

**En**

KEY STAGE

**2**

LEVEL

**6**

English tests

## **Grammar, punctuation and spelling**

Paper 3 spelling task script and  
administrator instructions

**SAMPLE**

National Curriculum assessments

# Notes for use of this script

The task should take approximately **10 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 fifteen 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, you should read the fifteen spellings three times.

**The fifteen spellings should be read to the children 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 15 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 one:** the word is **knowledge**.

I would like to improve my **knowledge** of history.

The word is **knowledge**.

**Spelling two:** the word is **accident**.

It's important to wear a helmet in case you have an **accident**.

The word is **accident**.

**Spelling three:** the word is **beginning**.

The **beginning** of the book was very exciting, but I didn't enjoy the ending.

The word is **beginning**.

**Spelling four:** the word is **permanent**.

The paint left a **permanent** stain on the carpet.

The word is **permanent**.

**Spelling five:** the word is **unnecessary**.

It was **unnecessary** to wear a coat on such a hot day.

The word is **unnecessary**.

**Spelling six:** the word is **catalogue**.

The librarian chose some new books from the **catalogue**.

The word is **catalogue**.

**Spelling seven:** the word is **biscuits**.

We put the **biscuits** in the oven to cook.

The word is **biscuits**.

**Spelling eight:** the word is **leisure**.

I go swimming at the **leisure** centre every week.

The word is **leisure**.

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**Spelling nine:** the word is **preferred**.

Rajiv liked football; Sam **preferred** rugby.

The word is **preferred**.

**Spelling ten:** the word is **subtle**.

He gave a **subtle** hint about the surprise.

The word is **subtle**.

**Spelling eleven:** the word is **jewellery**.

The treasure chest contained **jewellery** and gold.

The word is **jewellery**.

**Spelling twelve:** the word is **foreign**.

Learning **foreign** languages will help you when you travel abroad.

The word is **foreign**.

**Spelling thirteen:** the word is **synchronised**.

The dancers' movements were perfectly **synchronised**.

The word is **synchronised**.

**Spelling fourteen:** the word is **desperately**.

Clare **desperately** wanted to be chosen for the team.

The word is **desperately**.

**Spelling fifteen:** the word is **vicious**.

The dog sounded **vicious** but was actually very friendly.

The word is **vicious**.

**You should now read all 15 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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Standards  
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