En

KEY STAGE
2

LEVELS
3–5

English tests

Grammar, punctuation and spelling

Paper 2: spelling task
administrator instructions

National curriculum assessments
Notes for use of this script

The task should take approximately fifteen 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 twelve second gap between spellings.

Finally, you should read all twenty 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 welcome.
Reena felt welcome at her new school.
The word is welcome.

Spelling 2: The word is untidy.
The room was small and untidy.
The word is untidy.

Spelling 3: The word is message.
The children listened carefully as the teacher gave the message.
The word is message.

Spelling 4: The word is highest.
Simran felt a little nervous about walking on the highest beam.
The word is highest.

Spelling 5: The word is rubbed.
Mum rubbed my arm to make it feel better.
The word is rubbed.

Spelling 6: The word is field.
There is a large field behind my house.
The word is field.

Spelling 7: The word is engine.
The driver started the engine and drove away.
The word is engine.

Spelling 8: The word is comfort.
When choosing a new bed, comfort is many people’s main concern.
The word is comfort.
Spelling 9: The word is guitar.
Jane is going to play her guitar at the concert.
The word is guitar.

Spelling 10: The word is copied.
Lilly copied the dancer’s movements carefully.
The word is copied.

Spelling 11: The word is suggested.
Ali suggested a different route, in order to avoid walking in the mud.
The word is suggested.

Spelling 12: The word is crystal.
You can make your own crystal from salt and boiling water.
The word is crystal.

Spelling 13: The word is whistling.
Some dogs respond to whistling, but others prefer to be called by name.
The word is whistling.

Spelling 14: The word is instructor.
The instructor was very clear about what we needed to do.
The word is instructor.

Spelling 15: The word is expression.
Alex was encouraged to read with more expression.
The word is expression.

Spelling 16: The word is mammals.
Some mammals live both on land and in water.
The word is mammals.
Spelling 17: The word is **alterations**.
The design was not perfect but, after a few **alterations**, it worked well.
The word is **alterations**.

Spelling 18: The word is **anxious**.
Pets often become **anxious** when there are loud noises.
The word is **anxious**.

Spelling 19: The word is **gradually**.
I **gradually** became more skilled at skateboarding.
The word is **gradually**.

Spelling 20: The word is **journalist**.
The **journalist** wrote about the school’s fancy dress competition.
The word is **journalist**.

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

[End of task]
This page is intentionally blank.
This page is intentionally blank.