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KEY STAGE

2

LEVELS

3–5

English tests

Grammar, punctuation and spelling

Paper 2: spelling
administrator instructions

2015

National curriculum tests

Notes for use of this script

This paper should take approximately **15 minutes** to complete, although you should allow the pupils as much time as they need to complete it.

Please read out the instructions as stated below.

Listen carefully to the instructions I am going to give you.

I am going to read 20 sentences to you. Each sentence has a word missing in your answer booklet. You should listen carefully to the missing word and fill it 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 pupils' 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 pupils the opportunity to make any changes they wish to their answers.

When you have completed all the sentences, say:

This is the end of the paper – now please put down your pen or pencil.

Spelling task

Spelling 1: The word is **afternoon**.

Monica walks her dog in the park every **afternoon**.

The word is **afternoon**.

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

Sarah was woken by a bird **tapping** on the window.

The word is **tapping**.

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

Despite his **knee** injury, Simran won the race.

The word is **knee**.

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

Rashid wanted to **double** his top score.

The word is **double**.

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

Ellie **paused** and looked around the room.

The word is **paused**.

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

Zainab was **unsure** which answer was correct.

The word is **unsure**.

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

The **postage** was surprisingly cheap.

The word is **postage**.

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

Our special guest will **judge** the competition.

The word is **judge**.

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

Freya is **happiest** when she is playing football.

The word is **happiest**.

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

Maya found the last stage of the race very **tough**.

The word is **tough**.

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

The **lorries** transported the computers to the shop.

The word is **lorries**.

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

There is a new **system** for borrowing library books this term.

The word is **system**.

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

The players were looking forward to their first **international** match.

The word is **international**.

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

One **difference** between spiders and beetles is the number of legs they have.

The word is **difference**.

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

A bone **fracture** can be diagnosed by having an x-ray taken.

The word is **fracture**.

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

We thought we would miss the bus, but **luckily** the driver waited for us.

The word is **luckily**.

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

We make **frequent** visits to the library.

The word is **frequent**.

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

The shop **assistant** put the new toys on the shelf.

The word is **assistant**.

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

The festival is a very special **occasion** for the whole community.

The word is **occasion**.

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

Our team has the **potential** to win the trophy this year.

The word is **potential**.

You should now read all twenty sentences again.

Give the children the opportunity to make any changes they wish to their answers.

At the end of the paper, say: *This is the end of the paper – now please put down your pen or pencil.*

[End of task]

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