En

KEY STAGE
2

LEVELS
3–5

2014

English tests

# Grammar, punctuation and spelling

## Paper 2: spelling task administrator instructions

National curriculum assessments

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# Notes for use of this script

The task should take approximately **fifteen 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 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 children'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 twelve second gap between spellings.

**Finally, you should read all twenty 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.*

Sourced from SATs-Papers.co.uk

# Spelling task

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

Reena felt **welcome** at her new school.

The word is **welcome**.

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

The room was small and **untidy**.

The word is **untidy**.

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

The children listened carefully as the teacher gave the **message**.

The word is **message**.

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

Simran felt a little nervous about walking on the **highest** beam.

The word is **highest**.

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

Mum **rubbed** my arm to make it feel better.

The word is **rubbed**.

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

There is a large **field** behind my house.

The word is **field**.

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

The driver started the **engine** and drove away.

The word is **engine**.

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

When choosing a new bed, **comfort** is many people's main concern.

The word is **comfort**.

Sourced from SATs-Papers.co.uk

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

Jane is going to play her **guitar** at the concert.

The word is **guitar**.

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

Lilly **copied** the dancer's movements carefully.

The word is **copied**.

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

Ali **suggested** a different route, in order to avoid walking in the mud.

The word is **suggested**.

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

You can make your own **crystal** from salt and boiling water.

The word is **crystal**.

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

Some dogs respond to **whistling**, but others prefer to be called by name.

The word is **whistling**.

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

The **instructor** was very clear about what we needed to do.

The word is **instructor**.

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

Alex was encouraged to read with more **expression**.

The word is **expression**.

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

Some **mammals** live both on land and in water.

The word is **mammals**.

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

The design was not perfect but, after a few **alterations,** it worked well.

The word is **alterations**.

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

Pets often become **anxious** when there are loud noises.

The word is **anxious**.

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

I **gradually** became more skilled at skateboarding.

The word is **gradually**.

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

The **journalist** wrote about the school's fancy dress competition.

The word is **journalist**.

**You should now read all twenty 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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