

Subject-specific guidance

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| Year 3 Writing test (longer task) |
| 40 minutes (including up to 10 minutes' planning time) |
| Year 3 Writing test (shorter task) |
| 25 minutes (including up to 5 minutes' thinking time) |
| Year 3 Spelling test |
| 10–15 minutes (approximately) |

This guidance provides information about the writing prompt for the longer task (*Treasure hunt fun*), the writing answer booklet containing the shorter writing task (*Playtime games*) and space for pupils' response to the longer task, and the spelling test (*Pirates*).

Key points

- Pupils should have completed the reading test before the writing tasks.

Administering the longer writing task

- Explain to pupils that they have 40 minutes in which to complete the longer writing task including up to 10 minutes' planning time. Give out the longer writing task prompt and the writing answer booklet. Ask pupils to write their name, the class, the name of the school and the date in the appropriate boxes on the covers of both booklets.
- Before you read through the writing prompt, remind pupils of the following points:
 - they should read the prompt carefully, considering the audience and purpose while thinking about their writing
 - brief notes, even one or two words for the main ideas, are quite sufficient for the planning sheet. These notes are for their own use and will not be marked.
- **Read through the writing prompt and planning sheet in full. You must not explore pupils' ideas on the prompt but you may remind them that they can use any of the information in the reading booklets to give them ideas.**
- Remind pupils that they will do their planning for the longer task on the prompt sheet and should start their writing on page 4 of the answer booklet.
- Once the test has started, you should remind pupils after 10 minutes to start writing if they have not done so already. You should give other time reminders as you feel appropriate, eg five minutes from the end.
- Explain to pupils that if they have any problems they may ask for help. Remember you must not explore the writing prompt, nor structure the content of their written test work.

Administering the shorter writing task

- Explain to pupils that they have 25 minutes in which to complete the shorter writing task including up to five minutes to think about their writing before they begin.
- Before you read through the writing prompt, remind pupils of the following points:
 - they should read the prompt carefully, considering the audience and purpose while thinking about their writing
 - as this is the shorter writing task they are not expected to write at length. They are expected to write precisely and concisely.

- Read through the writing prompt in full. You may discuss briefly with the class the kinds of games they play at playtime. Emphasise to pupils that they do not have to write about an outdoor playground game, but could write about a game they play indoors. Explain the term ‘wet play’ if necessary.
- Once the test has started, you should remind pupils after 5 minutes to start writing if they have not done so already. You should give other time reminders as you feel appropriate, eg five minutes from the end.
- Explain to pupils that if they have any problems they may ask for help. Remember you must not explore the writing prompt beyond the guidance provided here, nor structure the content of their written test work.

Administering the spelling test

- The spelling test is not strictly timed; 10–15 minutes is suggested as a guide. Ask pupils to write their name, the class, the name of the school and the date in the appropriate boxes on the cover.
- **Part 1:** You should first discuss with pupils the large picture and smaller pictures around it (see page 10 of the *Teacher’s guide* for target words). Make sure pupils know what each small picture represents, and then read the target words to the pupils, asking them to write each word in the correct place as you do so.
- **Part 2:** Using the **teacher’s version** available in the *Teacher’s guide* (page 11) you should then read the complete passage aloud, including the words in the gaps, as the pupils follow on their page. Pupils do not write anything at this point.
- You must then read the complete passage aloud again, pausing after each space to allow pupils to write in the missing word.
- Pupils should attempt all the words, making their writing as clear as possible.
- Explain to pupils that if they have any problems they may ask for help but they cannot be helped with any spelling.