

En

KEY STAGE

2

LEVEL

6

English tests

Grammar, punctuation and spelling

Paper 3: spelling
administrator instructions

2015

National curriculum assessments

Notes for use of this script

This paper should take approximately **10 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.

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

I am going to read 15 sentences to you. Each sentence has a word missing in your answer booklet. You should listen carefully to the missing word and fill it 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 pupils' 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 pupils the opportunity to make any changes they wish to their answers.

When you have completed all the sentences, say:

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

Spelling task

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

When he found the path blocked, Rajiv looked for an **alternative** route.

The word is **alternative**.

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

Mr Field said the menu was a **partial** success.

The word is **partial**.

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

The **lawyer** walked into the courtroom.

The word is **lawyer**.

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

I prefer to use **unscented** soap to wash my hands.

The word is **unscented**.

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

The weather was **predictably** bad.

The word is **predictably**.

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

The firework display was an amazing **spectacle**.

The word is **spectacle**.

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

The play begins with a **dialogue** between the two characters.

The word is **dialogue**.

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

It could have been a **catastrophe**, but the event was a success.

The word is **catastrophe**.

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

The teacher **recommended** that they should practise in order to improve.

The word is **recommended**.

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

Cameron counted the **syllables** in each line of the poem.

The word is **syllables**.

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

Samir had a **vaccination** when he went to the doctor.

The word is **vaccination**.

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

Lions are **carnivorous** animals.

The word is **carnivorous**.

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

Shannon took photographs of the **picturesque** streets.

The word is **picturesque**.

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

We put away the **apparatus** after the lesson.

The word is **apparatus**.

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

The boy knew he was right, but tried not to sound **conceited**.

The word is **conceited**.

You should now read all fifteen sentences again.

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

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

[End of task]

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