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KEY STAGE

2

LEVELS

3–5

English tests

Grammar, punctuation and spelling

Paper 2: Spelling task
administrator instructions

2013

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, the twenty 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...'

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 1: The word is **transporting**.

They were **transporting** the crates on a boat.

The word is **transporting**.

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

The world's oldest railway **station**, built for steam locomotives, is Broad Green.

The word is **station**.

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

For breakfast we had **boiled** eggs.

The word is **boiled**.

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

Mary **stapled** the papers together.

The word is **stapled**.

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

In **future**, lunch will be served an hour later.

The word is **future**.

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

If there is not **enough** rainfall this month there will be a drought.

The word is **enough**.

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

A **feature** of this new camera is that it is able to operate underwater.

The word is **feature**.

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

What **mattered** most was getting home on time.

The word is **mattered**.

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

The bakery **produces** chocolate cakes.

The word is **produces**.

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

The **disruptive** pupil was asked to leave the room.

The word is **disruptive**.

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

The cars were **shipped** from England to Europe.

The word is **shipped**.

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

It took all her **strength** to move the box.

The word is **strength**.

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

The **umbrellas** didn't stop them from getting wet.

The word is **umbrellas**.

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

The film will be **released** on Friday at the cinema.

The word is **released**.

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

There is a **variety** of fruit available in the shop.

The word is **variety**.

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

As he was the **chief** of the tribe the final decision was his.

The word is **chief**.

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

The classroom was very **familiar** to Rosie.

The word is **familiar**.

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

The race was **physically** challenging.

The word is **physically**.

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

He has a **substantial** appetite.

The word is **substantial**.

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

George was **surprised** to find he could run so quickly.

The word is **surprised**.

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]

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