TUESDAY 10 MAY

2016 national curriculum tests

Key stage 2

English grammar, punctuation and spelling

Administering the English grammar, punctuation and spelling test Paper 2: spelling

CONFIDENTIAL

This pack must be kept secure and unopened until the start of the test on **Tuesday 10 May 2016**.
Early opening, up to 1 hour before the test starts, is permissible only if access to the contents is needed to make adaptations to meet individual pupils' needs.
Please ensure you have read and understood the 2016 test administration guidance before opening this pack.

Pack contents:

- An overview of the key stage 2 English grammar, punctuation and spelling test Paper 2: spelling and administration instructions (overleaf)
- 30 copies of Paper 2: spelling task

For test administration

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

The key stage 2 English grammar, punctuation and spelling 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 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.

Please make sure you follow these instructions correctly to ensure that the test is properly administered. Failure to administer the test correctly could result in a maladministration investigation at the school.

Format	• This component of the test consists of an answer booklet for pupils to complete and a test transcript to be read by the test administrator. The transcript is included in this guidance. • 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 below: • a blue / black pen or a dark pencil • a rubber (optional). However, please encourage pupils to cross out any answers they may wish to change, instead of rubbing them out. 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, e.g. indicating that an answer is correct or incorrect, or suggesting the pupil looks at an answer again. • You should take care not to overemphasise spelling when reading out the words that pupils need to spell. • There is no specific hearing impairment guidance for this test, but be careful when signing to ensure you do not convey information that would give pupils an advantage. Guidance for administering the test to pupils with a visual impairment is contained in the modified test packs.
Before the test begins	• Review the list of pupils with any particular individual needs, e.g. pupils who need a scribe or 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 2016 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 one 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 and DfE number on a board that is visible to all pupils. • Leave space on the board to write the start and finish times of the test.

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: • test papers are incorrectly collated or the print is illegible • 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 • consider contacting the national curriculum assessments helpline on 0300 303 3013 for further advice. 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.* (Please encourage pupils to cross out any answers they may wish to change, instead of rubbing them out.) *Write your name, school name and DfE number on the front of your answer booklet.* (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 or 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 to use a rubber, make sure you rub out your answer completely before writing a new one.* *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.*

Notes for use of this script

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

Please read out the instructions below.

> *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.*
>
> *Do you have any questions?*

Once pupils' questions have been answered, you should read the 20 spellings as shown on the following pages.

Leave at least a 12-second gap between spellings.

The target words may be repeated if needed.

The 20 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…*

You should take care not to overemphasise spelling when reading out the words.

Spelling

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

Jordan's messy room was in a state of **disorder**.

The word is **disorder**.

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

David gave a **knock** on the door before entering.

The word is **knock**.

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

Anita was **polishing** her shoes.

The word is **polishing**.

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

The coat was made from a **washable** fabric.

The word is **washable**.

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

I am **offering** you help with your homework.

The word is **offering**.

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

Eagles have excellent **vision**.

The word is **vision**.

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

Ali **misplaced** his hat in the crowded cloakroom.

The word is **misplaced**.

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

The mountains could be seen in the **distance**.

The word is **distance**.

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

Freya thought that her painting was **brilliant**.

The word is **brilliant**.

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

It is **thoughtless** to drop litter in the playground.

The word is **thoughtless**.

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

The tiger stalked its **prey** through the jungle.

The word is **prey**.

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

Compared with **previous** years, the team did well.

The word is **previous**.

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

My **cousin** Ryan has red hair.

The word is **cousin**.

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

My brother has a **passion** for music.

The word is **passion**.

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

Jasmine's **facial** expression showed how happy she felt.

The word is **facial**.

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

The children needed **lightweight** rucksacks for the visit.

The word is **lightweight**.

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

I needed to fill in my **nationality** on the form.

The word is **nationality**.

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

My mum painted the **ceiling** blue.

The word is **ceiling**.

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

There is a great **variation** in accents across Britain.

The word is **variation**.

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

The mother swan **ferociously** guarded her nest.

The word is **ferociously**.

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 say: *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 spellings 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, a 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 script, including any unused test materials. Return them immediately to the senior members of staff who are responsible for collating the tests. • Do not look at, review or amend pupils' answers in any way (unless it is necessary to make a transcript). If you tamper or make changes to 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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