

2017 national curriculum tests

# Key stage 1

## English grammar, punctuation and spelling

Administering the English grammar,  
punctuation and spelling test

Paper 1: spelling

### CONFIDENTIAL

This test can be administered during **May 2017**.

The confidentiality and integrity of the test must be maintained until **Monday 5 June 2017**. The test must not be shared or made available outside your school before this date.

Please ensure you have read and understood the 2017 test administration guidance before administering the test.

**For test administration**

## 2017 Key stage 1 English grammar, punctuation and spelling test

The key stage 1 English grammar, punctuation and spelling test consists of 2 papers. The papers must be administered in order. Pupils do not have to sit both papers on the same day. If both papers are administered on the same day, pupils may benefit from a break between papers. Both papers can be administered to the whole class, smaller groups of pupils or on an individual basis.

### Paper 1: spelling

The following information explains how to administer the key stage 1 English grammar, punctuation and spelling 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. The transcript for administration of the test is included in these instructions.

Administrators can stop individual pupils at any stage of the test if they feel it is appropriate for that particular pupil.

Please make sure you follow these instructions correctly to ensure that the test is properly administered. Failure to administer the test correctly could result in a maladministration investigation at the school.

<b>Format</b>	<ul style="list-style-type: none"><li>• This component of the test consists of an answer booklet for pupils to complete and a test transcript to be read by the test administrator. The transcript is included in this guidance.</li><li>• It is expected that the test will take approximately 15 minutes to complete (not strictly timed).</li><li>• It is at your discretion to choose when or if a pupil requires 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 below:</p> <ul style="list-style-type: none"><li>• a blue / black pen or pencil</li><li>• a rubber (optional). If rubbers are not provided, tell pupils that they should cross out any answers they wish to change.</li></ul> <p>Pupils are <b>not</b> allowed:</p> <ul style="list-style-type: none"><li>• dictionaries</li><li>• electronic spell checkers</li><li>• bilingual word lists.</li></ul>
<b>Assistance</b>	<ul style="list-style-type: none"><li>• 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, e.g. indicating that an answer is correct or incorrect, or suggesting the pupil looks at an answer again.</li><li>• You should take care not to overemphasise spelling when reading out the words that pupils need to spell.</li><li>• There is no specific hearing impairment guidance for this test, but be careful when signing to ensure you do not convey information that would give pupils an advantage. Guidance for administering the test to pupils with a visual impairment is contained in the modified test packs.</li></ul>
<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. Please refer to the 2017 key stage 1 access arrangements guidance.</li><li>• Check that there are enough administrators to maintain adequate supervision and support during the test. You should consider the possibility of at least one test administrator needing to leave the room with a pupil.</li><li>• Ensure that you understand how to deal with issues during the test.</li></ul>

<p><b>How to deal with issues during the test</b></p>	<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>• test papers are incorrectly collated or the print is illegible in the answer book</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 test</li> <li>• a pupil is caught cheating.</li> </ul> <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> <li>• consider contacting the national curriculum assessments helpline on 0300 303 3013 for further advice.</li> </ul> <p>You should brief your headteacher on how the incident was dealt with once the test is over.</p>
<p><b>What to do at the start of the test</b></p>	<ul style="list-style-type: none"> <li>• Check that pupils don't have mobile phones or other disruptive items.</li> <li>• Check that pupils don't have any materials or equipment that may give them extra help.</li> <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>
<p><b>What to say at the start of the test</b></p>	<ul style="list-style-type: none"> <li>• It is important to brief pupils fully at the start of each test. Use these instructions to introduce Paper 1: spelling.</li> <li>• You should use words and phrases familiar to the pupils when explaining how the test will be administered. You may repeat them as many times as necessary to ensure that the pupils understand what to do.</li> <li>• <b>The wording of these instructions can be adapted, provided the meaning is retained.</b></li> </ul> <p>This is the key stage 1 English grammar, punctuation and spelling test Paper 1: spelling.</p> <p>The test will take around 15 minutes.</p> <p>You should have Paper 1: spelling in front of you.</p> <p>Write your name on the front of your answer booklet.</p> <p>When we are doing the test, if you want to change an answer, you should rub it out or put a line through the answer you don't want to be marked.</p> <p>You need to work on your own. You need to think of your own answers and you mustn't talk about them with anyone else.</p> <p>Do you have any questions you want to ask me now?</p>

**This section continues on the next page.**

**What to say  
at the start  
of the test**  
(continued)

**Practice question**

- Read the question to the pupils.

The word is **snow**.

The **snow** covered the branches.

The word is **snow**.

- Check that all pupils have understood that 'snow' should be written in the first blank space.
- Explain that you will now read the rest of the sentences and the missing words.
- Leave at least a 12-second gap between spellings.
- The target words may be repeated if needed.
- The 20 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...*

- You should take care not to overemphasise spelling when reading out the words.

# Spelling

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

Remember to **wash** your hands before cooking.

The word is **wash**.

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

I ride my **bike** to school.

The word is **bike**.

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

The Moon looks **small** as it is so far away.

The word is **small**.

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

My sister is learning to **drive**.

The word is **drive**.

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

Jo is playing in the **garden**.

The word is **garden**.

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

The dentist told me to open my **mouth**.

The word is **mouth**.

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

Where is the **bathroom**?

The word is **bathroom**.

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

The hamster's **cage** needs cleaning.

The word is **cage**.

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

Dan is **working** on his project.

The word is **working**.

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

My older brother **fixed** our fence.

The word is **fixed**.

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

The quiz team **know** all of the answers.

The word is **know**.

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

Lots of people were **dancing** at the party.

The word is **dancing**.

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

Sonia ran around the football **pitch**.

The word is **pitch**.

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

The **swimmer** held his breath under the water.

The word is **swimmer**.

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

I solved the **puzzle** quickly.

The word is **puzzle**.

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

I saw a **turkey** at the farm.

The word is **turkey**.

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

The **dolphin** leapt out of the sea.

The word is **dolphin**.

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

The daffodils look **pretty**.

The word is **pretty**.

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

The netball team won their **final** game.

The word is **final**.

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

The pirates found the **treasure**.

The word is **treasure**.

- **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>	<ul style="list-style-type: none"> <li>• Follow your school's procedure for collecting and storing the pupils' test scripts.</li> <li>• 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 spellings are not corrected or amended.</li> </ul>
<b>Marking the tests</b>	<ul style="list-style-type: none"> <li>• Use the key stage 1 test mark schemes to mark the test, following both the general guidance and any specific guidance for each question.</li> </ul>

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