

2016 national curriculum tests

# Key stage 1

## English grammar, punctuation and spelling

Administering the English grammar,  
punctuation and spelling test

Paper 1: spelling

# CONFIDENTIAL

This pack must be kept secure and unopened until **Tuesday 3 May 2016**. The pack must not be opened until the pupils are in the test room ready to complete the first administration of the test.

Please ensure you have read and understood the 2016 test administration guidance before opening this pack.

### Pack contents:

- An overview of the key stage 1 English grammar, punctuation and spelling test Paper 1: spelling (overleaf)
- 30 copies of Paper 1: spelling

**For test administration**

## 2016 Key stage 1 English grammar, punctuation and spelling test Paper 1: spelling

The key stage 1 English grammar, punctuation and spelling test consists of 2 papers. The papers must be administered in order. Pupils do not have to sit both papers on the same day. If both papers are administered on the same day, pupils may benefit from a break between papers. Both papers can be administered to the whole class, smaller groups of pupils or on an individual basis. However, test packs must not be opened until the pupils are in the test room ready to complete the first administration of the test.

### Paper 1: spelling

The following information explains how to administer the key stage 1 English grammar, punctuation and spelling test Paper 1: spelling. If you have any questions, you should check with your headteacher or key stage 1 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. Failure to administer the test correctly could result in a maladministration investigation at the school.

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| <b>Format</b>                 | <ul style="list-style-type: none"><li>• 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.</li><li>• Pupils will have approximately 15 minutes to complete the test (not strictly timed) by writing the 20 missing words in the answer booklet.</li><li>• It is at your discretion to choose when or if a pupil(s) requires a break during the test or whether, if appropriate, to stop the test early.</li></ul>   |
| <b>Equipment</b>              | <p>Pupils will need the equipment below:</p> <ul style="list-style-type: none"><li>• a blue / black pen or pencil of their choice</li><li>• a rubber (optional). If rubbers are not provided, tell pupils that they should cross out any answers they wish to change.</li></ul> <p>Pupils are not allowed:</p> <ul style="list-style-type: none"><li>• dictionaries</li><li>• electronic spell checkers</li><li>• bilingual word lists.</li></ul>   |
| <b>Assistance</b>             | <ul style="list-style-type: none"><li>• Pupils should not require any assistance during the administration of Paper 1: 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.</li><li>• You should take care not to overemphasise spelling when reading out the words that pupils need to spell.</li><li>• 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.</li></ul> |
| <b>Before the test begins</b> | <ul style="list-style-type: none"><li>• Review the list of pupils with any particular individual needs, e.g. pupils who may need a scribe or a transcript made at the end of the test.</li><li>• Ensure that you know how to administer any access arrangements correctly. Please refer to the 2016 key stage 1 access arrangements guidance.</li><li>• Check that there are enough administrators to maintain adequate supervision and support during the test. You should consider the possibility of at least one test administrator needing to leave the room with a pupil.</li><li>• Ensure that you understand how to deal with issues during the tests.</li></ul>  |

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| <p><b>How to deal with issues during the test</b></p> | <p>It is impossible to plan for every scenario. Whatever action you take, pupil safety must always be your first consideration.</p> <p>In the following circumstances, you will need to stop the test either for an individual pupil or for the whole cohort:</p> <ul style="list-style-type: none"> <li>● test papers are incorrectly collated or the print is illegible in the answer book</li> <li>● a fire alarm goes off</li> <li>● a pupil is unwell</li> <li>● a pupil needs to leave the test room during the tests</li> <li>● a pupil is caught cheating.</li> </ul> <p>If you need to stop the test:</p> <ul style="list-style-type: none"> <li>● make a note of the time</li> <li>● make sure pupils are kept under test conditions and that they are supervised</li> <li>● if they have to leave the room, ensure they don't talk about the test</li> <li>● speak to your test co-ordinator or a senior member of staff for advice on what to do next</li> <li>● consider contacting the national curriculum assessments helpline on 0300 303 3013 for further advice.</li> </ul> <p>You should brief your headteacher on how the incident was dealt with once the test is over.</p>   |
| <p><b>What to do at the start of the test</b></p>     | <ul style="list-style-type: none"> <li>● Check that pupils don't have mobile phones or other disruptive items.</li> <li>● Check that pupils don't have any materials or equipment that may give them extra help.</li> <li>● Check that seating is appropriately spaced and that no pupil can see another pupil's answer booklet.</li> <li>● Ensure that each pupil has a copy of Paper 1: spelling.</li> </ul>   |
| <p><b>What to say at the start of the test</b></p>    | <p>It is important to brief pupils fully at the start of each test. Use these instructions to introduce Paper 1: spelling.</p> <p>You should use words and phrases familiar to the pupils when explaining how the test will be administered, and you may repeat them as many times as necessary to ensure that the pupils understand what to do.</p> <p><b>The wording of these instructions can be adapted, provided the meaning is retained.</b></p> <ul style="list-style-type: none"> <li>● Explain to the pupils that this is the key stage 1 English grammar, punctuation and spelling test Paper 1: spelling. Explain that the test will take around 15 minutes, but is not strictly timed.</li> <li>● Tell the pupils that they should have Paper 1: spelling in front of them. Explain to the pupils that they can use a blue / black pen or a pencil and rubber (optional) for this test.</li> <li>● Tell the pupils to write their names on the front of their answer booklet. Explain to the pupils that, if they want to change an answer, they should rub it out or put a line through the response they don't want to be marked.</li> <li>● Tell the pupils that they should work on their own, meaning that they should think of their own answers and not discuss them with others.</li> <li>● Ask the pupils to turn to page 2.</li> </ul> |

## Notes for use of this script

The spelling test should take approximately **15 minutes** to complete (not strictly timed).

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 the pupils' questions have been answered, you should explain that before you start the actual test that you are going to give them a practice question. Use the instructions below for the practice question.

### Practice question

Read the question to the pupils.

*The word is **tree**.*

*There was a big **tree** in the garden.*

*The word is **tree**.*

Check that all pupils have understood that 'tree' should be written in the first blank space.

Explain that you will now read the rest of the sentences and the missing words.

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 **pack**.

I need to **pack** my holiday suitcase.

The word is **pack**.

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

The **sky** is dark at night.

The word is **sky**.

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

The snail hid inside its **shell**.

The word is **shell**.

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

My friend has a new **baby** sister.

The word is **baby**.

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

After tea I will **phone** Grandma.

The word is **phone**.

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

My friend has brown **eyes**.

The word is **eyes**.

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

A flock of geese is **flying** overhead.

The word is **flying**.

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

The swing was made from a **plank** of wood.

The word is **plank**.

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

The class learnt about **money** in maths.

The word is **money**.

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

I like to **talk** to my friends at playtime.

The word is **talk**.

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

My sister **rides** her horse every weekend.

The word is **rides**.

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

I had a **pear** to eat at playtime.

The word is **pear**.

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

I lost one **glove** when building a snowman.

The word is **glove**.

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

My **lazy** cat likes to sleep all day.

The word is **lazy**.

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

My shoes **match** my red dress.

The word is **match**.

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

My mum works in an **office**.

The word is **office**.

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

The fireman had a long **ladder**.

The word is **ladder**.

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

The ball **bounces** higher on the hard ground.

The word is **bounces**.

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

The nurse was **gentle** with my sore arm.

The word is **gentle**.

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

My teacher told us some funny **stories**.

The word is **stories**.

**You should now read all 20 sentences again.**

Give the 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.*

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| <b>What to do at the end of the test</b> | <ul style="list-style-type: none"><li>● Follow your school's procedure for collecting and storing the pupils' test scripts.</li><li>● 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.</li></ul> |
| <b>Marking the tests</b>                 | <ul style="list-style-type: none"><li>● Use the key stage 1 test mark schemes to mark the test, following both the general guidance and any specific guidance for each question.</li></ul>   |

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