

## National curriculum tests

# Key stage 1

## English grammar, punctuation and spelling Paper 1: spelling pack

Information on when the tests should be administered and instructions on opening the test packs will be provided in this space on the 2016 live tests.

# SAMPLE TEST

Published July 2015

These test administration instructions reflect guidance for the live test in 2016.

As this document supports the sample test materials, any guidance on security and maladministration procedures is not applicable.

Some of the documents or procedures mentioned in these instructions, such as when the test must be administered and the opening instructions, will be applicable to a live test scenario only.

Further information is available on GOV.UK at [www.gov.uk/sta](http://www.gov.uk/sta).

**For test administration**

**2016 Key stage 1 English grammar, punctuation and spelling sample test Paper 1: spelling**

The key stage 1 English grammar, punctuation and spelling sample test consists of 2 papers. The papers must be administered in order. Pupils may have a break between the papers. However, test packs must not be opened until the pupils are in the test room ready to complete the test.

**Paper 1: spelling**

The following information explains how to administer the key stage 1 English grammar, punctuation and spelling sample test Paper 1: spelling. If you have any questions, you should check with your headteacher or key stage 1 test co-ordinator before you administer the test.

Please make sure you follow these instructions correctly to ensure that the test is properly administered.

<b>Format</b>	<ul style="list-style-type: none"> <li>• This component consists of an answer booklet for pupils to complete and a test transcript to be read by the test administrator.</li> <li>• Pupils will have approximately 15 minutes to complete the test (not strictly timed), writing the 20 missing words in the answer booklet.</li> <li>• It is at your discretion to choose when or if pupil(s) require a break during the test or whether, if appropriate, to stop the test early.</li> </ul>
<b>Equipment</b>	<p>Pupils will need the equipment specified below:</p> <ul style="list-style-type: none"> <li>• a blue / black pen, or a dark pencil</li> <li>• a rubber (optional). If rubbers are not provided, you should tell pupils that they may cross out any answers they wish to change.</li> </ul> <p>Pupils will not be allowed the equipment below:</p> <ul style="list-style-type: none"> <li>• dictionaries, electronic spell checkers or bilingual word lists.</li> </ul>
<b>Assistance</b>	<p>Pupils should not require any assistance during the administration of Paper 1: spelling. You must ensure that nothing you say or do during the test could be interpreted as giving pupils an advantage.</p> <p>You should take care not to overemphasise spelling when reading out the words that pupils need to spell.</p>
<b>Before the test begins</b>	<ul style="list-style-type: none"> <li>• Review the list of pupils with any particular individual needs: e.g. pupils who may need a scribe or a transcript made at the end of the test.</li> <li>• Ensure that you know how to administer any access arrangements correctly.</li> <li>• Check that there are enough administrators to maintain supervision and support for the test. You should consider the possibility of at least 1 test administrator needing to leave the room with a pupil.</li> <li>• Ensure that you understand how to deal with issues during the tests.</li> </ul>
<b>How to deal with issues during the test</b>	<p>It is impossible to plan for every scenario. Whatever action you take, pupil safety must always be your first consideration.</p> <p>In the following circumstances, you will need to stop the test either for an individual pupil or for the whole cohort:</p> <ul style="list-style-type: none"> <li>• the print is illegible in the answer booklet</li> <li>• an incorrect test has been administered</li> <li>• a fire alarm goes off</li> <li>• a pupil is unwell</li> <li>• a pupil needs to leave the test room during the tests</li> <li>• a pupil is caught cheating.</li> </ul>

<b>How to deal with issues during the test</b> (continued)	<p>If you need to stop the test:</p> <ul style="list-style-type: none"> <li>● make a note of the time</li> <li>● make sure pupils are kept under test conditions and that they are supervised</li> <li>● if they have to leave the room, ensure they don't talk about the test</li> <li>● speak to your test co-ordinator or a senior member of staff for advice on what to do next.</li> </ul> <p>You should brief your headteacher on how the incident was dealt with, once the test is over.</p>
<b>What to do at the start of the test</b>	<ul style="list-style-type: none"> <li>● Check that seating is appropriately spaced and that no pupil can see another pupil's answer booklet.</li> <li>● Ensure that each pupil has a copy of Paper 1: spelling.</li> </ul>
<b>What to say at the start of the test</b>	<p>It is important to brief pupils fully at the start of each test. You should use these instructions to introduce Paper 1: spelling.</p> <p><b>The wording of these instructions can be adapted, provided the meaning is retained.</b></p> <p>You should use words and phrases familiar to the pupils, and you may repeat them as many times as necessary to ensure that the pupils understand what to do.</p> <p>Explain to the pupils that this is the key stage 1 English grammar, punctuation and spelling test Paper 1: spelling. Explain that the test will take around 15 minutes but is not strictly timed.</p> <p>Tell the pupils that they should have Paper 1: spelling in front of them.</p> <p>Explain to the pupils that they will need a blue / black pen or dark pencil and rubber (optional) for this test.</p> <p>Tell the pupils to write their names on the front of their answer booklet.</p> <p>Explain to the pupils that, if they want to change an answer, they should rub it out or put a line through the response they don't want to be marked.</p> <p>Tell the pupils that they should work on their own, meaning that they should think of their own answers and not discuss them with others.</p> <p>Explain to the pupils that you are going to read out some sentences. Ask them to look at the sentences in their booklet. Explain that they are the same but with some words missing. Explain that, when you come to a space, they should wait for you to tell them the word and they should then write it in the space.</p> <p>Ask the pupils to turn to page 2. Explain that there is a practice spelling question which you will do together.</p> <p>Tell the pupils to listen carefully. Explain that you will read out the word that they need to spell correctly. You will then read the whole sentence, followed by the word again. The pupils need to write the word into the blank space in the sentence.</p> <p style="padding-left: 40px;">Here is the practice question.</p> <p style="padding-left: 40px;"><b>Practice:</b> <i>The word is <b>tree</b>.</i>  <i>There was a big <b>tree</b> in the garden.</i>  <i>The word is <b>tree</b>.</i></p> <p>Check that all pupils have understood that 'tree' should be written in the first blank space.</p> <p>Explain that you will now read the rest of the sentences and the missing words as per the script on the next page.</p>

## Notes for use of this script

The task should take approximately **15 minutes** to complete, although you should allow the pupils as much time as they need to complete it.

Please read out the instructions as stated below. Once you have read out the instructions, you should ask the pupils whether they have any questions.

*Listen carefully to the instructions I am going to give you.*

*I am going to read twenty sentences to you. Each sentence has a word missing in your answer booklet. You should listen carefully to the missing word and fill this in, making sure you spell it correctly.*

*I will read the word, then the word within a sentence, then repeat the word a third time.*

*Do you have any questions?*

Once the pupil's questions have been answered, the twenty spellings should be read as follows:

1. Give the spelling number
2. Say: *The word is...*
3. Read the context sentence
4. Repeat: *The word is...*

Leave at least a 12-second gap between spellings.

The target words may be repeated if needed.

## Spelling

**Practice question:** The word is **tree**.

There was a big **tree** in the garden.

The word is **tree**.

**Spelling 1:** The word is **faster**.

Hannah ran **faster** than Lee.

The word is **faster**.

**Spelling 2:** The word is **sunny**.

Yesterday it was very **sunny**.

The word is **sunny**.

**Spelling 3:** The word is **face**.

I had a big smile on my **face**.

The word is **face**.

**Spelling 4:** The word is **group**.

There was a large **group** of children at the party.

The word is **group**.

**Spelling 5:** The word is **fingers**.

You pick things up with your **fingers**.

The word is **fingers**.

**Spelling 6:** The word is **paints**.

The **paints** in the box are different colours.

The word is **paints**.

**Spelling 7:** The word is **kitten**.

Our new **kitten** is black with white paws.

The word is **kitten**.

**Spelling 8:** The word is **thanked**.

I **thanked** my friend for her help.

The word is **thanked**.

**Spelling 9:** The word is **Saturday**.

We are going on holiday on **Saturday**.

The word is **Saturday**.

**Spelling 10:** The word is **sweets**.

I am not allowed to eat too many **sweets**.

The word is **sweets**.

**Spelling 11:** The word is **baking**.

My grandad was **baking** a cake.

The word is **baking**.

**Spelling 12:** The word is **knew**.

The children **knew** all of the words.

The word is **knew**.

**Spelling 13:** The word is **model**.

Our class built a **model** from clay.

The word is **model**.

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

A **whale** can hold its breath for two hours.

The word is **whale**.

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

The musician gave concerts all over the **world**.

The word is **world**.

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

Dad **hurried** to meet the children.

The word is **hurried**.

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

A rose **petal** fell to the ground.

The word is **petal**.

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

I saw a beautiful **rainbow**.

The word is **rainbow**.

**Spelling 19:** The word is **peaceful**.

The school garden is a **peaceful** place to sit.

The word is **peaceful**.

**Spelling 20:** The word is **teddies**.

Susan had a large collection of **teddies**.

The word is **teddies**.

**You should now read all 20 sentences again.**

Give the pupils the opportunity to make any changes they wish to their answers.

At the end of the test say: *This is the end of the test. Please put down your pen or pencil.*

<b>What to do at the end of the test</b>	If any pupil needs a transcript, complete it with the pupil at the end of the test, under test conditions. Particular care should be taken to ensure accurate transcriptions are made and the pupil's answers are not corrected or amended.
<b>Marking the tests</b>	Use the key stage 1 sample test mark schemes to mark the test, following both the general guidance and any specific guidance for each question.

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Paper 1: spelling pack  
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