

2019 national curriculum tests

# Key stage 2

## English grammar, punctuation and spelling test mark schemes

Paper 1: questions

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 marking guidance for 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, 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 hyphen, the mark is not awarded.

### 6.3 Pupil version of Paper 2: spelling

<p><b>Spelling task</b></p>	
<p>1. The dragon is an imaginary _____.</p> <p>2. There was _____ food for everyone.</p> <p>3. My little brother is in _____ class.</p> <p>4. Playing in the snow made my fingers _____.</p> <p>5. We learned how to do _____ in mathematics.</p> <p>6. Charlie _____ with relief.</p> <p>7. _____ is easier with a compass.</p> <p>8. Khalid was a _____ boy.</p> <p>9. Gran _____ us a snack when we arrived.</p> <p>10. Do your stretches so you don't pull a _____.</p>	<p>11. Maria looked _____ at the box.</p> <p>12. She found the _____ to try something new.</p> <p>13. Jade and Jamie had a _____.</p> <p>14. Our class made a model _____.</p> <p>15. The school provided an _____ education for its pupils.</p> <p>16. _____ people give to charity.</p> <p>17. Everyone sang the _____ loudly.</p> <p>18. I burnt my _____ on the hot soup.</p> <p>19. Sarah _____ spilled water all over the table.</p> <p>20. The criminal tried to _____ the police.</p>
	<p style="border: 1px solid black; border-radius: 10px; display: inline-block; padding: 5px 20px;">END OF TEST</p> 
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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	creature	1	S44 – words with endings sounding like /ʒə/ or /tʃə/
2	enough	1	S59 – words containing the letter string <i>ough</i>
3	reception	1	S47 – endings that sound like /ʃən/, spelt <i>-tion</i> , <i>-sion</i> , <i>-ssion</i> , <i>-cian</i>
4	numb	1	S60 – words with ‘silent’ letters (i.e. letters whose presence cannot be predicted from the pronunciation of the word)
5	division	1	S45 – endings that sound like /ʒən/
6	sighed	1	S61 – homophones and near homophones (Years 3 and 4) homophones and other words that are often confused (Years 5 and 6)
7	navigation	1	S47 – endings that sound like /ʃən/, spelt <i>-tion</i> , <i>-sion</i> , <i>-ssion</i> , <i>-cian</i>
8	thoughtful	1	S59 – words containing the letter string <i>ough</i>
9	offered	1	S38 – adding suffixes beginning with vowel letters to words of more than one syllable
10	muscle	1	S51 – words with the /s/ sound spelt <i>sc</i>
11	curiously	1	S46 – the suffix <i>-ous</i> S43 – the suffix <i>-ly</i>
12	courage	1	S40 – the /ʌ/ sound spelt <i>ou</i>
13	disagreement	1	S41 – prefixes
14	pyramid	1	S39 – the /i/ sound spelt <i>y</i> other than at the end of words
15	excellent	1	S55 – words ending in <i>-ant</i> , <i>-ance</i> , <i>-ancy</i> , <i>-ent</i> , <i>-ence</i> , <i>-ency</i>
16	generous	1	S46 – the suffix <i>-ous</i>
17	chorus	1	S48 – words with the /k/ sound spelt <i>ch</i>
18	tongue	1	S50 – words ending with the /g/ sound spelt <i>-gue</i> and the /k/ sound spelt <i>-que</i>
19	accidentally	1	S43 – the suffix <i>-ly</i>
20	deceive	1	S58 – words with the /i:/ sound spelt <i>ei</i> after <i>c</i>
<b>Total</b>		<b>20</b>	

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Paper 1: questions and Paper 2: spelling

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