

**En**

KEY STAGE

**2**

LEVEL

**6**

English tests

## **Grammar, punctuation and spelling**

Paper 3: Spelling task  
administrator instructions

**2013**

National Curriculum assessments

# Notes for use of this script

The task should take approximately **10 minutes** to complete, although you should allow the children 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 children whether they have any questions.

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

*I am going to read fifteen 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 children's questions have been answered, the fifteen 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.

**Finally, you should read all 15 sentences again.**

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

**At the end of the task say:**

*This is the end of the task – now please put down your pen or pencil.*

## Spelling task

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

As it was such a hot day, she really **fancied** a cold ice cream.

The word is **fancied**.

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

My teacher **encouraged** me to visit the school library.

The word is **encouraged**.

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

The shop **frequently** changes its window display.

The word is **frequently**.

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

Many companies are trying to reduce the amount of **packaging** they use.

The word is **packaging**.

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

The pianist was quickly **recognised** as a child prodigy.

The word is **recognised**.

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

The leaves were turning orange as autumn was **approaching**.

The word is **approaching**.

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

The **queue** of people reached from the door of the shop to halfway down the street.

The word is **queue**.

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

The buried treasure was found with the **wreckage** of the ship.

The word is **wreckage**.

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

The charity ran a **campaign** to raise money for the village hall.

The word is **campaign**.

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

The evidence did not **correspond** with what the detective first thought.

The word is **correspond**.

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

The temperature will **plummet** in winter.

The word is **plummet**.

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

He looked up in amazement and saw an **infinite** number of stars glittering in the night sky.

The word is **infinite**.

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

The number of frogs has declined due to the **disappearance** of their habitats.

The word is **disappearance**.

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

The unusual **phenomenon** remains unexplained.

The word is **phenomenon**.

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

I heard the **rhythmic** thud of the horses' hooves on the cobbles.

The word is **rhythmic**.

**You should now read all 15 sentences again.**

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

**At the end of the task say:** *This is the end of the task – now please put down your pen or pencil.*

**[End of task]**

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