SAMPLE MATERIALS - DO NOT USE FOR LIVE TEST ADMINISTRATION

National curriculum tests

Key stage 2

English grammar, punctuation and spelling

Paper 2: spelling pack

Information on when the tests should be administered and instructions on opening the test packs will be provided in this space on the 2016 live tests.

SAMPLE TEST

Published July 2015

These test administration instructions reflect guidance for the live test in 2016.

As this document supports the sample test materials, any guidance on security and maladministration procedures is not applicable.

Some of the documents or procedures mentioned in these instructions, such as when the test must be administered, the opening instructions and the completion of the attendance register, will be applicable to a live test scenario only.

Further information is available on GOV.UK at **www.gov.uk/sta**.

For test administration

SAMPLE MATERIALS - DO NOT USE FOR LIVE TEST ADMINISTRATION

2016 Key stage 2 English grammar, punctuation and spelling sample test Paper 2: spelling

The key stage 2 English grammar, punctuation and spelling sample test consists of 2 papers. The papers must be administered in order. Pupils may have a break between the papers. However, test packs must not be opened until the pupils are in the test room ready to complete the test.

Paper 2: spelling

The following information explains how to administer the key stage 2 English grammar, punctuation and spelling sample test Paper 2: spelling. If you have any questions, you should check with your headteacher or key stage 2 test co-ordinator before you administer the test. The transcript for administration of the test is included in these instructions.

Please make sure you follow these instructions correctly to ensure that the test is properly administered.

Format	• This component consists of an answer booklet for pupils to complete and a test transcript to be read by the test administrator. • Pupils will have approximately 15 minutes to complete the test (not strictly timed), by writing the 20 missing words in the answer booklet.
Equipment	Each pupil will need the equipment specified below: • a blue / black pen or a dark pencil • rubber (optional). If rubbers are not provided, you should tell the pupils that they may cross out any answers they wish to change. Pupils are not allowed: • dictionaries • electronic spell checkers • bilingual word lists.
Assistance	Pupils should not require any assistance during the administration of Paper 2: spelling. You must ensure that nothing you say or do during the test could be interpreted as giving pupils an advantage. You should take care not to overemphasise spelling when reading out the words that pupils need to spell.
Before the test begins	• Review the list of pupils with any particular individual needs: e.g. pupils who may need a transcript made at the end of the test. Ensure that you know how to administer any access arrangements correctly. Please refer to the 2015 Key Stage 2 Access Arrangements Guidance. • It is important that the pupils' names on their tests match the names on the test attendance register. Check with your test co-ordinator whether any pupil in your group is known by a different name in school, or has changed their name since pupil registration. This is so you can remind the pupil to write the correct name on their test paper. • Check that there are enough administrators to maintain adequate supervision for the test. You should consider the possibility of at least 1 test administrator needing to leave the room with a pupil. • Ensure that you understand how to deal with issues during the tests. • Write the school's name on a board that is visible to all pupils.

How to deal with issues during the test	It is impossible to plan for every scenario. Whatever action you take, pupil safety must always be your first consideration. In the following circumstances, you will need to stop the test either for an individual pupil or for the whole cohort: • the print is illegible in the answer booklet • an incorrect test has been administered • a fire alarm goes off • a pupil is unwell • a pupil needs to leave the test room during the tests • a pupil is caught cheating. If you need to stop the test: • make a note of the time • make sure pupils are kept under test conditions and that they are supervised • if they have to leave the room, ensure they don't talk about the test • speak to your test co-ordinator or a senior member of staff for advice on what to do next. You should brief your headteacher on how the incident was dealt with once the test is over.
What to do at the start of the test	• Check that pupils don't have mobile phones or other disruptive items. • Check that pupils don't have any materials or equipment that may give them extra help. • Check that seating is appropriately spaced and that no pupil can see another pupil's answer booklet. • Ensure that each pupil has a copy of Paper 2: spelling.
What to say at the start of the test	It is important to brief pupils fully at the start of each test. You should use this script to introduce Paper 2: spelling: • This is the key stage 2 English grammar, punctuation and spelling test Paper 2: spelling. • You should have Paper 2: spelling in front of you. • You will need a blue / black pen or a dark pencil and you may use a rubber for this test. If rubbers are not provided, you should tell the pupils that they may cross out any answer that they wish to change. • Write your name and school name on the front of your test paper. (If any pupil's name differs to the name provided during pupil registration, instruct the pupil to write both names on the paper.) • To make sure your answers can be marked, don't write in the grey areas, on the barcode or on the lines at the top and bottom of the edge of the page and don't crumple your test paper. • If you want to change your answer, put a line through the response you don't want the marker to read. • If you have any questions during the test, you should put your hand up and wait for someone to come over to you. Remember, I can't help you answer any of the test questions. • You must not talk to each other.

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Notes for use of this script

The spelling test should take approximately **15 minutes** to complete, although you should allow the pupils as much time as they need to complete it.

Please read out the instructions below and then ask pupils whether they have any questions.

> *Listen carefully to the instructions I am going to give you.*
>
> *I am going to read 20 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 pupils' questions have been answered, you should read the 20 spellings as shown on pages 5 to 7. Leave at least a 12-second gap between spellings.

SAMPLE MATERIALS - DO NOT USE FOR LIVE TEST ADMINISTRATION

Spelling

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

Sara wanted to be an explorer and **discover** new lands.

The word is **discover**.

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

The spy was sent on a secret **mission**.

The word is **mission**.

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

For PE lessons, your clothes should be **loose** and comfortable.

The word is **loose**.

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

The **sign** showed which way to go.

The word is **sign**.

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

China is a large **country**.

The word is **country**.

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

Laura won a medal for **gymnastics**.

The word is **gymnastics**.

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

Not all berries are **edible**.

The word is **edible**.

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

Sit up straight to improve your **posture**.

The word is **posture**.

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

Karen went on a **sleigh** ride in Lapland.

The word is **sleigh**.

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

Misha ate a **delicious** chocolate pudding.

The word is **delicious**.

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

Dogs can follow the **scent** of other animals.

The word is **scent**.

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

The magician performed an **illusion**.

The word is **illusion**.

Spelling 13: The word is **re-enter**.

Jane had to **re-enter** the cloakroom to get her gloves.

The word is **re-enter**.

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

The skydiver released her **parachute**.

The word is **parachute**.

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

There is an **abundance** of blackberries at the end of the summer.

The word is **abundance**.

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

Ali was **unavoidably** late for school.

The word is **unavoidably**.

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

First, **dissolve** the sugar in 300ml of hot water.

The word is **dissolve**.

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

The grey clouds looked **ominous** in the sky.

The word is **ominous**.

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

Omar put the cutlery back in the **drawer.**

The word is **drawer**.

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

Ellen's gold bracelet was her most treasured **possession**.

The word is **possession**.

You should now read all 20 sentences again.

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

At the end of the test read out the instructions below.

'This is the end of the test. Please put down your pen or pencil'.

What to do at the end of the test	• 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 answers, including spelling are not corrected or amended. • Ensure you inform your senior member of staff / test co-ordinator if you have made a transcript, or if a pupil has used a scribe, or word processor or other electronic or technical device. This is so that they can complete the appropriate online notification. • Make sure you have collected every test. Return them immediately to the senior members of staff who are responsible for collating the tests. • Do not look at, annotate or review pupils' answers in any way (unless it is necessary to make a transcript). If you amend or tamper with pupils' answers, it will be considered maladministration and results could be annulled. • Do not keep or photocopy tests for any reason.

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Paper 2: spelling pack
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