

2019 national curriculum tests

# Key stage 1

## English grammar, punctuation and spelling

Administering Paper 1: spelling

# CONFIDENTIAL

The optional English grammar, punctuation and spelling test can be administered during **May 2019**.

The confidentiality and integrity of the test must be maintained until **Monday 3 June**. The test must not be shared or made available outside your school before this date.

Please ensure you have read and understood the 2019 test administration guidance before administering the test.

**For test administration**

## 2019 key stage 1 English grammar, punctuation and spelling test

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. All test materials must be stored securely until Monday 3 June.

### 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 follow these instructions correctly to ensure the test is properly administered.

<b>Format</b>	<ul style="list-style-type: none"> <li>● Paper 1: spelling 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>● It is expected that Paper 1 will take approximately 15 minutes to complete, but it is not strictly timed.</li> <li>● It is at your discretion to choose when, or if, a pupil requires a break during the test or whether, if appropriate, to stop the test early.</li> </ul>
<b>Equipment</b>	<p>Each pupil will need the equipment specified below:</p> <ul style="list-style-type: none"> <li>● a pencil or blue/black pen</li> <li>● a rubber (optional).</li> </ul> <p>If rubbers are not provided, tell pupils that they should cross out any answers they wish to change.</p> <p>Pupils are <b>not</b> allowed:</p> <ul style="list-style-type: none"> <li>● dictionaries</li> <li>● electronic spell checkers</li> <li>● bilingual word lists or electronic translators.</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, for example 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 could give pupils an advantage. If this paper is presented through sign language, finger spelling must not be used.</li> <li>● Guidance for administering the test to pupils with a visual impairment is contained in the relevant modified test pack.</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, for example pupils who may need support from a scribe or a transcript made at the end of the test.</li> </ul>
<b>What to do at the start of the test</b>	<ul style="list-style-type: none"> <li>● Check that seating is appropriately spaced and that no pupil can see another pupil's answer booklet.</li> <li>● Check that pupils do not have mobile phones or other disruptive items.</li> <li>● Check that pupils do not have any materials or equipment that may give them extra help.</li> <li>● Ensure that each pupil has a copy of Paper 1: spelling.</li> </ul>

## How to introduce the test

- It is important to brief pupils fully at the start of each test. Use these instructions to introduce Paper 1: spelling.
- The wording of these instructions can be adapted, provided the meaning is retained.

*This is the English grammar, punctuation and spelling test  
Paper 1: spelling.*

*The test will take around 15 minutes.*

*You should have Paper 1: spelling in front of you.*

*Write your name on the front of your answer booklet.*

*When we are doing the test, if you want to change an answer, you should rub it out or put a line through the answer you don't want to be marked.*

*You need to work on your own. You should think of your own answers and you must not talk about them with anyone else.*

*Do you have any questions?*

*Now turn to page 2.*

*There is 1 practice question that we'll do together.*

- Read the practice spelling to the pupils.

*The word is **feed**.*

*We always **feed** the rabbits before school.*

*The word is **feed**.*

- Check all pupils have understood that 'feed' 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 **wall**.

The display is on the **wall**.

The word is **wall**.

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

Amar **gave** his teddy a hug.

The word is **gave**.

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

Matt ate a slice of **bread**.

The word is **bread**.

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

Amy moved the **boxes**.

The word is **boxes**.

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

My little **brother** is four years old.

The word is **brother**.

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

My friend has very long **hair**.

The word is **hair**.

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

What is all the **fuss** about?

The word is **fuss**.

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

My cousin is saving up to **buy** a scooter.

The word is **buy**.

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

Please read that story **again**.

The word is **again**.

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

The **mice** came out at night.

The word is **mice**.

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

There was a spare **seat** on the bus.

The word is **seat**.

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

The detective found a **footprint**.

The word is **footprint**.

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

That was a **scary** film!

The word is **scary**.

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

We will **change** classrooms next year.

The word is **change**.

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

They went the **wrong** way.

The word is **wrong**.

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

Remember to **switch** off the light.

The word is **switch**.

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

Coins are made out of **metal**.

The word is **metal**.

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

In maths, we learnt what a **fraction** is.

The word is **fraction**.

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

The audience **clapped** loudly.

The word is **clapped**.

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

Our teacher tells us the **funniest** stories.

The word is **funniest**.

- **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.*

<b>How to deal with issues during the test</b>	<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</li> <li>● an incorrect test has been administered</li> <li>● a fire alarm goes off</li> <li>● a pupil is unwell</li> <li>● a pupil needs to leave the room</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 sure the pupils are kept under test conditions and that they are supervised</li> <li>● if the pupils have to leave the room, ensure they do not 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>
<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>● All test materials must be stored securely until Monday 3 June.</li> <li>● If you need to make a transcript of a test script, complete it with the individual 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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