

English

KS2

2016

**Key Stage 2
National Curriculum Tests
English Grammar, Punctuation
and Spelling**

**Administering and Marking the
English Paper 2: Spelling**

KS2 English Grammar, Punctuation and Spelling Test Paper 2

Using the Test Scripts

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.

KS2 English Grammar, Punctuation and Spelling Test Paper 2

| Question Number | Answer |
|-----------------|---|
| 1 | The word is practise . The girl went to the gymnastics lesson to practise her vault. |
| 2 | The word is solemn . After realising he was in trouble, the boy had a solemn face. |
| 3 | The word is transferred . The heat transferred through the material. |
| 4 | The word is received . The lady received some fabulous news through the post. |
| 5 | The word is independent . The independent toddler insisted on feeding herself. |
| 6 | The word is miserable . After a miserable day at school, the teacher needed cheering up. |
| 7 | The word is weight . The man stood on the scales to find out if he'd lost weight . |
| 8 | The word is special . Her birthday party had been a very special event. |
| 9 | The word is chorus . The choir sang the chorus of the hymn. |
| 10 | The word is antique . The antique work of art hung in the gallery. |
| 11 | The word is descend . Nearing its destination, the plane began to descend . |
| 12 | The word is disrespectful . Mum was feeling fed up of Billy's disrespectful behaviour. |
| 13 | The word is measure . The class began to measure the heights of their sunflowers. |

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| Question Number | Answer |
|-----------------|---|
| 14 | The word is comprehension . The reading test is designed to test the pupil's comprehension skills. |
| 15 | The word is outrageous . His outfit was outrageous . |
| 16 | The word is delicious . The delicious food was served at the restaurant. |
| 17 | The word is decide . The family couldn't all decide on a holiday destination. |
| 18 | The word is beginner . Mr Green was an absolute beginner at learning Spanish. |
| 19 | The word is mystery . It was a complete mystery where the glasses had vanished to. |
| 20 | The word is frantically . The pirates dug frantically as they looked for the gold. |

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If the pupil makes more than one attempt, it must be clear which answer the pupil wishes to be marked. If the pupil makes two or more attempts and it is not clear which is to be considered, the mark is not awarded.

The pupil can answer in upper or lower case, or a mixture of the two. The exception to this is for days of the week and months of the year, which must be written in lower-case letters with an initial capital letter for the award of the mark.

If the pupil has answered with the correct sequence of letters but has incorrectly inserted an apostrophe or a hyphen, the mark is not awarded.

If the pupil has answered with the correct sequence of letters but these have been separated into clearly divided components, with or without a dash, the mark is not awarded.

Mark schemes and content domain references

| Question | Spelling | Mark | Content Domain Reference |
|----------|-------------|------|--|
| 1 | practise | 1 | S61 – homophones and near homophones (Years 3 and 4), homophones and other words that are often confused (Years 5 and 6) |
| 2 | solemn | 1 | S60 – words with ‘silent’ letters (i.e. letters whose presence cannot be predicted from the pronunciation of the word) |
| 3 | transferred | 1 | S57 – adding suffixes beginning with vowel letters to words ending in -fer |
| 4 | received | 1 | S58 – words with the /i:/ sound spelt ‘ei’ after ‘c’ |
| 5 | independent | 1 | S55 – words ending in -ant, -ance, -ancy, -ent, -ence, -ency |
| 6 | miserable | 1 | S56 – words ending in -able and -ible words ending in -ably and -ibly |
| 7 | weight | 1 | S52 – words with the /ei/ sound spelt ei, eigh, or ey |
| 8 | special | 1 | S54 – endings which sound like /ʃəl/ |
| 9 | chorus | 1 | S48 – words with the /k/ sound spelt ch |

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| Question | Spelling | Mark | Content Domain Reference |
|--------------|---------------|------|---|
| 10 | antique | 1 | S50 – words ending with the /g/ sound spelt -gue and the /k/ sound spelt -que |
| 11 | descend | 1 | S51 – words with the /s/ sound spelt sc |
| 12 | disrespectful | 1 | S41 – prefixes |
| 13 | measure | 1 | S44 – words with endings sounding like / ʒə/ or / tʃə/ |
| 14 | comprehension | 1 | S45 – endings that sound like / ʒən/ |
| 15 | outrageous | 1 | S46 – the suffix -ous |
| 16 | delicious | 1 | S53 – endings which sound like /ʃəs/ spelt -cious or -tious |
| 17 | decide | 1 | S37 – common exception words |
| 18 | beginner | 1 | S38 – adding suffixes beginning with vowel letters to words of more than one syllable |
| 19 | mystery | 1 | S39 – the /i/ sound spelt 'y' other than at the end of words |
| 20 | frantically | 1 | S43 – the suffix -ly |
| Total | | | 20 |