

2016 national curriculum tests

# Key stage 2

## English grammar, punctuation and spelling test mark schemes

Paper 1: questions  
and Paper 2: spelling



Standards  
& Testing  
Agency

## 6. Paper 2: spelling

### 6.1 Content domain coverage for Paper 2: spelling



This information is provided in Table 3.

### 6.2 General guidance on marking Paper 2: spelling

The following guidance applies to all questions in Paper 2. Please read this carefully before applying the individual mark schemes.

- 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.

### 6.3 Pupil version of Paper 2: spelling

<div style="border: 1px solid black; border-radius: 10px; padding: 5px; display: inline-block; background-color: #f9cb9c;"> <b>Spelling task</b> </div>	
<p>1. Jordan's messy room was in a state of _____.</p> <p>2. David gave a _____ on the door before entering.</p> <p>3. Anita was _____ her shoes.</p> <p>4. The coat was made from a _____ fabric.</p> <p>5. I am _____ you help with your homework.</p> <p>6. Eagles have excellent _____.</p> <p>7. Ali _____ his hat in the crowded cloakroom.</p> <p>8. The mountains could be seen in the _____.</p> <p>9. Freya thought that her painting was _____.</p> <p>10. It is _____ to drop litter in the playground.</p>	<p>11. The tiger stalked its _____ through the jungle.</p> <p>12. Compared with _____ years, the team did well.</p> <p>13. My _____ Ryan has red hair.</p> <p>14. My brother has a _____ for music.</p> <p>15. Jasmine's _____ expression showed how happy she felt.</p> <p>16. The children needed _____ rucksacks for the visit.</p> <p>17. I needed to fill in my _____ on the form.</p> <p>18. My mum painted the _____ blue.</p> <p>19. There is a great _____ in accents across Britain.</p> <p>20. The mother swan _____ guarded her nest.</p>
	<div style="border: 1px solid black; border-radius: 10px; padding: 5px; display: inline-block; background-color: #f9cb9c;"> <b>END OF TEST</b> </div>
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## 7. Mark schemes for Paper 2: spelling

Information relating to the content domain reference codes in Table 3 can be found in the key stage 2 English grammar, punctuation and spelling test framework.

**Table 3: Mark schemes and content domain references for Paper 2**

Qu.	Spelling	Mark	Content domain reference
1	disorder	1	S41 – prefixes
2	knock	1	S60 – words with ‘silent’ letters
3	polishing	1	S38 – adding suffixes beginning with vowel letters to words of more than one syllable
4	washable	1	S56 – words ending in <i>-able</i> and <i>-ible</i> words ending in <i>-ably</i> and <i>-ibly</i>
5	offering	1	S57 – adding suffixes beginning with vowel letters to words ending in <i>-fer</i>
6	vision	1	S45 – endings that sound like /ʒən/
7	misplaced	1	S41 – prefixes
8	distance	1	S55 – words ending in <i>-ant</i> , <i>-ance</i> , <i>-ancy</i> , <i>-ent</i> , <i>-ence</i> , <i>-ency</i>
9	brilliant	1	S55 – words ending in <i>-ant</i> , <i>-ance</i> , <i>-ancy</i> , <i>-ent</i> , <i>-ence</i> , <i>-ency</i>
10	thoughtless	1	S59 – words containing the letter string <i>ough</i>
11	prey	1	S61 – homophones and near homophones (Years 3 and 4), homophones and other words that are often confused (Years 5 and 6)
12	previous	1	S46 – the suffix <i>-ous</i>
13	cousin	1	S40 – the /ʌ/ sound spelt <i>ou</i>
14	passion	1	S47 – endings that sound like /ʃən/, spelt <i>-tion</i> , <i>-sion</i> , <i>-ssion</i> , <i>-cian</i>
15	facial	1	S54 – endings which sound like /ʃəl/
16	lightweight	1	S52 – words with the /eɪ/ sound spelt <i>ei</i> , <i>eigh</i> , or <i>ey</i>
17	nationality	1	S38 – adding suffixes beginning with vowel letters to words of more than one syllable
18	ceiling	1	S58 – words with the /i:/ sound spelt <i>ei</i> after <i>c</i>
19	variation	1	S47 – endings that sound like /ʃən/, spelt <i>-tion</i> , <i>-sion</i> , <i>-ssion</i> , <i>-cian</i>
20	ferociously	1	S43 – the suffix <i>-ly</i>
<b>Total</b>		<b>20</b>	



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Paper 1: questions and Paper 2: spelling

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