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KEY STAGE

2

LEVELS

3–5

English tests

Grammar, punctuation and spelling

Paper 2: spelling task script and
administrator instructions

SAMPLE

National Curriculum assessments

Notes for use of this script

The task should take approximately **15 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, you should read the twenty spellings three times.

The twenty spellings should be read to the children 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 20 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 one: the word is **dinner**.

We sat at the table to eat our **dinner** .

The word is **dinner**.

Spelling two: the word is **following**.

The ducklings walked in a line, **following** their mother.

The word is **following**.

Spelling three: the word is **picture**.

Ali drew a **picture** of his garden.

The word is **picture**.

Spelling four: the word is **sudden**.

The **sudden** noise made me jump.

The word is **sudden**.

Spelling five: the word is **television**.

Pria turned on the **television** and watched her favourite cartoon.

The word is **television**.

Spelling six: the word is **information**.

Sarah went to the library to get some more **information** .

The word is **information**.

Spelling seven: the word is **laugh**.

The joke made everyone **laugh** .

The word is **laugh**.

Spelling eight: the word is **attracted**.

The plants **attracted** lots of butterflies.

The word is **attracted**.

Spelling nine: the word is **guide**.

The **guide** showed us around the museum.

The word is **guide**.

Spelling ten: the word is **celebrated**.

The team **celebrated** when they won the match.

The word is **celebrated**.

Spelling eleven: the word is **different**.

A leopard's spots look quite **different** from those on a cheetah.

The word is **different**.

Spelling twelve: the word is **kennel**.

The dog's **kennel** was in the garden.

The word is **kennel**.

Spelling thirteen: the word is **design**.

There is a competition to **design** a new school playground.

The word is **design**.

Spelling fourteen: the word is **caught**.

Imran **caught** the ball.

The word is **caught**.

Spelling fifteen: the word is **friends**.

Nina made a lot of **friends** at her new school.

The word is **friends**.

Spelling sixteen: the word is **obvious**.

It was **obvious** that Alisha was going to win the race.

The word is **obvious**.

Spelling seventeen: the word is **popular**.

The new toys are very **popular**.

The word is **popular**.

Spelling eighteen: the word is **alphabet**.

Jack wrote the **alphabet** in his best handwriting.

The word is **alphabet**.

Spelling nineteen: the word is **temperature**.

When the **temperature** reaches 100 degrees, the water will boil.

The word is **temperature**.

Spelling twenty: the word is **immediately**.

The kitten got into its basket and **immediately** fell asleep.

The word is **immediately**.

You should now read all 20 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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Standards
& Testing
Agency

Sample 2013 Key Stage 2 levels 3–5 English grammar, punctuation and spelling test
Paper 2: spelling task script and administrator instructions

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