the comma as a connective Q25 but correctly identified the connective in Q27 where it is in the middle of the sentence. Used a colon to introduce the list correctly Q29. placed apostrophes on 3 plurals.
P11	Question 49 on formality / standard English answered incorrectly. Marked 'Linda and I' in the DO position, instead of 'me'

Appendix I: Linguistic analysis coding framework forms 2014/2024

CODING FRAMEWORK FOR LINGUISTIC ANALYSIS 2014			
Pupil: 1			
Sentence Variety	No.	Error	Examples
SV1 No. of minor sentences	0	0	
SV2 No. of simple sentences	15	0	
SV3 No. of compound sentences	8	3	3 Run-on sentences
SV4 No. of complex sentences	1	1	Sequential complex – fronted subordinate without comma
SV5 List all co-ordinating conjunctions used	10	0	and 6, but 4
SV6 List all subordinating conjunctions used	1	0	If 1,
SV7 List all connectives used	3	0	2 x Temporal (Two hours later, Suddenly). Like 1 (comparison)
Punctuation		Error	
P1 Commas used to separate clauses	2	1	Fronted subordinate without comma
P2 Listing commas	1	0	Compound sentence with 3 main clauses
P3 Commas with paired adjectives	0	0	
P4 Bracketing commas	1	0	
P5 Full stops	18	4	2 x missing full stop 2 x used after direct speech, before reported speech.
P6 Capitals	38	5	2 x capitals used after direct speech 1 x common noun capitalised 1 x sentence not capitalised 1 x capital used after comma
P7 Non-sentence (phrase)	0	0	
P8 Non-sentence (subordinate clause)	0	0	
P9 Run-on sentence	3	3	
NW No. of words in sample	248		
Comments and Observations			
Note particularly effective or ineffective uses in any of the two coding categories:			
Run-on sentences			
'but he was slipping out of his hand's / Dan had disappeared into [illegible].' Line 6-7			
'2 hours later, Tom woke up / he and Dan were in chains and strapped to cold metal chairs.' Line 13-14. The teacher has corrected this with a comma.			
Note ambitious attempts which may not quite work:			
Note anything interesting, problematic, curious that seems to be arising:			
Many simple sentences used. No complex sentences.			
Commas not used to separate compound clauses, but have been used to separate phrases.			

CODING FRAMEWORK FOR LINGUISTIC ANALYSIS 2014			
Pupil: 2			
Sentence Variety	No.	Error	Examples

SV1 No. of minor sentences	3	2	Two adjective phrases used as sentences 'Dark as night. Darker than the night sky on a winters eve.'
SV2 No. of simple sentences	16	2	Two sentences start with 'But'
SV3 No. of compound sentences	2	1	Capital used after comma '..., But'
SV4 No. of complex sentences	3	1	Complex sentence with relative pronoun 'which' (restrictive relative clause punctuated correctly) Complex sequential: 3
SV5 List all co-ordinating conjunctions used	4	3	But 3, and 1. 2* 'But' used twice at the beginning of three simple sentences – 'but' perhaps used for literary effect. 'But' capitalised after comma
SV6 List all subordinating conjunctions used	3	0	If 1, because 1, which 1 (relative pronoun)
SV7 List all connectives used	1	0	Temporal x 1: at this moment
Punctuation		Error	
P1 Commas used to separate clauses	2	1	Capital used after comma
P2 Listing commas	1	0	Compound sentence with 3 main clauses
P3 Commas with paired adjectives	0	0	
P4 Bracketing commas	1	0	
P5 Full stops	15	3	2 used to separate adjective phrases. One after direct speech, before the co-ordinating conjunction 'so'
P6 Capitals	41	2	2 capitals used mid-way through the sentence
P7 Non-sentence (phrase)	2	2	Two adjective phrases used as sentences 'Dark as night. Darker then the night sky on a winters eve.'
P8 Non-sentence (subordinate clause)	0	0	
P9 Run-on sentence	0	0	
NW No. of words in sample	157		
Comments and Observations			
<p>Note particularly effective or ineffective uses in any of the two coding categories: <i>Good variety of sentence types. Uses some complex sentences effectively. Two simple sentences started with Coordinating conjunctions, but with good literary effect.</i></p> <p>Note ambitious attempts which may not quite work:</p> <p>Note anything interesting, problematic, curious that seems to be arising: <i>A number of phonetic spelling mistakes and homophone errors: of (off), ceped (kept), wich (which), threw (through), there (their), to (too), thort (thought)</i></p> <p><i>Some punctuation errors, but fairly good descriptive writing and sentence variety. Uses bracketing commas well, but does not use commas to separate clauses.</i></p>			

CODING FRAMEWORK FOR LINGUISTIC ANALYSIS 2014			
Pupil: 3 (WRITING SAMPLE PROVIDED)			
Sentence Variety	No.	Error	Examples
SV1 No. of minor sentences	6	4	2 minor sentences, 2 phrases, 2 subordinate non-finite Apposition: <i>So silent that the only noise they could hear were...</i> Line 16-17 <i>A dead body.</i> ' Line 29 <i>'Dead and unfound.'</i> Line 32 <i>Murdered and left alone to die.</i> Line 32-33
SV2 No. of simple sentences	20	0	
SV3 No. of compound sentences	3	0	
SV4 No. of complex sentences	8	0	Complex sequential x 4 Complex sequential with fronted subordinate punctuated correctly. Complex non-finite with embedded present participle followed by sequential. Embedded clause punctuated correctly. Roy, now feeling terrified, curiously walked into the room that he thought the scream came from.
SV5 List all co-ordinating conjunctions used	7	0	And 6 But 1
SV6 List all subordinating conjunctions used	5	0	When 1, that 2, where 2
SV7 List all connectives used	3	0	Suddenly (temporal), on the floor (space and place), like (comparison)
Punctuation		Error	
P1 Commas used to separate clauses	4	0	Fronted subordinate with comma 1 x Listing clauses
P2 Listing commas	2	0	Compound sentence with 3 main clauses
P3 Commas with paired adjectives	0	0	
P4 Bracketing commas	3	0	
P5 Full stops	27	5	4 x with phrases/minor sentences
P6 Capitals	51	4	
P7 Non-sentence (phrase)	2	2	<i>'A dead body.'</i> <i>'Dead and unfound'</i>
P8 Non-sentence (subordinate clause)	2	2	<i>So silent that the only noise they could hear was...</i> <i>Murdered and left alone to die.</i>
P9 Run-on sentence	0	0	
NW No. of words in sample	327		
Comments and Observations			
Note particularly effective or ineffective uses in any of the two coding categories:			

Good, descriptive writing – many simple sentences used but with a good variety of adverbial/adjective/prepositional words/phrase added. Mainly uses punctuation well, particularly bracketing commas. Uses connectives well as openers and with a fronted subordinate and listing commas.

Ray, now feeling terrified, curiously walked into the room that he thought the scream came from.
Line 25-27

Note ambitious attempts which may not quite work:

A number of phrases used as minor sentences:

'All was so silent. So silent that the only noise they could hear were...' 15-16

'Murdered and left alone to die.' 32

'A dead body.' 29

'Dead and unfound' 32

Note anything interesting, problematic, curious that seems to be arising:

CODING FRAMEWORK FOR LINGUISTIC ANALYSIS 2014			
Pupil: 4			
Sentence Variety	No.	Error	Examples
SV1 No. of minor sentences	2	1	'A trail of interesting stones.' "Oh what now?" (used on its own in direct speech marks with no reporting verb).
SV2 No. of simple sentences	27	0	
SV3 No. of compound sentences	4	1	Full stop and speech mark used before the second clause. "I found something that we could use to get us out of here." but it might not be correct.
SV4 No. of complex sentences	2	0	As ..., .. x 2 complex sequential – both punctuated correctly
SV5 List all co-ordinating conjunctions used	4	1	And 3, but 1 (full stop and speech mark before the clause)
SV6 List all subordinating conjunctions used	2	0	As 2
SV7 List all connectives used	5	0	so, then 2, meanwhile, moments later
Punctuation	No.	Error	
P1 Commas used to separate clauses	3	0	2 x As...,
P2 Listing commas	1	0	Compound sentence with 3 main clauses
P3 Commas with paired adjectives	1	0	Gigantic, spooky house
P4 Bracketing commas	0	0	
P5 Full stops	27	1	"I found something that we could use to get us out of here." but it might not be correct.
P6 Capitals	51	3	Used after speech marks 2 Used at the beginning of the line but after a comma

P7 Non-sentence (phrase)	2	1	'A trail of interesting stones.' "Oh what now?"
P8 Non-sentence (subordinate clause)	1	1	
P9 Run-on sentence	0	0	
NW No. of words in sample	263		
Comments and Observations			
Note particularly effective or ineffective uses in any of the two coding categories: Uses some variation in sentence structures and punctuates them correctly.			
As the girls were walking, they saw a trail. Line 4.			
Note ambitious attempts which may not quite work:			
Non-sentence: '...they saw a trail. A trail of interesting stones.' Line 4-5			
Some confusion when using speech marks. Direct speech used without reporting verbs. 'Oh what now' (used on its own in direct speech with no reporting verb.			
Note anything interesting, problematic, curious that seems to be arising:			
A number of spelling mistakes: a lot, there (their), deffiantly (definitely),			

CODING FRAMEWORK FOR LINGUISTIC ANALYSIS 2014			
Pupil: 5			
Sentence Variety	No.	Error	Examples
SV1 No. of minor sentences	0	0	
SV2 No. of simple sentences	12	0	
SV3 No. of compound sentences	3	1	After a few minutes, what seemed like hours, had past, the deafening scream came again but more louder.
SV4 No. of complex sentences	2	1	One relative clause proceeded by a run-on sentence: 'Once inside, he could faintly make out the outline of two diminutive figures, staring at him, which sent a shiver up his boney spine, one of the figures looked like an old man with a face as gnared as a walnut, that had been left [illegible] of the sun for many, long years.' Pupil 5. Line 18-23 Complex sequential x 3
SV5 List all co-ordinating conjunctions used	3	0	And 2, but 1
SV6 List all subordinating conjunctions used	4	0	If 1, which 1, that 1, who 1
SV7 List all connectives used	6	0	Suddenly 1, After a few minutes 1, once inside 1, like 3
Punctuation		Error	
P1 Commas used to separate clauses	6	3	Opening compound sentence – comma not needed to separate final clause Run-on sentence x2
P2 Listing commas	4	3	One interrupts clause

			Used at the end of compound listing structure before the last clause Used after the determiner ‘...an, unexpected, ear-piercing scream...’ Big blue eye
P3 Commas with paired adjectives	2	0	
P4 Bracketing commas	1	0	
P5 Full stops	14	2	Run-on sentences
P6 Capitals	19	1	‘Slowly’ not capitalised at the beginning of the sentence
P7 Non-sentence (phrase)	0	0	
P8 Non-sentence (subordinate clause)	0	0	
P9 Run-on sentence	2	2	‘...one of the figures looked like...’
NW No. of words in sample	248		
Comments and Observations			
Note particularly effective or ineffective uses in any of the two coding categories: Using present participle and relative clauses well. Note ambitious attempts which may not quite work: Uses commas incorrectly the opening sentence. Note anything interesting, problematic, curious that seems to be arising: Uses over complex sentences punctuated incorrectly. Incorrect use of commas – commas which interrupt the flow of the sentence and commas not used after starter phrases. Uses commas Does not seem to understand where clause/phrase boundaries are.			

CODING FRAMEWORK FOR LINGUISTIC ANALYSIS 2014			
Pupil: 6 (WRITING SAMPLE PROVIDED)			
Sentence Variety	No.	Error	Examples
SV1 No. of minor sentences	3	3	‘Where to go’ and ‘Or what to do’ – these should have been part of the previous clause. ‘...a figure. A human figure.’ (apposition, modifies figure)
SV2 No. of simple sentences	10	1	‘But Sam didn’t speak.’ (Could have been linked to the previous independent clause to form a compound sentence.)
SV3 No. of compound sentences	3	0	series compound clause ‘Sam pushed the door open, peeped around the corner and stepped inside.’ Line 24/35 could be a run-on sentence but due to photocopying alignment cannot be sure.
SV4 No. of complex sentences	7	1	Complex sequential x 1 Independent clause fronted with a non-finite subordinate clause,

			<p>proceeded by two non-finite clauses, punctuated correctly: Tip-toeing around the back of the abandoned Tesco, Sam...</p> <p>With 3 non-finite subordinate: He was petrified wondering where he could be.</p> <p>One with a run-on sentence corrected by the teacher: ‘He had questions zooming through his head like a Formula One car racing for first <u>place where</u> could Jake be.’ 6-9</p>
SV5 List all co-ordinating conjunctions used	4	2	And 2, but 1, or 1 (but and or used at the beginning of the sentence)
SV6 List all subordinating conjunctions used	4	1	Before 1, until, as, what (which)
SV7 List all connectives used	4	0	suddenly, *finally, like 2
Punctuation		Error	
P1 Commas used to separate clauses	3	0	
P2 Listing commas	2	0	Series compound clause
P3 Commas with paired adjectives	0	0	
P4 Bracketing commas	2	1	bracketing, used incorrectly in line 12 saying the subject from the verb: tiptoeing around the back of the abandoned Tesco, Sam, found a knife...
P5 Full stops	18	5	Full stop missing before ‘where could Jake be, forming run-on sentence. 3 used to separate phrases One used before ‘But’
P6 Capitals	34	6	2 capitals used in a sentence to give emphasis. 3 used with non-sentences which should have been linked to the previous clause 1 used with but which could have been linked to the previous sentence
P7 Non-sentence (phrase)	1	1	‘...a figure. A human figure.’ (apposition, modifies figure)
P8 Non-sentence (subordinate clause)	2	2	‘Where to go’ and ‘Or what to do’ (non-finite clauses cannot stand on their own)
P9 Run-on sentence	1	1	...like a formula one car racing for first place where could Jake be?
NW No. of words in sample	193		
Comments and Observations			
Note particularly effective or ineffective uses in any of the two coding categories:			

Good use of a present participle starter phrase, and uses complex sentences well.
 Note ambitious attempts which may not quite work:
 Note anything interesting, problematic, curious that seems to be arising:
 Does not always use commas to separate clauses.
 A number of non-sentences

CODING FRAMEWORK FOR LINGUISTIC ANALYSIS 2014			
Pupil: 7			
Sentence Variety	No.	Error	Examples
SV1 No. of minor sentences	1	1	Very ancient.
SV2 No. of simple sentences	5	0	
SV3 No. of compound sentences	5	2	Compound listing sentence – missing commas between independent clauses
SV4 No. of complex sentences	5	3	Sequential complex x 5. One fronted subordinate complex without a comma. One complex with a non-finite subordinate: 'is this a good idea?' Tom murmured with his pounding like a Jack hammer. Run-on sentences: As they went to the deep dark forest, and ventured in, they saw something, it was ancient. Line 5-6 'After being taunted Tom quaking in his shoes, Tom finally mumbled something.' Line 11-12.
SV5 List all co-ordinating conjunctions used	7	0	And 6, but 1
SV6 List all subordinating conjunctions used	4	0	when, after, as, than, then
SV7 List all connectives used	2	0	all of a sudden (temporal) like (comparison)
Punctuation		Error	
P1 Commas used to separate clauses	7	7	1 x interrupts the flow of the sentence: <i>As they went to the deep dark forest, and ventured in, they</i> 2 run-on sentence: ...they saw something, it was ancient 3 x missing between clause boundaries in listing compound sentence One missing with fronted subordinate
P2 Listing commas	3	3	3 correct in compound series clauses

			3 x missing between clause boundaries in compound listing sentence
P3 Commas with paired adjectives	1	1	Missing comma: Deep dark forest
P4 Bracketing commas	1	1	Missing second comma: , quickly
P5 Full stops	13	2	1 x used before the phrase: ...it was ancient. Very ancient. Run-on sentence
P6 Capitals	29	5	3 x not capitalised when should be: i (I) 1 x capital at the beginning of direct speech 2 x verbs capitalised Common noun: Jack hammer Run-on sentence
P7 Non-sentence (phrase)	1	1	Very ancient
P8 Non-sentence (subordinate clause)	0	0	
P9 Run-on sentence	1	1	...they saw something, it was ancient
NW No. of words in sample	189		
Comments and Observations			
Note particularly effective or ineffective uses in any of the two coding categories:			
Note ambitious attempts which may not quite work:			
Using a number of compound and complex sentences but not always punctuated correctly.			
Note anything interesting, problematic, curious that seems to be arising:			
Tense confusion: <i>went/are going</i>			

CODING FRAMEWORK FOR LINGUISTIC ANALYSIS 2014			
Pupil: 8			
Sentence Variety	No.	Error	Examples
SV1 No. of minor sentences	3	3	Both minor sentences should have been linked to the previous main clause. Something happened. Something terrible. Line2- 3 But still alive. The Bermuda triangle. Line 4-5
SV2 No. of simple sentences	13	0	1 x Missing auxiliary: you've 2 x Starting with 'but'
SV3 No. of compound sentences	2	1	Run-on sentence: But her hands were sweaty she was going to let go... 1 x series compound sentence with embedded rankshift clause
SV4 No. of complex sentences	6	1	Complex sequential x 2 Complex non-finite x 2 1 CS missing comma. Uses ellipsis followed by a capital letter. Does not use commas to separate any of clauses.

SV5 List all co-ordinating conjunctions used	6	3	But 4, and 2, But used three times to start a sentence, but not to connect sentences.
SV6 List all subordinating conjunctions used	4	0	As 2, if, although, that,
SV7 List all connectives used	1	0	Like
Punctuation		Error	
P1 Commas used to separate clauses	1	2	Not used after subordinate clause
P2 Listing commas	1	0	Series compound sentence
P3 Commas with paired adjectives	0	0	
P4 Bracketing commas	1	1	...were looking at, the buty, of the full moon...
P5 Full stops	16	8	Full stops used either before apposition, or before the conjunction 'but' Run-on sentence
P6 Capitals	29	5	1 x used part way through the sentence (beginning of main clause, after subordinate clause. 3 x minor sentences which should have been linked to the previous clauses. Run-on sentence
P7 Non-sentence (phrase)	3	3	Something terrible. But still alive. The Bermuda triangle.
P8 Non-sentence (subordinate clause)	0	0	
P9 Run-on sentence	1	1	'But her hands were <u>sweaty she</u> was going to let go...' line 21
NW No. of words in sample	198		

Comments and Observations

Note particularly effective or ineffective uses in any of the two coding categories:

Note ambitious attempts which may not quite work:

Some complex sentences. However, the pupil tends to not separate clauses with commas and uses 'but clauses' as main clauses where they could have been linked by a comma to the previous clause. Attempts to use bracketing commas, but incorrectly.

Note anything interesting, problematic, curious that seems to be arising:

A number of non-sentences and one run-on sentence.

CODING FRAMEWORK FOR LINGUISTIC ANALYSIS 2014

Pupil: 9 (WRITING SAMPLE PROVIDED)

Sentence Variety	No.	Error	Examples
SV1 No. of minor sentences	4	3	Apposition Suddenly they heard a noise. A high noise. Line 17 One subordinate clause.

			One clause that should have been linked to the previous direct speech.
SV2 No. of simple sentences	10	3	Missing full stop Full stop used after direct speech and capital letter used at the beginning of the reporting verb. Subordinate clause used as a main clause Missing fullstop
SV3 No. of compound sentences	8	2	Conjunction 'and' capitalised after the comma 1 x 3 main clauses linked by 'and' (not incorrect) 1 series compound clause punctuated correctly. 1 x RoS
SV4 No. of complex sentences	12	3	Complex sequential x 9 One missing punctuation after fronted subordinate Run-on sentence with 'therefore' used as a conjunction ...a fat man who didn't do much, it got opened and they went through. Run-on (compound with complex): ...but there was someone missing CMDRD Dunport they searched until they found out he had... Missing comma at clause boundary.
SV5 List all co-ordinating conjunctions used	22	1	And 18, but 2, so 2 And Capitalised after comma
SV6 List all subordinating conjunctions used	16	1	Then 2, until 5, which 1, when 3, after 1, that 1, who x 3 Until used as a main clause
SV7 List all connectives used	5	1	Suddenly 2, like, finally, 'Therefore' used as a conjunction
Punctuation		Error	
P1 Commas used to separate clauses	4	1	1 x Series compound sentence 1 x Relative clause Lack of commas to separate clauses: 1 missed with fronted subordinate clause When they got back to the USA they had a funeral and a memorial saying...
P2 Listing commas	3	0	Series compound sentence 2 x list of three items
P3 Commas with paired adjectives	0	0	
P4 Bracketing commas	3	2	2 x used between direct speech (but uses a capital letter after the last

			comma/beginning of the direct speech 1 x relative clause (error: run-on sentence after the relative clause).
P5 Full stops	27	10	3 x missing at the end of sentence 4 x run-on sentence 1 x end of direct speech 1 x Before modifier/apposition 1 x subordinate clause 'until...'
P6 Capitals	122	12	5 x reporting verb after direct speech 4 x Run-on sentences – therefore should have been capitalised Apposition – minor sentence should have been linked to the previous clause Until – non-sentence, should have been linked to the previous clause 2 x common nouns Jets and Tanks
P7 Non-sentence (phrase)	2	2	Reporting verb phrase which should have been linked to the direct speech. 'A high noise.'
P8 Non-sentence (subordinate clause)	1	1	Until, the sand started and...
P9 Run-on sentence	4	4	'therefore' used as a conjunction '... then call for Team Charlie to go behind that other rock therefore we will come in either side and kill them.' Line 9. ...a fat man who didn't do much, it got opened and they went through. Run-on (compound with complex): ...but there was someone missing CMDRD Dunport they searched until they found out he had....
NW No. of words in sample	472		

Comments and Observations

Note particularly effective or ineffective uses in any of the two coding categories:

Uses embedded clauses well.

Misses out a number of full stops. A few run-on sentences.

Note ambitious attempts which may not quite work:

Note anything interesting, problematic, curious that seems to be arising:

A number of complex sentences with run-on sentences. One complex sentence with 5 clauses, including a run-on sentence with 'therefore' used as a conjunction, and no commas.

///We will move for a left flank// and/ go in cover behind that rock//then/ call for Team Charlie to go behind that other rock//[RoS] therefore/ we will come in either side// and kill them.///

Subordinate clause used as a main clause: Until, the sand started and... Uses this clause correctly several times throughout the piece.

Comma used after subordinating conjunction 'until' – commas used with sentence openers were not classified as part of the analysis. This is something that I often see in undergraduate's work. Pupil rarely uses commas to separate clauses. First full stop is not used up until line 10 and then this is used incorrectly. 4 run-on sentences and a number of missed full stops after direct speech.

CODING FRAMEWORK FOR LINGUISTIC ANALYSIS 2014			
Pupil: 10			
Sentence Variety	No.	Error	Examples
SV1 No. of minor sentences	3	2	A bottle. A bottle with a skull label on the front. Line 9
SV2 No. of simple sentences	9	0	
SV3 No. of compound sentences	7	0	
SV4 No. of complex sentences	14	1	Complex sequential x 12 6 correctly punctuated fronted subordinate / 1 without comma Complex non-finite embedded with sequential x 1 Non-finite x 1 Run-on sentence: It was like a fire, it started to spread until the only thing she could think of was staying in the forest. Line 4-6
SV5 List all co-ordinating conjunctions used	12	0	And 11, or 1,
SV6 List all subordinating conjunctions used	16	0	Until 3 , as 6, when 2, before 1, if 1, that 2, just as 1
SV7 List all connectives used	6	0	like 4, suddenly 1, so 1,
Punctuation		Error	
P1 Commas used to separate clauses	9	2	Run-on sentence 1 x missing after the fronted subordinate clause in Line 34-35. Uses comma with fronted subordinate in Line 3 and line 7 / Line 14-15 / Line 23 /Line 24-25 / Line 50-51
P2 Listing commas	0	0	
P3 Commas with paired adjectives	0	0	
P4 Bracketing commas	2	0	1 x bracketing commas with interrupting clause 1 x reporting verb phrase
P5 Full stops	29	3	Non-sentences – commas needed Question mark needed
P6 Capitals	54	3	2 non-sentences 1 run-on sentence
P7 Non-sentence (phrase)	2	2	A bottle. A bottle with a skull label on the front.
P8 Non-sentence (subordinate clause)	0	0	

P9 Run-on sentence	1	1	It was like a fire, it started to spread until the only thing she could think of was staying in the forest.
NW No. of words in sample	429		
Comments and Observations			
Note particularly effective or ineffective uses in any of the two coding categories: Uses complex sentences very well and embedded clauses. Punctuates sentences fairly well, particularly complex sentences. Note ambitious attempts which may not quite work: Note anything interesting, problematic, curious that seems to be arising: One run-on sentence and two non-sentences.			

CODING FRAMEWORK FOR LINGUISTIC ANALYSIS 2014			
Pupil: 11			
Sentence Variety	No.	Error	Examples
SV1 No. of minor sentences	0	0	
SV2 No. of simple sentences	8	1	Missing full stop Missing capital letter
SV3 No. of compound sentences	3	2	/// Suddenly, it started to rain and thunder // [RoS] Fred and Jack didn't know what to do // but jack found a house to stay in // [RoS] they tiptoed in./// (both marked by teacher) (compound run-on sentence, after a simple sentence, with another simple sentence run-on after it) Series compound (listing sentence) Appears to be a full stop midway through the second clause, last paragraph.
SV4 No. of complex sentences	1	0	1 x non-finite
SV5 List all co-ordinating conjunctions used	12	1	But 2, and 10 But capitalised
SV6 List all subordinating conjunctions used	0	0	
SV7 List all connectives used	3	0	Suddenly, all of a sudden, so,
Punctuation		Error	
P1 Commas used to separate clauses	1	0	Series compound
P2 Listing commas	2	1	List of three items; Series compound
P3 Commas with paired adjectives	0	0	
P4 Bracketing commas	0	0	
P5 Full stops	12	4	Opening sentence missing full stop 2 x run-on sentence Appears to be a full stop midway through the second clause, last paragraph.
P6 Capitals	22	4	1 x after comma 1 x run-on sentence

			1 x beginning of sentence But (may have been corrected)
P7 Non-sentence (phrase)	0	0	
P8 Non-sentence (subordinate clause)	0	0	
P9 Run-on sentence	2	2	Suddenly, it started to rain and thunder // [RoS] Fred and Jack didn't know what to do // but Jack found a house to stay in // [RoS] they tiptoed in. ///
NW No. of words in sample	156		
Comments and Observations			
Note particularly effective or ineffective uses in any of the two coding categories:			
A number of punctuation errors. Two run-on sentences, missing full stops, capital letters. Does not use commas to separate clauses (apart from in the series compound).			
Note ambitious attempts which may not quite work:			
Opening paragraph:			
Suddenly, it started to rain and thunder // [RoS] Fred and Jack didn't know what to do // but Jack found a house to stay in // [RoS] they tiptoed in. ///			
Note anything interesting, problematic, curious that seems to be arising:			
A number of spelling mistakes: clodes (clouds), coved (covered), staris (stairs), opended (opened), medd (made), rilic (relic)			
Mixes up was/were			

CODING FRAMEWORK FOR LINGUISTIC ANALYSIS 2014			
Pupil: 12			
Sentence Variety	No.	Error	Examples
SV1 No. of minor sentences	7	5	Apposition: Something caught Bob's eye. Something horrific. A body. A crumpled body, limp and lifeless on the floor. Line 17-18. An Immens wound was on the womens forehead and across her jeans there were claw marks. Wolf claw marks. Line 20-23 ...Bob then noticed footprints. Wolf footprints. Line 34-25
SV2 No. of simple sentences	31	0	
SV3 No. of compound sentences	7	0	
SV4 No. of complex sentences	11	0	Complex sequential x 5 Complex with non-finite subordinate x 5 1 x The boys sprinted in the direction the sound was coming from. Fronted subordinates with commas
SV5 List all co-ordinating conjunctions used	9	0	And 7, but 1, or 1

SV6 List all subordinating conjunctions used	8	0	As 3, until 1, when 1, just as 1, where 1, that 1,
SV7 List all connectives used	3	0	Like 3
Punctuation		Error	
P1 Commas used to separate clauses	8	0	Uses commas well to separate clauses
P2 Listing commas	0	0	
P3 Commas with paired adjectives	0	0	
P4 Bracketing commas	2	0	
P5 Full stops	51	6	5 x used with phrases
P6 Capitals	76	7	5 x used with phrases
P7 Non-sentence (phrase)	5	5	Something horrific. A body. A crumpled body, limp and lifeless on the floor. Wolf claw marks. Wolf footprints.
P8 Non-sentence (subordinate clause)	0	0	
P9 Run-on sentence	0	0	
NW No. of words in sample	464		
Comments and Observations			
Note particularly effective or ineffective uses in any of the two coding categories: Uses commas well to separate clauses. Uses complex sentence with non-finite subordinate well. Note ambitious attempts which may not quite work: Some confusion with the use of direct speech on page two, paragraph three. Note anything interesting, problematic, curious that seems to be arising: A number of non-sentences – apposition.			

CODING FRAMEWORK FOR LINGUISTIC ANALYSIS 2014			
Pupil: 13			
Sentence Variety	No.	Error	Examples
SV1 No. of minor sentences	4	3	Apposition Suddenly, Robson saw something. Something incredible. A sky scraper. A sky skcrayper still standing. Line 22-24
SV2 No. of simple sentences	15	0	
SV3 No. of compound sentences	4	1	2 x series compound (1 x incorrectly punctuated)
SV4 No. of complex sentences	1	0	Compound-complex sequential – no commas used
SV5 List all co-ordinating conjunctions used	5	0	And 3, so 1, but 1,
SV6 List all subordinating conjunctions used	1	0	Because 1
SV7 List all connectives used	3	0	Like 1, suddenly 1, then 1
Punctuation		Error	
P1 Commas used to separate clauses	1	0	

P2 Listing commas	2	1	2 x series compound (one missing two commas to separate clauses)
P3 Commas with paired adjectives	0	0	
P4 Bracketing commas	1	0	
P5 Full stops	17	3	Phrases
P6 Capitals	35	6	3 x phrases
P7 Non-sentence (phrase)	3	3	
P8 Non-sentence (subordinate clause)	0	0	
P9 Run-on sentence	0	0	
NW No. of words in sample	179		
Comments and Observations			
Note particularly effective or ineffective uses in any of the two coding categories:			
Commas used incorrectly or not used at all			
Uses commas well with opening words/phrases			
Note ambitious attempts which may not quite work:			
A series compound not punctuated correctly			
Note anything interesting, problematic, curious that seems to be arising:			
A number of non-sentences (phrases)			

CODING FRAMEWORK FOR LINGUISTIC ANALYSIS 2014			
Pupil: 14			
Sentence Variety	No.	Error	Examples
SV1 No. of minor sentences	0	0	
SV2 No. of simple sentences	13	0	
SV3 No. of compound sentences	7	4	3 x Run-on sentence: ...roared Will there was no answer. It was pich black he could only see the butiful moonlight. Uses a instead of and 2 x series compound punctuated correctly
SV4 No. of complex sentences	2	0	Series compound sentence with embedded relative clause: Will, who was getting scard, jump, into the pit, brushed the dirt off his T-shirt and looked around. Line 3-6 Complex sequential x 1
SV5 List all co-ordinating conjunctions used	5	1	And 4, but 1, a (and) 1
SV6 List all subordinating conjunctions used	2	0	As 1, who 1,
SV7 List all connectives used	2	0	like 1, suddenly 1
Punctuation		Error	
P1 Commas used to separate clauses	3	0	2 x series compound
P2 Listing commas	2	0	2 x series compound
P3 Commas with paired adjectives	0	0	
P4 Bracketing commas	1	0	1 x relative clause
P5 Full stops	19	3	Run-on sentences

P6 Capitals	32	5	3 x Run-on sentences 2 x capitalised coordinates after the ellipsis
P7 Non-sentence (phrase)	0	0	
P8 Non-sentence (subordinate clause)	0	0	
P9 Run-on sentence	3	3	3 x Run-on sentence: 'Jack are you ok?!' roared Will // there was no answer. Line 2-3 It was pich black he could only see the butiful moonlight. Line 7-8
NW No. of words in sample	198		
Comments and Observations			
Note particularly effective or ineffective uses in any of the two coding categories:			
Good sentence structure: ///Will, //who was getting scard, // jump into the pit, // brushed the dirt off his T-shirt // and looked around.///			
Note ambitious attempts which may not quite work:			
Note anything interesting, problematic, curious that seems to be arising:			
A number of spelling errors: scard, nowere, durt, fond, pich, qeshon, swerling, butiful, tuch, appeared, cafully, poring, climed, fine (find),			
Misses the past tense ending on two words: jump(ed) and look(ed)			

CODING FRAMEWORK FOR LINGUISTIC ANALYSIS 2014			
Pupil: 15			
Sentence Variety	No.	Error	Examples
SV1 No. of minor sentences	5	3	They could hear a sound. A faint tapping sound. Line 9 They were tapped in a clossal room filled with blood. Blood, blood and more blood. Line 18-20. Non-finite clause: The moon had passe the desolete building. The only one standing on murder street. Line 3-5
SV2 No. of simple sentences	16	0	
SV3 No. of compound sentences	5	1	Run-on sentence: Emma was panting heavily desprate for air, "i'm scared" she murmered.
SV4 No. of complex sentences	0	0	
SV5 List all co-ordinating conjunctions used	9	0	But 1, and 8
SV6 List all subordinating conjunctions used	0	0	
SV7 List all connectives used	4	0	Like 3, suddenly 2, with that, within seconds
Punctuation		Error	
P1 Commas used to separate clauses	3	1	Run-on sentence
P2 Listing commas	1	0	Series compound
P3 Commas with paired adjectives	1	0	...tall, cloaked man...

P4 Bracketing commas	2	0	Uses a double m-hyphen as bracketing commas. Fairly sophisticated use of punctuation.
P5 Full stops	19	1	Apposition: ...blood. Blood, blood and more blood.
P6 Capitals	41	6	2 x phrases; 2 x writing; 1 x after ellipsis; 1 x l
P7 Non-sentence (phrase)	3	3	A faint tapping sound. Blood, blood and more blood. Non-finite clause: The only one standing on murder street.
P8 Non-sentence (subordinate clause)	0	0	
P9 Run-on sentence	1	1	Emma was panting heavily desperate for air, "i'm scared" she murmured.
NW No. of words in sample	227		
Comments and Observations			
Note particularly effective or ineffective uses in any of the two coding categories:			
Uses commas well. A number of connectives are used well.			
Note ambitious attempts which may not quite work:			
Note anything interesting, problematic, curious that seems to be arising:			
Does not use any complex sentences and subordinating conjunctions. Some non-sentences and one run-on sentence.			
Some spelling errors: frightend, leking, desperate, murmured, helicopters, swet, comeng,			

CODING FRAMEWORK FOR LINGUISTIC ANALYSIS 2014			
Pupil: 16			
Sentence Variety	No.	Error	Examples
SV1 No. of minor sentences	1	1	...black all around. With white splodges.
SV2 No. of simple sentences	13	0	
SV3 No. of compound sentences	12	1	1 x series compound
SV4 No. of complex sentences	12	0	Complex-sequential 6 relative clause x 1 embedded clause x 4 non-finite x 1
SV5 List all co-ordinating conjunctions used	18	1	But 5, and 12, or 1 1 x but capitalised
SV6 List all subordinating conjunctions used	8	0	Where, as, until, when, which, then, that 2 ,
SV7 List all connectives used	0	0	
Punctuation		Error	
P1 Commas used to separate clauses	5	1	...Chris was walking so hard, that he stood on the key and...
P2 Listing commas	2	0	1 x series compound
P3 Commas with paired adjectives	1	1	...creaky, floorboards...
P4 Bracketing commas	1	1	...squeezed through, the gap,
P5 Full stops	34	2	1 x missing at the end of the sentence

			1 x before a phrase modifying the clauses
P6 Capitals	52	3	1 x phrase; 1 x handwriting; 1 x But after comma
P7 Non-sentence (phrase)	1	1	With white splodges.
P8 Non-sentence (subordinate clause)	0	0	
P9 Run-on sentence	0	0	
NW No. of words in sample	407		
Comments and Observations			
Note particularly effective or ineffective uses in any of the two coding categories:			
Uses punctuation with apposition well.			
Uses a variety of sentence types with many complex clauses and subordinating clauses.			
Note ambitious attempts which may not quite work:			
Note anything interesting, problematic, curious that seems to be arising:			
1 x non-sentence			

CODING FRAMEWORK FOR LINGUISTIC ANALYSIS 2014			
Pupil: 17			
Sentence Variety	No.	Error	Examples
SV1 No. of minor sentences	1	1	A scratching noise. A strange scratching noise,
SV2 No. of simple sentences	22	3	But a figure prevented her from doing so. Missing full stop: Dameon commanded Polly was confused. Polly exclaimed.
SV3 No. of compound sentences	11	10	10 x with run-on sentences 1 x series compound missing punctuation It's okay Esme, we'll go downstairs and switch them off. Polly, I am going to my bedroom you can go and wake Dameon up. 1 x confusion regarding direct speech (2 run-on sentences
SV4 No. of complex sentences	7	3	Subordinate not linked to previous clause: Until Polly spoke, "... Complex sequential x 4 (2 x fronted sequential without punctuation) Relative embedded x 1 (with bracketing commas) Embedded that clause x 1 Complex non-finite x 1 – one with two non-finite clauses
SV5 List all co-ordinating conjunctions used	25	8	And 15, but 9, so 1 4 x but / 4 x and used at the beginning of a sentence when they could have linked to the previous clause.

SV6 List all subordinating conjunctions used	7	2	2 x start a new sentence and should have been linked to the previous cause Who, until 2, as 2, that, when,
SV7 List all connectives used	2	0	like, also
Punctuation		Error	
P1 Commas used to separate clauses	1	3	1 x not used after subordinate clause 2 missing comma with fronted subordinate
P2 Listing commas	0	1	Missing comma in series compound
P3 Commas with paired adjectives	0	0	
P4 Bracketing commas	2	1	...step-mother, Veronica's, house. 1 x relative clause
P5 Full stops	41	14	1 x phrase; 11 x run-on sentences; 2 x used before conjunction;
P6 Capitals	88	26	6 x writing (some difficult to distinguish); 1 x common noun: the Evil nanny; 1x phrase; 8 x used with conjunctions, or interrupt the flow of the sentence.
P7 Non-sentence (phrase)	1	1	A scratching noise.
P8 Non-sentence (subordinate clause)	0	0	
P9 Run-on sentence	9	9	
NW No. of words in sample	506		
Comments and Observations			
Note particularly effective or ineffective uses in any of the two coding categories: Lack of commas, incorrect use of full stops and does not use full stops where needed Note ambitious attempts which may not quite work: Note anything interesting, problematic, curious that seems to be arising: Does not use full stops appropriately and merges clauses together, particularly with direct speech. Some confusion which direct speech – run-on sentences. Some very long, complex sentences – one is 5 lines long. Many sentences starting with 'and' or 'but' which could have been linked to the previous clause Misses out full stop after direct speech, creating a number of run-on sentences throughout.			

CODING FRAMEWORK FOR LINGUISTIC ANALYSIS 2014			
Pupil: 18			
Sentence Variety	No.	Error	Examples
SV1 No. of minor sentences	6	2	Dark as coal. Dark as fear. Line1-2
SV2 No. of simple sentences	21	0	
SV3 No. of compound sentences	6	1	1 x series compound 1 x run-on sentence: Sam bolted to the door, it was locked.
SV4 No. of complex sentences	5	2	3 x sequential 1 x relative Sam, who had fear hit like a punch in the stomach, [illegible word] into the night like a muscaterre. 1 x

			Sam and Mary pedalled on their bikes as fast they could, almost fell of because of an speed bump then came an halt. Line 4-7
SV5 List all co-ordinating conjunctions used	12	1	1 x and not linked to previous clause And 10, but 2
SV6 List all subordinating conjunctions used	7	0	As 3, until 1, who 1, because 1, then 1
SV7 List all connectives used	10	0	Like 4, suddenly 3, imdeantly (immediately) 1, finally 1, then 1
Punctuation		Error	
P1 Commas used to separate clauses	4	2	1 x missing after relative clause 2 x Run-on sentence 1 x series compound
P2 Listing commas	1	0	1 x series compound
P3 Commas with paired adjectives	0	0	
P4 Bracketing commas	1	1	1 x missing after relative clause
P5 Full stops	32	4	2 x phrases; 2 x interrupt the flow of the sentence
P6 Capitals	46	5	2 x phrases; 1 x Run-on sentence; 2 x interrupt the flow of the sentence
P7 Non-sentence (phrase)	2	2	Dark as coal. Dark as fear.
P8 Non-sentence (subordinate clause)	0	0	
P9 Run-on sentence	1	1	Sam bolted to the door, it was locked.
NW No. of words in sample	284		
Comments and Observations			
Note particularly effective or ineffective uses in any of the two coding categories: Uses openers/connectives well. Uses commas with all openers, Note ambitious attempts which may not quite work: Sam and Mary pedalled on their bikes as fast they could, almost fell of because of an speed bump then came an halt. Note anything interesting, problematic, curious that seems to be arising: Uses an instead a. Misses preposition came an holt. Some sentences don't make sense. A number of spelling mistakes: intertwing, suronded, imdeantly,			

CODING FRAMEWORK FOR LINGUISTIC ANALYSIS 2024			
Pupil: 1			
Sentence Variety	No.	Error	Examples
SV1 No. of minor sentences	3	3	'Davide, ryan, sam and zara.' Line 2-3 So back at the shop, preparing to pay and go. Line 67 to 68
SV2 No. of simple sentences	9	0	
SV3 No. of compound sentences	9	4	Davide was in an arranged marriage like Zara, he was in love and married to another man, Luke. Line 28 to 30
SV4 No. of complex sentences	13	6	Run-on sentences

SV5 List all co-ordinating conjunctions used	21	0	And, and, but, and, and, and, but, and, or, and, but, and, and, but, but, and, and, and, and, and, and,
SV6 List all subordinating conjunctions used	22	1	Who, that, which, that, that, that, so, that, which, if, if, that, that, that, that, although, who, who, when, so, as, as
SV7 List all connectives used	6	3	Finally, however, however, however, for example, so
Punctuation		Error	
P1 Commas used to separate clauses	10	6	Mostly run-on sentences
P2 Listing commas	1	0	
P3 Commas with paired adjectives	0	0	
P4 Bracketing commas	1	1	one used incorrectly between the subject and the verb in line 5
P5 Full stops	29	12	
P6 Capitals	51	26	Many names not capitalised. A couple of words capitalised midsentence.
P7 Non-sentence (phrase)	2	2	So back at the shop, preparing to pay and go.
P8 Non-sentence (subordinate clause)	1	1	
P9 Run-on sentence	8	8	'however' used 3 x as a conjunction resulting in a run-on sentence 'People often argue that they have no place in a modern society however, people argued that gay marriages didn't either but David and Luke are both incredibly happy and their marriage is entirely built on love and passion.' 'She still had a choice to leave, but instead had chosen to stay in the hopes that it would get better, I believe that this was fine however I argue in [illegible] like beforehand some other places.'
NW No. of words in sample	556		
Comments and Observations			
Note particularly effective or ineffective uses in any of the two coding categories:			
'Although the line is quote from a children's video, it's correct.'			
Simple sentences are often fused together resulting in run-on compound sentences. And compound sentences are usually run on with simple sentences.			
Note ambitious attempts which may not quite work:			
Semi-colon used incorrectly in line 8 as the second clause is not a main clause.			
Note anything interesting, problematic, curious that seems to be arising:			
Many contractions missed. There were many run on sentence is in this piece of work. This included fused sentence with/without a comma, and run-on sentences with connectives such as 'however'. There were also a lot of missing capitals which was not expected at this level.			

Some of the writing was not legible, particularly at the end of the sample, making it difficult to ascertain clause boundaries. Due to photocopying, some of the text could not be seen on the edge of the paper, meaning that punctuation marks may have been missed.

There are many complex sentences, run-on sentences and embedded clauses.

Some of the writing was hard to decipher and there were some grammatical errors present.

CODING FRAMEWORK FOR LINGUISTIC ANALYSIS 2024			
Pupil: 2			
Sentence Variety	No.	Error	Examples
SV1 No. of minor sentences	2	2	'Not only families profit though.' 'Allowing everyone to be happy.' Line 25
SV2 No. of simple sentences	5	0	
SV3 No. of compound sentences	3	1	'however' used to connect main clauses.
SV4 No. of complex sentences	9	1	3 x past participle clauses. 1 x infinite. 'This means that they aren't rushing into a marriage, usually making the marriage more successful.' Run-on sentence in line 27
SV5 List all co-ordinating conjunctions used	12	0	And, and, and, or, but, and, and, and, or, or, but, and
SV6 List all subordinating conjunctions used	5	0	Who, if, as, as, as well,
SV7 List all connectives used	7	1	However, instead, furthermore, on the other hand, such as, so, all things concluded 'however' used as a run-on sentence in
Punctuation		Error	
P1 Commas used to separate clauses	4	2	
P2 Listing commas	2	1	The listing comma in line uses the Oxford comma, which in the GPS tests is marked as incorrect. 'he is a wealthy, powerful, and well respected man'
P3 Commas with paired adjectives	0	0	
P4 Bracketing commas	1	1	
P5 Full stops	17	3	
P6 Capitals	26	2	
P7 Non-sentence (phrase)	2	2	'Not only families profit though.' 'Allowing everyone to be happy.'
P8 Non-sentence (subordinate clause)	0	0	
P9 Run-on sentence	2	2	'however' used as a run-on sentence. Although it was capitalised, a comma was used before it.
NW No. of words in sample	346		
Comments and Observations			

Note particularly effective or ineffective uses in any of the two coding categories:
Semi-colon used well in line three, though this was followed by a run on sentence using 'however'. A capital was used for 'however' though it looks as though a comma was used before it.

Note ambitious attempts which may not quite work:

'Many people would say arranged marriages or a smart thing; preventing people from making rash decisions and rushing into relationships out of passion or love.' A comma it would have worked well here.

Note anything interesting, problematic, curious that seems to be arising:

The letter 's' looks like they're capitalise throughout. However, this appears to be an idiosyncrasy of their handwriting and therefore was not marked as incorrect.

The writing was much neater and legible in this sample. The work reads well with some grammatical errors.

Inline 9 student attempts to use either semi-colon a colon - it's hard to decipher - but this is used incorrectly.

Some apostrophes missed on contractions but apostrophes on possessives used well.

More sophisticated use of subordinate clauses, in particularly present participles, and connectives.

CODING FRAMEWORK FOR LINGUISTIC ANALYSIS 2024

Pupil: 3

Sentence Variety	No.	Error	Examples
SV1 No. of minor sentences	2	1	
SV2 No. of simple sentences	18	0	2 embedded clauses
SV3 No. of compound sentences	2	0	
SV4 No. of complex sentences	12	0	line 46 with present participle subordinate
SV5 List all co-ordinating conjunctions used	5	0	but, so, and, and, and,
SV6 List all subordinating conjunctions used	28	0	after, as, that, as, which, because, so, after, after, due to, if, when, because, that, if, as, due to, that, which, when, because, even though, as, even though, which, as
SV7 List all connectives used	8	0	However, for example, therefore, for example, moreover, therefore, however, to conclude,
Punctuation		Error	
P1 Commas used to separate clauses	5	0	Used with a fronted subordinate clause in line 75 and 80. 'When incest takes place and they try to procreate, the child can be...'
P2 Listing commas	0	0	
P3 Commas with paired adjectives	0	0	
P4 Bracketing commas	1	0	In many case, after an arranged marriage, one of...
P5 Full stops	33	1	a question mark should have been used in line 11
P6 Capitals	34	0	Used after a subordinate clause in line 84.
P7 Non-sentence (phrase)	1	1	Insect. 71

P8 Non-sentence (subordinate clause)	1	1	Line 43 – no subject / finite verb. 'Therefore, resulting from just being in arranged marriage into being a domestic marriage.'
P9 Run-on sentence	0	0	
NW No. of words in sample	480		
Comments and Observations			
Note particularly effective or ineffective uses in any of the two coding categories:			
Semi-colon used correctly in line 25 with two complex sentences is either side of the semicolon resulting in a very long sentence though grammatically correct.			
Note ambitious attempts which may not quite work:			
Bracketing hyphens used in line 20. However, a comma was not needed before the hyphen. 'For example, - in some cases – many people...'			
Note anything interesting, problematic, curious that seems to be arising:			
The cursive writing made it very difficult to decipher the writing in places.			
Sophisticated use of subordinate clauses and connectives very little errors. However, there were some grammatical mistakes and some.			
The sample starts off by only using simple sentences and then moves on to using a number of complex sentences with subordinate clauses and clauses as subjects.			
There are many subordinating conjunctions used in this sample (28 in total) indicating the level of complexity in the writing. The pupil has only made two errors in this long sample of writing.			
Although the pupil uses a number of simple sentences, there are many embedded subjects and embedded direct objects used. The pupil uses embedded subordinate clauses and fronted subordinate clauses. Although the pupil demonstrates sophisticated use of clause structures and punctuation, there are a few grammatical errors:			
This form of manipulation can mentally ... [illegible] the person as in arranged marriage is a quick process; this would be a sudden change in person life which could result stress and anxiety. Line 22=27.			

CODING FRAMEWORK FOR LINGUISTIC ANALYSIS 2024			
Pupil: 4 (WRITING SAMPLE PROVIDED)			
Sentence Variety	No.	Error	Examples
SV1 No. of minor sentences	0	0	
SV2 No. of simple sentences	3	0	
SV3 No. of compound sentences	5	4	4 contained run-on sentences. 1
SV4 No. of complex sentences	11	3	3 with run-on sentences 1
SV5 List all co-ordinating conjunctions used	10	0	but, and, and, and, and, and, but, and, and, and
SV6 List all subordinating conjunctions used	8	0	because, which, that, that, because, that, if, what
SV7 List all connectives used	4	2	however, such as, however, overall
Punctuation		Error	
P1 Commas used to separate clauses	8	5	5 commas were used to fuse main clauses resulting in run-on sentences.
P2 Listing commas	0	0	
P3 Commas with paired adjectives	0	0	

P4 Bracketing commas	0	0	
P5 Full stops	16	2	Question mark should have been used instead of a full stop. Full stop has been scribbled out on line 4.
P6 Capitals	24	0	
P7 Non-sentence (phrase)	0	0	
P8 Non-sentence (subordinate clause)	0	0	
P9 Run-on sentence	9	9	2 run-on sentences - used however as conjunction. Line 8 example These are the normal reactions for a woman about to get married, but not in this case, Sarah's family are pleased however Sarah is not. Line 32 example The has been many changes in society over the last few years, such as: people expressing their sex varieties more freely and just more people in general being able to express themselves like never before, all this is a positive thing however the idea of arranged marriages holds back these new ideas of being free to love who you want.
NW No. of words in sample	403		

Comments and Observations

Note particularly effective or ineffective uses in any of the two coding categories:

Full stops are not used very often for a sample of this size.

Colon used correctly in line 34. However, this was followed by a series of run-on sentences. The sentence starts at line 32 finishes at the end of line 45.

Note ambitious attempts which may not quite work:

Note anything interesting, problematic, curious that seems to be arising:

The writing was quite hard to decipher due to cursive writing and very little spaces between words. There were many run-on sentences in this piece of work, some fused sentences and some sentences using adverbs as conjunctions such as "however". This sample contains very long sentences result of this. Commas frequently used incorrectly to fuse main clauses resulting in run-on sentences.

Many compound sentences used, though half of them were run-on sentences.

CODING FRAMEWORK FOR LINGUISTIC ANALYSIS 2024

Pupil: 5

Sentence Variety	No.	Error	Examples
SV1 No. of minor sentences	8	5	More specifically, family pressure. Line 32
SV2 No. of simple sentences	22	0	
SV3 No. of compound sentences	7	1	Run-on sentence

SV4 No. of complex sentences	17	0	The student uses a number of complex clauses well.
SV5 List all co-ordinating conjunctions used	23	0	and, or, or, but, and, but, and, but, and, but, and, but, and, and, but, and, and, but, and, and, and, and, and, but, but, and, The conjunction 'but' often used at the beginning of sentences for literary effect.
SV6 List all subordinating conjunctions used	24	0	As, as, that, when, who, as, before, as though, if, then, who, as, that, that, who, as, who, as though, if, because, as though.
SV7 List all connectives used	5	0	Also, as a result of, contrastingly, yet, also
Punctuation		Error	
P1 Commas used to separate clauses	4	0	
P2 Listing commas	0	0	
P3 Commas with paired adjectives	3	0	In line 52 'everlasting, abhorring consequences.' In line 56 'constrictive, destructive life'
P4 Bracketing commas	0	0	
P5 Full stops	37	2	Two full stops used were commas should be have used resulting in sentences. For example: Her wedding day – line 2
P6 Capitals	63	12	Often used after colons / semi-colons and for phrases in quotation marks. Sometimes names were not capitalised.
P7 Non-sentence (phrase)	5	5	Her wedding day – line 2
P8 Non-sentence (subordinate clause)	1	1	
P9 Run-on sentence	1	1	
NW No. of words in sample	779		
Comments and Observations			
Note particularly effective or ineffective uses in any of the two coding categories: Colon used well in line 1, 95. Used incorrectly in line what 108: 'Arranged marriages: An outdated mistake or a saving grace.'			
The pupil is particularly good at using commas with paired adjectives and has used semicolons correctly, though has a tendency to use a capital letter after the semicolon.			
Note ambitious attempts which may not quite work: 'Arranged marriages: An outdated mistake or a saving grace.' Line 108. This draft's			
Note anything interesting, problematic, curious that seems to be arising: sample was easier to read due to legible writing. The pupil makes a good use of punctuation particularly commas, semi-colons and colons. Student uses many question marks and exclamation marks. The student has a good vocabulary. Examples include 'constrictive, destructive life' and 'omnipotence.' 'Dehumanising'.			

			Line 37 'However, you have trained your Brain to think that because you were so distraught, at your life being taken away from you in a second.'
P2 Listing commas	4	0	
P3 Commas with paired adjectives	0	0	
P4 Bracketing commas	2	2	Commas not used around the non restrictive clause 'whilst...' Line 28 Used incorrectly around the clause 'but not when...' Line 41-42.
P5 Full stops	29	4	Four used with apposition instead of a comma.
P6 Capitals	32	5	
P7 Non-sentence (phrase)	0	0	
P8 Non-sentence (subordinate clause)	4	4	Non-finite subordinates 'A dream to marry a man she loves' line 7.
P9 Run-on sentence	5	5	Parents are to ardent in their childrens future, they think they are protecting them but they are actually just marrying them [illegible] too society. Line 13-15 These young girls are not even adults they are children trying to find there place in society. Line 19 to 20 Arranged marriages are cruel and injustice, some families are avarice and use there children for financial gain. Line 22 - 23 'I understand that these marriages embody discipline and sacrament for the fortune, and have been a cultural aspect to Asia for a very long time (Heartbeat of Asian cultures), however arranged marriages can be detrimental for their children's fortune.' Line 29-32.
NW No. of words in sample	490		

Comments and Observations

Note particularly effective or ineffective uses in any of the two coding categories:

Colon used correctly in line 1:

Imagine this: wedding bells ringing, happy couples having their own dance, walking down the aisle, picking your own husband.

Semi-colon Used correctly in line 36

'Arranged marriages have worked perfectly in some aspects; I have a perfect life with husband, two perfect kids and a good job.'

Note ambitious attempts which may not quite work:

A lack of punctuation and run-on sentences result in overly complex sentences:

These young girls are not even ...[illegible] they are children trying to find their place in society they are vulnerable and naive yet they are taken away from the family and just expected to love someone.

Note anything interesting, problematic, curious that seems to be arising:

The writing was very small in this sample and the photocopying made it difficult to decipher some of the words. Due to a photocopying misalignment it could not be ascertained whether there was a full stop at the end of some sentences. Due to the very small writing size, it was difficult at times to ascertain what was a capital and what was not.

Many conjunctions used, particularly 'and'. Many subordinates also used showing how many subordinate clauses and embedded clauses are used.

The pupil uses a number of complex on compound sentence is sometimes well but often with run on sentences.

CODING FRAMEWORK FOR LINGUISTIC ANALYSIS 2024			
Pupil: 7			
Sentence Variety	No.	Error	Examples
SV1 No. of minor sentences	0	0	
SV2 No. of simple sentences	2	0	
SV3 No. of compound sentences	3	0	
SV4 No. of complex sentences	5	2	Run-on sentences 'Arranged marriages should be a choice and in a way they are, however children are frowned upon if they do not go along with the marriage.' Line 23-24.
SV5 List all co-ordinating conjunctions used	10	0	But, and, but, and, and, and, and, but, and, but
SV6 List all subordinating conjunctions used	4	0	If, if, that, because,
SV7 List all connectives used	2	1	Alternatively, however,
Punctuation		Error	
P1 Commas used to separate clauses	6	3	Run-on sentence in line 23 with 'however' used as a conjunction. Run-on sentence in line 11 and 13
P2 Listing commas	1	0	Possibly a listing sentence in line 24-27
P3 Commas with paired adjectives	0	0	
P4 Bracketing commas	2	2	A run-on sentence proceeded each one. This is Jan, an 18-year-old woman, she's in love with John Potter parents will think of her as a disgrace if they found out; she is about to get married, not to John, this is an arranged marriage. Line 11-14
P5 Full stops	8	0	
P6 Capitals	13	0	
P7 Non-sentence (phrase)	0	0	

P8 Non-sentence (subordinate clause)	0	0	
P9 Run-on sentence	3	3	Two after bracketing commas and one with 'however' used as a conjunction in line 23. Arranged marriages should be choice and in a way they are, however children are often frowned upon if they do not go along with the marriage. Line 22
NW No. of words in sample	232		
Comments and Observations			
Note particularly effective or ineffective uses in any of the two coding categories:			
Note ambitious attempts which may not quite work:			
Note anything interesting, problematic, curious that seems to be arising:			
This was a much smaller sample size. The writing was legible with some spelling errors. Several run-on sentences were found in the sample, one with 'however' as a conjunction.			
'Arranged marriages should be a choice and in a way they are, however children are frowned upon if they do not go along with the marriage.' Line 23-24.			

CODING FRAMEWORK FOR LINGUISTIC ANALYSIS 2024			
Pupil: 8			
Sentence Variety	No.	Error	Examples
SV1 No. of minor sentences	0	0	
SV2 No. of simple sentences	1	0	one simple sentences have an embedded subject, indication of higher-level writing skills.
SV3 No. of compound sentences	1	1	Run-on sentence on line 30
SV4 No. of complex sentences	11	0	
SV5 List all co-ordinating conjunctions used	3	0	or, and, and
SV6 List all subordinating conjunctions used	14	0	in which, if, that, that, who, who, that, that, because, who, as long as, what, when, *were
SV7 List all connectives used	1	0	In conclusion
Punctuation		Error	
P1 Commas used to separate clauses	2	1	Run-on sentence in line 30. People should not have to live with this, people should be able to express themselves freely and without consequences.
P2 Listing commas	0	0	
P3 Commas with paired adjectives	0	0	
P4 Bracketing commas	0	1	Missing 2 nd bracket in line 5. In this world if you deviate from this path, even a little bit you will be arrested.

P5 Full stops	11	1	One missing at the end of 42.
P6 Capitals	14	0	
P7 Non-sentence (phrase)	0	0	
P8 Non-sentence (subordinate clause)	0	0	
P9 Run-on sentence	1	1	
NW No. of words in sample	328		
Comments and Observations			
Note particularly effective or ineffective uses in any of the two coding categories:			
Some effective uses of embedded clauses in line 10 and 24:			
Another example of how we are far too controlled in the society is the restriction on those who simply wish to freely express their sexuality. Line 24			
One example of the way our lives are controlled is restriction on when a where we go to the toilet. Line 10			
Three simple sentences have embedded subjects or direct objects, indication of higher-level writing skills.			
Embedded subject in line 9: One way that this bathroom control has gone too far is the video of a cisgender woman being kicked out of a restaurant,...			
Note ambitious attempts which may not quite work:			
Verb and subject used the wrong way round in line 27:			
Far too often are people forced to hide their own sexuality for fear of imprisonment...			
Note anything interesting, problematic, curious that seems to be arising:			
The writing is comprised of mainly complex sentences. Even the simple sentences could be classed as complex sentences due to embedded subjects and direct objects. Three simple sentences have embedded subjects or direct objects, indication of higher-level writing skills.			
Though the writing is good in this small sample, the content of the work goes off topic somewhat.			

CODING FRAMEWORK FOR LINGUISTIC ANALYSIS 2024			
Pupil: 9			
Sentence Variety	No.	Error	Examples
SV1 No. of minor sentences	2	2	Line 26: As your partner will be selected based on wealth or even race in some parts of the world.
SV2 No. of simple sentences	7	0	embedded subject in simple sentence in line 24: The idea of having your entire future decided by your parents for family gain isn't ideal.
SV3 No. of compound sentences	0	0	
SV4 No. of complex sentences	7	1	line 36: the argument that arranged marriage is less often ending divorce is laughable because they don't have that as an option because divorce would disgrace the family.
SV5 List all co-ordinating conjunctions used	7	0	and, but, or, and, or, and, or,
SV6 List all subordinating conjunctions used	10	1	despite, due to, that, as, who, that, because, because, because, how,

SV7 List all connectives used	3	0	however, on the other hand, however,
Punctuation		Error	
P1 Commas used to separate clauses	0	0	
P2 Listing commas	0	0	
P3 Commas with paired adjectives	0	0	
P4 Bracketing commas	0	0	
P5 Full stops	15	1	Full stop used before a subordinate clause in line 26
P6 Capitals	22	1	Capital used in the clause preceding the semicolon
P7 Non-sentence (phrase)	0	0	
P8 Non-sentence (subordinate clause)	1	1	
P9 Run-on sentence	1	1	Line 58
NW No. of words in sample	281		
Comments and Observations			
Note particularly effective or ineffective uses in any of the two coding categories:			
Note ambitious attempts which may not quite work:			
Note anything interesting, problematic, curious that seems to be arising:			
No commas used in this sample. A colon is used correctly in line 10. A semicolon is used correctly in line 45 though the student uses a capital letter for the clause preceding the semi-colon.			
The pupil doesn't use any compound sentences; however, many of the complex sentences also contain compound sentences which could be classified as compound-complex sentence. There are also some embedded subjects and direct objects.			

CODING FRAMEWORK FOR LINGUISTIC ANALYSIS 2024			
Pupil: 10			
Sentence Variety	No.	Error	Examples
SV1 No. of minor sentences	0	0	
SV2 No. of simple sentences	3	0	in line 73 the student uses a lowercase a as a capital. The pupil has used a lowercase a as a capital in other places. The teacher has put a C next over the top of the full stop to suggest that the student should have used a comma here. However this would have resulted in a run on sentence.
SV3 No. of compound sentences	6	0	some very long compound sentences with a series of main clauses
SV4 No. of complex sentences	10	1	Line 42. Simple sentence with present participle subordinate. A very complex sentence with a run-on sentence in line 59-66: 'Our family units have gone from together, loving and supportive to

			chaotic, angry and violent the UK is regressing while alternative familys progressing so why don't we look up to and incorporate the family type into our culture.' Embedded clause interrupting a simple sentence in line 50-54. Bracketing commas would have been useful here.
SV5 List all co-ordinating conjunctions used	25	0	and, and, and, and, and, and, but, and, and, but, and, and, and, and, and, but, and, and, or, but, and, and, but, and,
SV6 List all subordinating conjunctions used	11	0	who, who, so, that, as, that, while, so, who, due to, as,
SV7 List all connectives used	2	0	also, in conclusion,
Punctuation		Error	
P1 Commas used to separate clauses	1	0	Used with a fronted subordinate clause in line 48
P2 Listing commas	4	0	Strong, loving and healthy
P3 Commas with paired adjectives	1	0	outdated, stereotypical family units
P4 Bracketing commas	0	0	
P5 Full stops	15	0	
P6 Capitals	28	4	'In' used twice with what looks like a capital letter. Capital not used at the beginning of the sentence in line 50 and 73
P7 Non-sentence (phrase)	0	0	
P8 Non-sentence (subordinate clause)	0	0	
P9 Run-on sentence	1	1	line 59
NW No. of words in sample	445		
Comments and Observations			
<p>Note particularly effective or ineffective uses in any of the two coding categories: Listing commas used well. Semi-colon used correctly in line 16 am 20. Semi-colon used in line 57 with a conjunction. Note ambitious attempts which may not quite work: Note anything interesting, problematic, curious that seems to be arising: The pupil uses mostly compound and complex sentences. The pupil, however, uses many co-ordinating conjunctions where a series of main sentences are linked together in succession. Some sophisticated use of language is evident. For example, in line 12 'to unravel our preconceived notions'. However, there were quite a few spelling errors and grammatical mistakes. For example, the student writes 'a lot' as one word. Semi colons are used fairly well, though sometimes used when a conjunction is used and so not needed. in line 73 the student uses a lowercase a as a capital. The pupil has used a lowercase a as a capital in other places. The teacher has put a C next over the top of the full stop to suggest that the student should have used a comma here. However, this would have resulted in a run on sentence.</p>			

CODING FRAMEWORK FOR LINGUISTIC ANALYSIS 2024			
Pupil: 11			
Sentence Variety	No.	Error	Examples
SV1 No. of minor sentences	1	1	Families smiling, grandparents on cloud nine and two emotionally fragile mums sobbing. Line 2-4
SV2 No. of simple sentences	2	0	
SV3 No. of compound sentences	4	1	line 55 They don't know the ins and outs of this person, they could be anyone.
SV4 No. of complex sentences	9	0	some very complex sentences in this sample with embedded clauses
SV5 List all co-ordinating conjunctions used	11	0	and, but, and, and, and, and, and, and, and, or, and
SV6 List all subordinating conjunctions used	10	0	that, while, that, who, as, as, that, that, who, if
SV7 List all connectives used	5	0	for example, additionally, also, however, after all,
Punctuation		Error	
P1 Commas used to separate clauses	7	1	line 55 They don't know the in's and outs of this person, they could be anyone.
P2 Listing commas	1	1	line 2 Families smiling, grandparents on cloud nine and two emotionally fragile mums sobbing.
P3 Commas with paired adjectives	0	0	
P4 Bracketing commas	2	1	arranged marriages, while deeply rooted in tradition, often present challenges and complexities... Missing second bracketing, in line 42.
P5 Full stops	13	0	
P6 Capitals	14	0	
P7 Non-sentence (phrase)	1	1	Families smiling, grandparents on cloud nine and two emotionally fragile mums sobbing. Line 2-4
P8 Non-sentence (subordinate clause)	0	0	
P9 Run-on sentence	1	1	line 56 They don't know the ins and outs of this person, they could be anyone.
NW No. of words in sample	307		
<p>Comments and Observations</p> <p>Note particularly effective or ineffective uses in any of the two coding categories:</p> <p>Colon used correctly in line one, though the teacher has put a circle around it.</p> <p>Good use of language and commerce two separate fronted phrases.</p> <p>some very complex sentences in this sample with embedded clauses. The pupil also uses a good range of connectives correctly used with commas.</p> <p>some complex use of punctuation from line 1-8 where the student uses colons, hyphens and a semicolon.</p>			

Families smiling, grandparents on cloud nine and two emotionally fragile mums sobbing. Line 2-4
Note ambitious attempts which may not quite work:

Note anything interesting, problematic, curious that seems to be arising:
Some of the cursive writing was difficult to decipher in this sample.

Appendix J: Analysed writing samples

Apil 3 Sentence Variety 2014

(2hp) 5A

1 The moon hung low² in the odd air. Clouds slow
 2 sailed past. Ray had crept out of his bed, past²
 3 his parents' bedroom and out of his house without
 4 waking anybody up. Silently, he tip-toed round the
 5 back of his house to where Ali, his best friend,⁴
 6 was waiting for him. ///

7 "Come on," whispered Ali. Without hesitation, the⁴
 8 both of them cautiously crept along the road //
 9 to where the abandoned house was. Ray reached
 10 out his hand, twisted the handle, and pushed open³
 11 the wooden door. Questions were gliding through his²
 12 head like a paraclider on the highest² mountains. //
 13 Will there be anything cool in here? Should²
 14 we go in? Will it be safe? // 2 ///

15 Nervously, Ray and Ali stepped² into the hallway. Ali²
 16 was silent. So silent that the only^{1 NS} noise they could hear
 17 were their own heart beats. Creak... SLAM! The door²
 18 shut behind them. Timidly, both of them ventured²
 19 up the mountain of stairs. Ray

20 When he reached the top of the stairs, Ray looked behind⁴
 21 him. Ali was nowhere. to see seen. Ray was full of²
 22 trepidation. What had happened to Ali? Was he messing²
 23 with Ray? Where was he? "ALI?" yelled Ray. "I know
 24 your hiding. Where are you? ///

25 "HELP" screamed a familiar voice. Ray, now feeling⁴
 26 terrified, curiously walked into the room that he⁴
 27 thought the scream came from. Suddenly, it went²
 28 silent. Ray's heart beat faster... and faster... and faster. // 2
 29 On the floor was a body. A dead body. // 1 NS ///

30 /// Ray stared into the man's bloodshot eyes. // 2
 31 He had wrinkled skin, brown hair // and he was
 32 dead. // Dead and ^{INS} incoherent // Murdered and ^{INS} tall a name
 33 to die. // Ray not seeing above the man's head. Some ⁴
 34 ^{INS} words written in red blood were the word 'HELP ME' //
 35 /// BANG // With a deafening sound, the door shut // 2
 36 /// Ray banged on the door // and // bellowed for help // 3
 37 /// He was trapped // but he wasn't alone. // he ³
 38 was with a body // They were TRAPPED! // 2

Wow! 😊 A very well written story.
 GRIPPED!!!

1 The moon hung low in the cold air. Clouds slow
2 sailed past. Ray had crept out of his bed, past
3 his parents' bedroom and out of his house without
4 waking anybody up. Silently, he tip-toed round the
5 back of his house to where Ali, his best friend,
6 was waiting for him.

7 "Come on," whispered Ali. Without hesitation, the
8 both of them cautiously crept along the road
9 to where the abandoned house was. Ray reached
10 out his hand, twisted the handle and pushed open
11 the wooden door. Questions were gliding through his
12 head like a parajumper on the highest mountains.
13 Will there be anything cool in here? Should
14 we go in? Will it be safe?

15 Nervously, Ray and Ali stepped into the hallway. Ali was
16 silent. So silent that the only noise they could hear
17 were their own heart beats. Creak... SLAM! The door
18 shut behind them. Timidly, both of them ventured
19 up the mountain of stairs. Ray

20 When he reached the top of the stairs, Ray looked behind
21 him. It was nowhere to be seen. Ray was full of
22 trepidation. What had happened to Ali? Was he messing
23 with Ray? Where was he? "ALI?" yelled Ray, "I know
24 your hiding... where are you?"

25 "HELP!" screamed a familiar voice. Ray, now feeling
26 terrified, curiously walked into the room that he
27 thought the scream came from. Suddenly, it went
28 silent. Ray's heart beat faster... and faster.
29 On the floor, was a body. A dead body.

30 Ray stared into the man's bloodshot eyes.
31 He had wrinkled skin, brown hair and he was
32 dead. Dead and alone. Murdered and left alone
33 to die. Ray noticed, above the man's head, some
34 words written in red blood. ~~There the word~~ HELP ME
35 BANG! With a deafening sound, the door shut.
36 Ray banged on the door and bellowed for help.
37 He was trapped but he wasn't alone... he
38 was with a body. They were TRAPPED!

Wow! 😊 A very well written story.
GRIPPED!!!

Pupil 6 Sentence variety 2014 4

1 // It was ² 10:30 pm // The clock ⁴ was ticking

2 // Sam only had two hours // to find Jake

3 // before // it could be too late //

4 // Sam, the ² horrified 11 year old boy, had lost his

5 friend Jake // He ⁴ was petrified // wondering

6 where he could be // He had ⁴ questions // soon

7 threw his head like a football one car

8 facing for first place // Where could Jake

9 be? // Had ² somebody taken him? // Was ²

10 trapped? //

11 // Tip-toeing ⁴ around the back of the

12 abandoned Tesco // Sam found a knip // dress

13 with blood // glowing on the floor like

14 shiny diamond // Suddenly, Sam became really

15 scared. // He did ² not know // what ⁴ to do. // 3

16 Where to ^{1 NS} // or where ^{1 NS} to hide // Sam pushed

17 the door open // peeped around the corner // and //

18 stopped inside. //

19 // As ⁴ Sam walked closer and closer // his

20 figure // A huma like figure // Sam ⁴ walked

21 closer // closer // and closer // until // he saw

22 a creepy face // what looked like a blood sucking

Vampire // A breeze of cold air brushed past ³ // See

24 // and // made him shiver // Finally // the monster ³ spe

25 // it belatedly // What // But // ¹² Sam did not

26 speak // Sam ran ² for the door // The door

27 didn't ² open //

28 // Sam was ² trapped //

29 // Where ² was Jake? //

Where
Your most gripping end

Pupil 6 punctuation 2014

4

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It was 10:30pm. The clock was ticking. Sam only had two hours to find Jack before it could be too late.

Sam, the horrified 11 year old boy, had lost his friend Jack. He was petrified wondering where he could be. He had questions soon threw his head like a football one car racing for first place. Where could Jack be? Had somebody taken him? Was I trapped?

Tip-toeing around the back of the abandoned Tesco, Sam found a huge drone with blood glowing on the floor like shiny diamonds. Suddenly, Sam became really scared. He did not know what to do. Where to go or where to hide. Sam pushed the door open, peeped around the corner and stopped inside.

As Sam walked closer and closer to a figure. A human like figure. Sam walked closer and closer until he saw a creepy face what looked like a blood sucking vampire. A breeze of cold air brushed passed Sam and made him shiver. Finally, the monster spoke it belatedly. "What?" But Sam did not speak. Sam ran for the door. The door didn't open.

Sam was trapped!
 Where was Jack?
 Where

For most gripping and well written story! (C)

- 1 ³ "GET DOWN!!" [↑] Roared CMDR Dunport, in
- 2 a sound of fear in his voice // "We can't
- 3 stay here!"
- 4 ³ "What do you suggest we do?" [↑] S wrote
- 5 PVT Murray //
- 6 ⁴ "We will [↑] move for a [↑] left [↑] flank // and // [↑] go
- 7 in cover behind that rock // [↑] when // call for
- 8 Team Charlie // to go behind that other
- 9 rock // [↑] therefore we will come in either side
- 10 // and // [↑] kill them. // [↑] Commanded CMDR Dunport //
- 11 The plan was put into action // and // in a
- 12 couple of minutes was done // "What do we
- 13 do now?" [↑] (A)sked SGT Crosby //
- 14 ⁴ "We should [↑] move on to Vietnam," replied
- 15 Captain Lily // "And // when // we get there //
- 16 we can work out what to do next. //
- 17 [↑] Suddenly, they heard a noise // A high [↑] noise
- 18 // it was getting closer and closer... and
- 19 closer // [↑] suddenly the sand started moving // [↑] or
- 20 10 Tongos [↑] cards came out // AARRGG!
- 21 screamed CMDR Dunport // Everyone lau
- 22 ned // until // they heard a truck coming //
- 23 Questions were shooting round their ²
- 24 head like bullets out of their gun //
- 25 What should we do? How ² many ²
- 26 there? // What will they do? // ³ Sudden
- 27 ly the CMDR went on the radio
- 28 // and // told Team Charlie and Delta // to
- 29 get on one side // and // [↑] this [↑] side [↑] of
- 30 the other // ² plan and [↑] into
- 31 ⁴ immediate action // "A ⁴ much ⁴ group

32 the soliders U.C. all of a sudden the
 33 teams let loose and they were dead.
 34 The teams put on the dead soliders smith
 35 got in the cars green trucks and set off
 36 for Vietnam. ///

37 4 They got to the barricade which was 2.5
 38 got run say a got man and didn't do much that
 39 was opened up and they went through
 40 IN the village was loads of people some
 41 Shilliant who were all looking at the tank ///
 42 Then Crosby saw a good sniper point so he
 43 sent Team E up for the big fight ///
 44 then he sent Team Delta to provide
 45 support fire and finally Team
 46 A left and Charlie went in the street
 47 behind pit /// I 2 will give a shot
 48 three and one /// 3 /// 2 ///
 49 the army came out /// 5 /// 3 ///
 50 LOS PVT Murray was narrow-minded but ///
 51 it came to shoot ing was awful ///
 52 4 They were outnumbered with /// 1
 53 C of the Dupont that was ///
 54 Jets and reington got /// 0
 55 3 of nowhere a sniper took a shot and
 56 hit C of Dupont in the arm so
 57 Lily shot him with a M9 pistol /// The
 58 4 battle raged on for hours with top
 59 of bloodshed until /// they won ///
 60 4 cheered and laughed /// but there was
 61 someone missing the CMDR Dupont ///
 62 LOS they searched until they found out
 63 he had bled to death after /// get
 64 but /// 4 that all felt guilty /// that ///

they didn't help him // When^A they got
back to the USA // they had a general
and a memorial // saying "This ~~great~~ great
man // who // won the war is now in a better
place." //

C M D R = commander

P V T = Private

S G T = Sergeant

1 "GET DOWN!!!" Roared CMDR Dunport in
 2 a sound of fear in his voice. "We can't
 3 stay here."
 4 "What do you suggest we do?" S wrote
 5 PVT Murray.
 6 "We will move for a left flank and go
 7 in cover behind that rock then call for
 8 Team Charlie to go behind that other
 9 rock. Therefore we will come in either side
 10 and kill them." Commanded CMDR Dunport.
 11 The plan was put into action and in a
 12 couple of minutes was done. "What do we
 13 do now?" Asked SGT Crosby.
 14 "We should move on to Vietnam replied
 15 Captain Lilly. "And when we get there
 16 we can work out what to do next."
 17 Suddenly, they heard a noise. A high noise
 18 it was getting closer and closer... and
 19 closer. Until the sand started moving and
 20 Tonga lizards came out. "AARRGG!"
 21 screamed CMDR Dunport. Everyone had
 22 fled until they heard a truck coming.
 23 Questions were shooting round their
 24 head like bullets out of their guns.
 25 What should we do? How many are
 26 there? What will they do? Suddenly
 27 by the CMDR went on the radio
 28 and said Team Charlie and Delta go
 29 get on one side and Theta and Epsilon on
 30 the other. The plan went into
 31 immediate action. The truck stopped

32 the soliders when all of a sudden the
33 teams let loose and they were dead
34 The teams put on the dead soliders suits
35 got in the cargo green trucks and set off
36 to Vietnam

37 They got to the barricade which was
38 got but say a got man who didn't do much
39 was ~~it~~ opened ~~it up~~ and they went through
40 in the village ^{we} loads of people
41 William who were all looking at the trucks
42 Then Crosby saw a good sniper point so he
43 sent Team Echo up got the big gun
44 then he sent Team Delta to another
45 cage got support fire and finally Team
46 A Alpha and Charlie were in the street
47 behind pillar "I will give a shot in
48 three... two... one... Bang... suddenly all
49 the army came out
50 PVT Murray was narrow minded but
51 it came to shooting was awful
52 They were outnumbered with
53 C MDR Dupont that came in
54 Jets and reinforcements got
55 of nowhere, a sniper took a shot and
56 hit C MDR Dupont in the arm so
57 Lily shot him with a M9 pistol
58 battle raged on for hours with top
59 of bloodshed until... we won
60 cheered and laughed but there
61 someone missing C MDR Dupont
62 they searched until they found out
63 he had bled to death after getting
64 shot next all felt guilty that

they didn't help him. When they got back to the USA, they had a general and a memorial saying "This ~~great~~ great man who won the war is now in a better place."

C M D R = commander

P V T = Private

S G T = Sergeant

Pupil: 4

Sentence Variation 2024

Monday 16th October 2023

Paper 2 Section B

Do arranged marriages have any value in modern society?

1 Sarah ⁴ and ~~Chris~~ is walking
2 down the ⁵ ~~side~~ her lowing
3 family watching her every
4 move. ~~As~~ her palms ~~sweaty~~
5 ~~sweaty~~ she is trying to ⁴
6 control her breath to ~~not~~ avoid
7 herself falling tripping over
8 her dress. These are are normal
9 reactions for a woman about to ³
10 get married, but not in this
11 case. Sarah's family are pleased
12 ~~however~~ Sarah is not. This ⁴
13 is ~~because~~ Sarah loves ~~some~~
14 ⁵ else.

15 ~~could you~~ ³ Put yourself in Sarah's
16 shoes, how would you feel?

17 Arranged marriages do not ²
18 have value in modern society.
19 They are forceful and contain
20 high expectations, which are
21 dated in comparison to the ⁴
22 world today. Now why should
23 a person have to go through the
24 pressure of an arranged marriage?
25 I ask myself, what do
26 people gain out of pursuing

27 arranged marriages and why ⁴
28 can't people just be left to
29 find the person they are going
(T7) 30 to spend the rest of their life
include³¹ with by their selves ///

a wider range

32 Many There has been many
33 changes in society over the
34 last few years, such as:
35 people expressing their
36 sexualities more freely and/
37 just more people in general
38 being able to express their
39 selves like never before //

40 ^{es} all this is a positive thing //

41 ^{es} however the idea of ⁴ //

(T7) 42 arranged marriages
43 hinders back these new
44 ideas of being free to
45 love who you want. This
46 is why things need to ³
47 change and the concept
48 of these arranged marriages
49 needs to be taken out of
50 society //

This is a really long sentence

51 Some people agree that arrange
52 marriages are a mutual ⁴
53 agreement between two
54 people and that they teach
55 important life skills at
56 a young age. I know this ²
57 is wrong. Arranged marriages
58 are not a healthy way of.

59 forming a relationship // ^{Res} 3
60 fact are unhealthy // In fact,
61 many of these marriages end
62 up ~~be~~ turning into two
63 people // living in a household
64 that are very distant from
65 each other // but feel they
66 have to stay together // 4
67 because it is what is
68 expected of them // I am
69 here today // to tell you this
(T) 70 is wrong. // 4
This is more like a speech
71 Now Sarah is at home // looking
72 after three children ^{being} ~~born~~
73 she ~~is~~ ^{is} ~~was~~ // that she was 4
74 expected to have to keep her
75 family going for generations //
76 She is not happy // ^{Res} she feels 3
77 isolated and alone // I think
78 about it // ^{Res} how would you
79 feel // if you had to live 4
80 your life this way? //
81 In society today // ~~people~~ all
82 people should have to
83 choice to be with anyone
84 they choose // and the idea 3
85 of arranged marriages
86 holds this concept back // and
87 overall have no value in
88 society. //

Pupil 4 Punctuation 2024

Monday 16th October 2023

Paper 2 Section B

Do arranged marriages have any value in modern society?

1 Sarah and Emma is walking
2 down the ~~side~~ ⁵ her loving
3 family watching her every
4 ~~move~~ [?] Her palms ~~are~~ ^{are}
5 ~~swearing~~ ²⁰⁵ She is trying to
6 control her breath to avoid
7 herself falling tripping over
8 her dress. These are normal
9 reactions for a woman about to
10 get married, but not in this
11 case. ²²⁵ Sarah's family are pleased
12 ²²⁵ however Sarah is not. This
13 is because Sarah loves ~~some~~
14 ⁵ else.

15 ~~could you~~ Put yourself in Sarah's
16 shoes ²²⁵ how would you feel?

17 Arranged marriages do not
18 have value in modern society.
19 They are forceful and contain
20 high expectations which are
21 dated in comparison to the
22 world today. Now why should
23 a person have to go through the
24 pressure of an arranged marriage?
25 I ask myself what do
26 people gain out of pursuing

27 arranged marriages and why
28 can't people just be left to
29 find the person they are going
(T) 30 to spend the rest of their life
include³¹ with by their selves.

a wider range

32 ~~Many~~ There has been many
33 changes in society over the
34 last few years. Such as
35 people expressing their
36 sexualities more freely and
37 just more people in general
38 being able to express their
39 selves like never before. ^{Pos}
40 all this is a positive thing

(T) This is a really long sentence

41 however the idea of
42 arranged marriages
43 holds back these new
44 ideas of being free to
45 love who you want. This
46 is why things need to
47 change and the concept
48 of these arranged marriages
49 needs to be taken out of
50 society.

51 ~~Some people~~ agree that arranged
52 marriages are a mutual
53 agreement between two
54 people and that they teach
55 important life skills at
56 a young age. I know this
57 is wrong. Arranged marriages
58 are not a healthy way of.

59 forming a relationship ^{pas} in
60 fact^s are unhealthy. In fact,
61 many of these marriages end
62 up ~~bec~~ turning into two
63 people living in a household
64 that are very distant from
65 each other, but feel they
66 have to stay together
67 because it is what is
68 expected of them. ~~I am~~
69 here today ~~to~~ tell you this
70 is wrong.

(T) This is more like a speech

71 Now Sarah is at home ^{look}
72 after three children ~~but~~
73 she ~~di~~ ^{was} that she was
74 expected to have to keep her
75 family going for generations
76 She is not happy. ^{pas} She feels
77 isolated and alone. ~~I think~~
78 about it. ^{pas} how would you
79 feel if you had to live
80 your life this way?
81 In society today ~~people~~ all
82 people should have to
83 choice to be with anyone
84 they choose, and the idea
85 of arranged marriages
86 holds this concept back and
87 overall have no value in
88 society.

403

Topic 6

Sentence Variety 2024

Monday 16th October 2023

Paper 2 Section B

To Love or not to love

1 // Imagine this // wedding bells ringing // happy couples having their own dance //
 2 // walking down the aisle // fighting your own husband // Lyla is about to experience
 3 // all these happy memories // ~~is she~~ // one step, two steps // everyone's eyes staring
 4 (S1) // Lyla do you dare dare, to be your luxuriously wedded husband // I don't // This was
 5 // an arranged marriage //

6
 7 // There was once a girl // who has a dream // A dream to marry a man she loves //

8
 9 // Girls all over the world are suffering // They call it an option, free will // doing
 10 // the best thing for their children // But have they actually ever checked // how do
 11 // they know // if their child is happy // if they never actually check or treat them
 12 (S6) // like someone who has a voice // A voice struggling to break free from the
 13 // barriers around them // Arranged marriages are outdated // and not justice // parents are
 14 // to distant in their children's future // they think // they are protecting them // but they
 15 // are actually just moving them advise to society //

16
 17 // Arranged marriages may have worsened in the 11th century // But the world has
 18 // changed // and marriage is different // ~~it is~~ // statistics show that 12 million
 19 // girls are married off under the age of 18 // These young girls are not even adults
 20 // they are children // trying to find their place in society // they are vulnerable on
 21 // their own // yet they are taken away from their family and just expected to love
 22 // someone // Arranged marriages are cruel and injustice // some families are avaricious
 23 // and use their children for financial gain // statistics even show that those
 24 // who enter an arranged marriage // have a much lower divorce rate than those
 25 // who enter a marriage without their parents involvement //

26 (7) //
 27 // wider range of punctuation

28 However, arranged marriages // whilst they have a lot of negatives built up against
 29 them // there is some arguments for this practice // I understand that these marriages
 30 embody discipline and secretariat for their future // and have been a cultural aspect
 31 to Asia for a very long time // heartbeat of Asian cultures // however, arranged
 32 arranged marriages can be detrimental for their children's future // these marriages
 33 hold your children back // and not let them fully explore the world for themselves //
 34 In some cases you could argue that they actually ensure your children to abort //
 35 and // feel unbrave // because you are being too controlling // arranged marriages have
 36 worried perfectly in some aspects // I have a perfect life with a husband, two kids
 37 kids and a good job // however, you have trained your brain to think that because
 38 you were so distraught at your life // being taken away from you in a second // even
 39 now you know what if. //

40
 41 This is just wrong // Culture of Culture and family is important, but not when
 42 it marries a young boy or girl // feel like there freedom and free will is stolen
 43 from them forever //

44
 45 There was once a girl // who had a dream // A dream to marry a man she loved //
 46 There was once a girl // who loved her parents // A love that slowly faded away. //

SS

Topic 6

Monday 16th October 2023

Renovation 2024

Paper 2 Section B

To Love or not to love

- 1
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(S1)

(S6)

(F7)

Imagine this wedding bells ringing happy couples having their own dance
 waiting down the aisle picking your own husband Lyla is about to experience
 all these happy moments as is she one step two steps everyone's eyes start
 Lyla do you have Jane to be your lucky wedded husband I don't This was
 an arranged marriage

There was once a girl who had a dream A dream to marry a man she love

Girls all over the world are suffering They call it an option Free will doing
 the best thing for their children But have they actually ever checked how do
 they know if their child is happy if they never actually check or treat them
 like someone who has a voice A voice struggling to break free from the
 barriers around them Arranged marriages are outdated and not justice Parents are
 too ardent in their children's future they think they are protecting them but they
 are actually just making them accvise to society

Arranged marriages may have worked in the 14th century but the world has
 changed and marriage is different think it is Statistics show that 12 million
 girls are married off under the age of 18 These young girls are not even adults
 they are children trying to find their place in society they are vulnerable and
 naive yet they are taken away from their family and just expected to love
 someone Arranged marriages are cruel and insubstantial some families are avarice
 and use their children for financial gain Statistics even show that those
 who enter an arranged marriage have a much lower divorce rate than those
 who enter a marriage without their parents involvement

wider
 range
 of
 punctuation

28 However, arranged marriages whilst they have a lot of negatives built up against
29 them there is some arguments for this practice. I understand that these marriage
30 embody discipline and Sacrament for their future, and have been a cultural aspect
31 to Asia for a very long time (Heritage of Asian Culture), however arranged
32 marriages can be detrimental for their children's future. These marriages
33 hold your children back and not let them fully explore the world for themselves.
34 In some cases you could argue that they actually make your children to abuse,
35 and feel unhappy because you are being too controlling. Arranged marriages have
36 worked perfectly in some aspects. I have a perfect life with a husband, two perfe
37 kids and a good job. However, you have trained your brain to think that because
38 you were so distraught at your life being taken away from you in a second. Even
39 now you know what if.

40
41 This is just wrong. Culture and family is important, but now when
42 it marries a young boy or girl, free life, freedom and free will is stripped
43 from them forever.

44
45 There was once a girl who had a dream. A dream to marry a man she loved.
46 There was once a girl who loved her parents. A love that slowly faded away.

490

Appendix K: 2014 data for writing sample and GPS score

Pupil	SV1	Err	SV2	Err	SV3	Err	SV4	Err	SV5	Err	SV6	Err	SV7	Err	Tot Err	P1	Er	P2	Err	P3	Err	P4	Er	P5	Err	P6	Err	P7	Err	P8	Err	P9	Err	Tot Err	Tot	NW	Freq per 100 words	GPS Score
1	0	0	15	0	8	3	1	1	10	0	1	0	3	0	4	2	1	1	0	0	0	1	0	18	4	38	5	0	0	0	0	3	3	13	17	248	6%	47
2	3	2	16	2	2	1	3	1	4	3	3	0	1	0	9	2	1	1	0	0	0	1	0	15	3	41	2	2	2	0	0	0	0	8	17	157	10%	36
3	6	4	20	0	3	0	8	0	7	0	5	0	3	0	4	4	0	2	0	0	0	3	0	27	5	51	4	2	2	2	2	0	0	13	17	327	5%	50
4	2	1	27	0	4	1	2	0	4	1	2	0	5	0	3	3	0	1	0	0	0	0	0	27	4	51	3	2	2	1	1	0	0	10	13	263	5%	36
5	0	0	12	0	3	1	2	1	3	0	4	0	6	0	2	6	3	4	3	2	0	1	0	14	2	19	1	0	0	0	0	2	2	11	13	248	5%	47
6	3	3	10	1	3	0	7	1	4	2	4	1	4	0	8	3	0	2	1	0	0	2	1	18	5	34	6	1	1	2	2	1	1	17	25	193	12%	42
7	1	1	5	0	5	2	5	3	7	0	3	0	4	0	6	7	7	3	3	1	1	1	1	13	2	29	5	1	1	0	0	1	1	21	27	189	14%	39
8	3	3	13	0	2	1	6	1	6	3	4	0	1	0	8	1	2	1	0	0	0	1	1	16	8	29	5	3	3	0	0	1	1	20	28	198	14%	39
9	4	3	10	3	8	2	12	3	22	1	16	1	5	1	14	4	1	3	0	0	0	3	2	27	10	122	12	2	2	1	1	4	4	32	46	472	10%	50
10	3	2	9	0	7	0	14	1	12	0	16	0	6	0	3	9	2	0	0	0	0	2	0	29	3	54	3	2	2	0	0	1	1	11	14	429	3%	48
11	0	0	8	1	3	2	1	0	12	1	0	0	3	0	4	1	0	2	1	0	0	0	0	12	4	22	4	0	0	0	0	2	2	11	15	156	10%	44
12	7	5	31	0	7	0	11	0	9	0	8	0	3	0	5	8	0	0	0	0	0	2	0	51	6	76	7	5	5	0	0	0	0	18	23	464	5%	49
13	4	3	15	0	4	1	1	0	5	0	1	0	3	0	4	1	0	2	1	0	0	1	0	17	3	35	6	3	3	0	0	0	0	13	17	179	9%	40
14	0	0	13	0	7	4	2	0	5	1	2	0	2	0	5	3	0	2	0	0	0	1	0	19	3	32	5	0	0	0	0	3	3	11	16	198	9%	39
15	5	3	16	0	5	1	0	0	9	0	0	0	4	0	4	3	1	1	0	1	0	2	0	19	1	41	6	3	3	0	0	1	1	12	16	227	7%	47
16	1	1	13	0	13	1	12	0	18	1	8	0	0	0	3	5	1	2	0	1	1	1	1	34	2	52	3	1	1	0	0	0	0	9	12	407	3%	48
17	1	1	22	3	11	10	7	3	25	8	7	2	2	0	27	1	3	0	1	0	0	2	1	14	14	88	26	1	1	0	0	9	9	55	82	506	16%	37
18	6	2	21	0	6	1	5	2	12	1	7	0	10	0	6	4	2	1	0	0	0	1	1	32	4	46	5	2	2	0	0	1	1	15	21	284	7%	45
Totals	49	34	276	10	101	31	99	17	174	22	91	4	65	1	119	67	24	28	10	5	2	25	8	402	83	800	108	30	30	6	6	29	29	300	419	5145	8%	43.5

Appendix L: 2024 data for writing sample and GPS score

Pupil	SV1	Err	SV2	Err	SV3	Err	SV4	Err	SV5	Err	SV6	Err	SV7	Err	Tot Err	P1	Er	P2	Err	P3	Err	P4	Er	P5	Err	P6	Err	P7	Err	P8	Err	P9	Err	Tot Err	Tot	NW	Freq per 100 words	GPS Score
1	3	3	9	0	9	4	13	6	21	0	22	1	6	3	17	10	6	1	0	0	0	1	1	29	12	51	26	2	2	1	1	8	8	56	73	556	13%	43
2	2	2	5	0	3	1	9	1	12	0	5	0	7	1	5	4	2	2	1	0	0	1	1	17	3	26	2	2	2	0	0	2	2	13	18	346	8%	48
3	2	1	18	0	2	0	12	0	5	0	28	0	8	0	1	5	0	0	0	0	0	1	0	33	1	34	0	1	1	1	1	0	0	3	4	480	1%	44
4	0	0	3	0	5	4	11	3	10	0	8	0	4	2	9	8	5	0	0	0	0	0	0	16	2	24	0	0	0	0	0	9	9	16	25	403	6%	39
5	8	5	22	0	7	1	17	0	23	0	24	0	5	0	6	4	0	0	0	3	0	0	0	37	2	63	12	5	5	1	1	1	1	21	27	779	3%	45
6	4	4	6	0	8	2	14	3	19	1	15	0	3	1	11	7	5	4	0	0	0	2	2	29	4	32	5	0	0	4	4	5	5	25	36	490	7%	41
7	0	0	2	0	3	0	5	2	10	0	4	0	2	1	3	6	3	1	0	0	0	2	2	8	0	13	0	0	0	0	0	3	3	8	11	232	5%	31
8	0	0	1	0	1	1	11	1	3	0	14	0	1	0	2	2	1	0	0	0	0	0	1	11	1	14	0	0	0	0	0	1	1	4	6	328	2%	47
9	2	2	7	0	0	0	7	1	7	0	10	1	3	0	4	0	0	0	0	0	0	0	0	15	1	22	1	0	0	1	1	1	1	4	8	281	3%	40
10	0	0	3	0	6	0	10	1	25	0	11	0	2	0	1	1	0	4	0	1	0	0	0	15	0	28	4	0	0	0	0	1	1	5	6	445	1%	46
11	1	1	2	0	4	1	9	0	11	0	10	0	5	0	2	7	1	1	1	0	0	2	1	13	0	14	0	1	1	0	0	1	1	5	7	307	2%	49
Totals	22	18	78	0	48	14	118	18	146	1	151	2	46	8	61	54	23	13	2	4	0	9	8	223	26	321	50	11	11	8	8	32	32	160	221	4647	5%	43