English tests

Grammar, punctuation and spelling

Paper 2: spelling task script and administrator instructions

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]
Sample 2013 Key Stage 2 levels 3–5 English grammar, punctuation and spelling test
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