

YEAR 3
GRAMMAR,
PUNCTUATION
& SPELLING

Termly Assessment Tests

Guidance and mark schemes

Scholastic Education, an imprint of Scholastic Ltd
Book End, Range Road, Witney, Oxfordshire, OX29 0YD
Registered office: Westfield Road, Southam,
Warwickshire CV47 0RA

www.scholastic.co.uk

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1 2 3 4 5 6 7 8 9 6 7 8 9 0 1 2 3 4 5

A British Library Cataloguing-in-Publication Data
A catalogue record for this book is available from the
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Acknowledgements

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Guidance and mark schemes for Grammar, Punctuation & Spelling: Year 3

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About this pack

This pack provides you with termly assessments to help monitor children's progress in Grammar, Punctuation and Spelling throughout the year. The pack consists of this introductory booklet and three tests.

Using the termly assessment tests

The tests in this pack can be used as you would any other assessment materials. The children will need to be familiar with specific test-focused skills, such as reading carefully, leaving questions until the end if they seem too difficult, working at a suitable pace and checking through their work.

About the tests

Each Grammar, Punctuation & Spelling test for Year 3 has two parts:

- a short-answer Grammar, Punctuation and Vocabulary test, lasting 45 minutes
- a spelling test lasting around 15 minutes (although this is untimed).

This pack provides three different tests and mark schemes (which can be found at the end of this booklet).

The script for the spelling task for each paper can be found later in this booklet.

Test coverage table

Paper 1: Grammar, Punctuation & Vocabulary: Year 3

The children will need to be familiar with and be able to demonstrate use of the following.

	Content
Grammatical words and word classes	Nouns
	Verbs
	Adjectives
	Conjunctions
	Adverbs
	Prepositions
	Determiners
Functions of sentences	Statements Questions Exclamations Commands
Combining words, phrases and clauses	Sentences Clauses
	Noun phrases
	Co-ordinating conjunctions Subordinating conjunctions Subordinate clauses
	Simple past and simple present tense Verbs in the perfect form Present and past progressive tense Tense consistency

	Content
Punctuation	Capital letters Full stops Question marks Exclamation marks
	Commas in lists
	Inverted commas
	Apostrophes for contraction Apostrophes for possession
Vocabulary	Prefixes Suffixes Word families
Standard English and formality	Standard English

Marking and assessing the papers

The mark schemes and answers are located in the latter half of this booklet.

Grammar, punctuation, vocabulary and spelling, where appropriate in the tests, have right/wrong answers. However, there are some open-ended questions that require the children's input. For these questions, example answers have been provided. They are not exhaustive and alternatives may be appropriate, so careful marking and a certain degree of interpretation will be needed.

Marking paper 1: questions

Question type	Accept	Do not accept
Tick boxes	Clear unambiguous marks.	Responses where more boxes have been ticked than required.
Circling or underlining	Clear unambiguous indication of the correct answer – including a box.	Responses where more than the required number of words have been circled or underlined. Responses where the correct answer is circled or underlined, together with surrounding words. Answers in which less than half of the required word is circled or underlined.
Drawing lines	Lines that do not touch the boxes, provided the intention is clear.	Multiple lines drawn to or from the same box (unless a requirement of the question).
Labelling parts of speech	Clear labels, whether they use the full vocabulary required by the question or an unambiguous abbreviation.	Ambiguity in labelling such as the use of 'CN' when asked to identify collective nouns and common nouns.
Punctuation	Punctuation that is clear, unambiguous and recognisable as the required punctuation mark.	Punctuation that is ambiguous, for example if it is unclear whether the mark is a comma or full stop.
Spelling	Where no specific mark scheme guidance is given, incorrect spellings of the correct response should be accepted.	Correct spelling is generally required for questions assessing contracted forms, plurals, verb tenses, prefixes and suffixes.

Marking paper 2: spelling

- If more than one attempt is made, it must be clear which version the child wishes to be marked.
- Spellings can be written in upper or lower case, or a mixture of the two.
- If a word has been written with the correct sequence of letters but they have been separated into clearly divided components, with or without a dash, the mark should not be awarded.
- If a word has been written with the correct sequence of letters but an apostrophe or hyphen has been inserted, the mark should not be awarded.
- Any acceptable British-English spelling can be marked as correct. For example, *organise* or *organize*.

Marks table

At the back of each booklet there is a table for you to insert the number of marks achieved for each question. This will enable you to see which areas the children need to practise further.

National standard in Grammar, Punctuation & Spelling


The mark that the child gets in the test paper will be known as the 'raw score' (for example, '38' in 38/70). The raw score will be converted to a scaled score and children achieving a scaled score of 100 or more will achieve the National Standard in that subject. These 'scaled scores' enable results to be reported consistently year-on-year.

The guidance in the table below shows the marks that children need to achieve to reach the National Standard. This should be treated as a guide only as the number of marks may vary. You can also find up-to-date information about scaled scores on our website: www.scholastic.co.uk/nationaltests

Marks achieved	Standard
0–37	Has not met the national standard in Grammar, Punctuation & Spelling for Year 3
38–70	Has met the national standard in Grammar, Punctuation & Spelling for Year 3

Test A, Paper 1: Questions mark scheme

Q	Answers	Marks									
1	The large (frog) was sitting by the (pond).	1									
2	An adjective	1									
3	The old lady went shopping.	1									
4	The girl played on the computer.	1									
5	(quickly) (ellen) ran down the road.	1									
6	A noun	1									
7	What time is it? Her dress was dark green.	1									
8	<table border="1" style="width: 100%;"> <tr> <td>help</td> <td>helpful</td> </tr> <tr> <td>enjoy</td> <td>enjoyment</td> </tr> </table>	help	helpful	enjoy	enjoyment	1					
help	helpful										
enjoy	enjoyment										
9	(on) (friday) it was cold and windy.	1									
10	(Silently), the owl watched from the tree.	1									
11	<table border="1" style="width: 100%;"> <thead> <tr> <th></th> <th>.</th> <th>?</th> </tr> </thead> <tbody> <tr> <td>When will we be there</td> <td></td> <td>✓</td> </tr> <tr> <td>When it rains I like to splash in the puddles</td> <td>✓</td> <td></td> </tr> </tbody> </table>		.	?	When will we be there		✓	When it rains I like to splash in the puddles	✓		1
	.	?									
When will we be there		✓									
When it rains I like to splash in the puddles	✓										
12	Foxes live in dens (under) / against the ground.	1									
13	The snail moved down the path <u>slowly</u> .	1									
14	<table border="1" style="width: 100%;"> <thead> <tr> <th>Sentence</th> <th>Statement</th> <th>Question</th> </tr> </thead> <tbody> <tr> <td>Would you like a drink</td> <td></td> <td>✓</td> </tr> <tr> <td>Tom likes chips</td> <td>✓</td> <td></td> </tr> </tbody> </table>	Sentence	Statement	Question	Would you like a drink		✓	Tom likes chips	✓		1
Sentence	Statement	Question									
Would you like a drink		✓									
Tom likes chips	✓										
15	Are we nearly there yet	1									
16	Sit down, please. or Please sit down. or Sit down.	1									
17	slowly	1									
18	The girl is digging in the garden.	1									
19	What a great friend you are	1									

Q	Answers	Marks								
20	Did you wash your hands? What an amazing fireworks display!	1								
21	What a cute rabbit	1								
22	My cousin <u>erin</u> lives in <u>spain</u> .	1								
23	can't don't	1								
24	No Accept an answer that indicates capital letters are also needed for proper nouns (names of places, days of the week, people's names, and so on).	1								
25	The boy cleaned his teeth after eating his breakfast.	1								
26	<table border="1"> <thead> <tr> <th>play</th> <th>care</th> </tr> </thead> <tbody> <tr> <td>playful</td> <td>careful</td> </tr> <tr> <td>playground</td> <td>careless</td> </tr> <tr> <td>playtime</td> <td>carefully</td> </tr> </tbody> </table>	play	care	playful	careful	playground	careless	playtime	carefully	1
play	care									
playful	careful									
playground	careless									
playtime	carefully									
27	What a fantastic performance that was	1								
28	Alec had maths homework to do (and) he had a swimming lesson.	1								
29	"I am wearing <u>my new green tights</u> ," said Sasha. Accept if 'my' is not underlined but the rest of the phrase is.	1								
30	Accept an answer that indicates the prefix <i>un</i> has a negative or opposite effect on words, or an example such as unhappy means not happy.	1								
31	We had fish, chips and peas for dinner.	1								
32	I saw motorbikes cars and buses. 	1								
33	dresses girls	1								
34	cross boy	1								
35	The little boy saw an elephant at the zoo. Under the table was a small, ginger cat.	1								

Q	Answers	Marks												
36	The <u>hard, frosty ground</u> crunched under her feet. Award mark if 'the' is not underlined but the rest of the phrase is.	1												
37	After she finishes work, <u>Mum is taking me to buy shoes.</u>	1												
38	I ate a / (an) apple at break time. Harry ate (a) / an banana.	1												
39	We will have to run (or) we will be late.	1												
40	<table border="1"> <thead> <tr> <th>Sentence</th> <th>Main clause</th> <th>Subordinate clause</th> </tr> </thead> <tbody> <tr> <td>She answered the phone when it rang.</td> <td></td> <td>✓</td> </tr> <tr> <td>The children ran to school so they wouldn't be late.</td> <td>✓</td> <td></td> </tr> </tbody> </table>	Sentence	Main clause	Subordinate clause	She answered the phone when it rang.		✓	The children ran to school so they wouldn't be late.	✓		1			
Sentence	Main clause	Subordinate clause												
She answered the phone when it rang.		✓												
The children ran to school so they wouldn't be late.	✓													
41	For example: When they got to school, Sasha got changed quickly / happily . Accept other suitable adverbs.	1												
42	Emily is dancing around the room.	1												
43	<table border="1"> <thead> <tr> <th>Sentence</th> <th>Apostrophe for contraction</th> <th>Apostrophe for possession</th> </tr> </thead> <tbody> <tr> <td>Nadia's coat ripped.</td> <td></td> <td>✓</td> </tr> <tr> <td>Tom's mum was late.</td> <td></td> <td>✓</td> </tr> <tr> <td>George didn't understand.</td> <td>✓</td> <td></td> </tr> </tbody> </table>	Sentence	Apostrophe for contraction	Apostrophe for possession	Nadia's coat ripped.		✓	Tom's mum was late.		✓	George didn't understand.	✓		1
Sentence	Apostrophe for contraction	Apostrophe for possession												
Nadia's coat ripped.		✓												
Tom's mum was late.		✓												
George didn't understand.	✓													
44	"Are you OK?" asked Tom.	1												
45	I is / (am) going on holiday.	1												
46	is was	1												
47	Mia was cycling to the park.	1												
48	"What time does school finish?" asked Granny.	1												
49	She didn't have nothing / (anything) to say.	1												
50	"Our new topic is ancient Greece," said Ali excitedly.	1												
TOTAL		50												

Test A, Paper 2: Spelling test script and mark scheme

Notes for conducting the spelling test

The task should take approximately **15 minutes** to complete, although you should allow children as much time as they need to complete it.

Read the instructions below to the children.

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

I am going to read you 20 sentences. 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?

Then read the spellings 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.

At the end, re-read all 20 questions. Then say *This is the end of the test please put down your pen or pencil.*

Each correct answer should be awarded **1 mark**. For more information on marking this task, please refer to page 10.

Spelling one: the word is **bicycle**.

Yesterday, I went for a ride on my **bicycle**.

The word is **bicycle**.

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

The dog ran around in a **circle**.

The word is **circle**.

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

Last **February**, it snowed for days.

The word is **February**.

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

Some children in the class thought the test was **difficult**.

The word is **difficult**.

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

The teacher asked me a **question** but I wasn't listening.

The word is **question**.

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

We collected the **medicine** from the chemist.

The word is **medicine**.

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

It was a **surprise** to see my friend waiting at the bus stop.

The word is **surprise**.

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

A tomato is a type of **fruit**.

The word is **fruit**.

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

A **group** of children went swimming together.

The word is **group**.

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

My friend **often** comes to my house to play.

The word is **often**.

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

Ali had **forgotten** his brother's birthday.

The word is **forgotten**.

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

The detective solved the **mystery**.

The word is **mystery**.

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

The little boy was in **trouble** for eating all of the cake.

The word is **trouble**.

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

Sophie **disliked** her new shoes.

The word is **disliked**.

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

The **character** in the story was very intelligent.

The word is **character**.

Spelling sixteen: the word is **chef**.

The **chef** cooked a delicious meal for everyone.

The word is **chef**.

Spelling seventeen: the word is **tongue**.

I burned my **tongue** on the hot food.

The word is **tongue**.

Spelling eighteen: the word is **science**.

Science is my favourite lesson at school.

The word is **science**.

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

My sister is **eight** years old.

The word is **eight**.


Spelling twenty: the word is **sentence**.

The teacher asked us all to write another **sentence**.

The word is **sentence**.

Test B, Paper 1: Questions mark scheme

Q	Answers	Marks									
1	A noun	1									
2	The frog <u>hopped</u> into the pond.	1									
3	don't isn't	1									
4	I sit in the chair.	1									
5	The (<u>nervous</u>) actor stood on the stage.	1									
6	<u>mariam</u> made a cake on <u>saturday</u> afternoon.	1									
7	"What is Harry doing in the kitchen?" asked Dad.	1									
8	Jakub bought a book, game and magazine.	1									
9	<div style="display: flex; justify-content: space-around; align-items: flex-start;"> <div style="border: 1px solid black; border-radius: 10px; padding: 5px; width: 200px;">Who were you talking to</div> <div style="border: 1px solid black; border-radius: 10px; padding: 5px; width: 100px;">Statement</div> </div> <div style="display: flex; justify-content: space-around; align-items: flex-start; margin-top: 10px;"> <div style="border: 1px solid black; border-radius: 10px; padding: 5px; width: 200px;">How wonderful you look</div> <div style="border: 1px solid black; border-radius: 10px; padding: 5px; width: 100px;">Question</div> </div> <div style="display: flex; justify-content: space-around; align-items: flex-start; margin-top: 10px;"> <div style="border: 1px solid black; border-radius: 10px; padding: 5px; width: 200px;">Bob went outside</div> <div style="border: 1px solid black; border-radius: 10px; padding: 5px; width: 100px;">Exclamation</div> </div>	1									
10	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr style="background-color: #ffff00;"> <th style="text-align: center;">Adjective</th> <th style="text-align: center;">Adverb</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">happy</td> <td style="text-align: center;">slowly</td> </tr> <tr> <td style="text-align: center;">slow</td> <td style="text-align: center;">happily</td> </tr> </tbody> </table>	Adjective	Adverb	happy	slowly	slow	happily	1			
Adjective	Adverb										
happy	slowly										
slow	happily										
11	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr style="background-color: #ffff00;"> <th style="text-align: center;">Sentence</th> <th style="text-align: center;">Full stop</th> <th style="text-align: center;">Question mark</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">When can I have an ice cream</td> <td style="text-align: center;"></td> <td style="text-align: center;">✓</td> </tr> <tr> <td style="text-align: center;">When I ride my bike it is fun</td> <td style="text-align: center;">✓</td> <td style="text-align: center;"></td> </tr> </tbody> </table>	Sentence	Full stop	Question mark	When can I have an ice cream		✓	When I ride my bike it is fun	✓		1
Sentence	Full stop	Question mark									
When can I have an ice cream		✓									
When I ride my bike it is fun	✓										
12	<p>The man bought milk bread and jam at the shop.</p> <div style="text-align: center; margin-top: 10px;"> ✓ </div>	1									
13	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr style="background-color: #ffff00;"> <th style="text-align: center;">Singular</th> <th style="text-align: center;">Plural</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">fox</td> <td style="text-align: center;">foxes</td> </tr> <tr> <td style="text-align: center;">toy</td> <td style="text-align: center;">toys</td> </tr> </tbody> </table>	Singular	Plural	fox	foxes	toy	toys	1			
Singular	Plural										
fox	foxes										
toy	toys										
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Singular	Plural										
dog	dogs										
wish	wishes										
15	A verb	1									
16	<p>I saw (<u>a beautiful white butterfly</u>).</p> <p>Award mark if 'a' isn't circled but the rest of the phrase is.</p>	1									

Q	Answers	Marks									
17	slowly	1									
18	The boy dropped some popcorn <u>on</u> the floor.	1									
19	The girl was kicking <u>a</u> / an ball. The boy put the letter in a / <u>an</u> envelope.	1									
20	The toys go in the red box.	1									
21	Can you sit down? Could you sit down? Answer must include a question mark and meaning must remain the same.	1									
22	Command	1									
23	The squirrel ran across the lawn.	1									
24	<table border="1"> <thead> <tr> <th>Sentence</th> <th>Main clause</th> <th>Subordinate clause</th> </tr> </thead> <tbody> <tr> <td>I don't like swimming when the water is cold.</td> <td></td> <td>✓</td> </tr> <tr> <td>I like going cycling because it's fun.</td> <td>✓</td> <td></td> </tr> </tbody> </table>	Sentence	Main clause	Subordinate clause	I don't like swimming when the water is cold.		✓	I like going cycling because it's fun.	✓		1
Sentence	Main clause	Subordinate clause									
I don't like swimming when the water is cold.		✓									
I like going cycling because it's fun.	✓										
25	My friend <u>isaac</u> lives in <u>france</u> .	1									
26	Carefully, the gymnast balanced on the beam. 	1									
27	<u>The small, white mouse</u> nibbled at the cheese. Award mark if 'the' isn't circled but the rest of the phrase is.	1									
28	The nurse shut the window <u>when</u> it started to rain.	1									
29	I had chips for lunch and I went to the park.	1									
30	The mouse hid <u>under</u> / against the chair.	1									
31	playing	1									
32	What a fantastic show we went to	1									
33	I've	1									
34	a. Sofia made a wobbly jelly on Tuesday. b. An explanation that both capital letter and full stop are used properly.	1									
35	<table border="1"> <thead> <tr> <th>run</th> <th>sing</th> </tr> </thead> <tbody> <tr> <td>runner</td> <td>singer</td> </tr> <tr> <td>running</td> <td>singing</td> </tr> </tbody> </table>	run	sing	runner	singer	running	singing	1			
run	sing										
runner	singer										
running	singing										

Q	Answers	Marks									
36	The gardener	1									
37	I am playing cricket.	1									
38		1									
39	imperfect	1									
40	<table border="1"> <thead> <tr> <th>Sentence</th> <th>Adverb of time</th> <th>Adverb of place</th> </tr> </thead> <tbody> <tr> <td>I looked <u>everywhere</u> I could think of.</td> <td></td> <td>✓</td> </tr> <tr> <td>I am going to tidy my room <u>tomorrow</u>.</td> <td>✓</td> <td></td> </tr> </tbody> </table>	Sentence	Adverb of time	Adverb of place	I looked <u>everywhere</u> I could think of.		✓	I am going to tidy my room <u>tomorrow</u> .	✓		1
Sentence	Adverb of time	Adverb of place									
I looked <u>everywhere</u> I could think of.		✓									
I am going to tidy my room <u>tomorrow</u> .	✓										
41	was	1									
42	"It is my birthday tomorrow," said Amy.	1									
43	is was	1									
44	I was playing the recorder.	1									
45	"May I have a glass of water, please?" asked Farah.	1									
46	"It <u>isn't</u> / ain't far now," said John.	1									
47	<table border="1"> <thead> <tr> <th>Sentence</th> <th>Subordinating conjunction</th> <th>Co-ordinating conjunction</th> </tr> </thead> <tbody> <tr> <td>I like cheese <u>but</u> I hate jam.</td> <td></td> <td>✓</td> </tr> <tr> <td>I want to be a doctor <u>when</u> I grow up.</td> <td>✓</td> <td></td> </tr> </tbody> </table>	Sentence	Subordinating conjunction	Co-ordinating conjunction	I like cheese <u>but</u> I hate jam.		✓	I want to be a doctor <u>when</u> I grow up.	✓		1
Sentence	Subordinating conjunction	Co-ordinating conjunction									
I like cheese <u>but</u> I hate jam.		✓									
I want to be a doctor <u>when</u> I grow up.	✓										
48	past progressive	1									
49	I went / <u>was</u> roller blading in the park.	1									
TOTAL		50									

Test B, Paper 2: Spelling test script and mark scheme

Notes for conducting the spelling test

The task should take approximately **15 minutes** to complete, although you should allow children as much time as they need to complete it.

Read the instructions below to the children.

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

I am going to read you 20 sentences. 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?

Then read the spellings 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.

At the end, re-read all 20 questions. Then say *This is the end of the test please put down your pen or pencil.*

Each correct answer should be awarded **1 mark**. For more information on marking this task, please refer to page 10.

Spelling one: the word is **gardener**.

The **gardener** planted a tree.

The word is **gardener**.

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

The girl was too **young** to go to school.

The word is **young**.

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

The little girl was very **unhappy**.

The word is **unhappy**.

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

We went to the **chemist** to get some medicine.

The word is **chemist**.

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

The **machine** was broken.

The word is **machine**.

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

The third **scene** in the play was my favourite.

The word is **scene**.

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

You need to **weigh** all the ingredients before you make a cake.

The word is **weigh**.

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

I put my hand up to **answer** the question.

The word is **answer**.

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

At the weekend I was very **busy**.

The word is **busy**.

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

Azeem looked at the map; he wasn't **certain** which way to go next.

The word is **certain**.

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

Jakub couldn't **decide** which T-shirt to wear.

The word is **decide**.

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

The police officer asked the witness to **describe** the burglar.

The word is **describe**.

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

The children measured the **height** of objects in maths.

The word is **height**.

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

The children were learning about the Victorians in **history** lessons.

The word is **history**.

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

It is **important** to wash your hands before lunch.

The word is **important**.

Spelling sixteen: the word is **minute**.

The train will be here in a **minute**.

The word is **minute**.

Spelling seventeen: the word is **notice**.

The **notice** said no cycling in the park.

The word is **notice**.

Spelling eighteen: the word is **opposite**.

I live **opposite** the park.

The word is **opposite**.

Spelling nineteen: the word is **quarter**.

It was **quarter** past six.

The word is **quarter**.


Spelling twenty: the word is **therefore**.

The pool was shut, **therefore** the children could not go swimming.

The word is **therefore**.

Test C, Paper 1: Questions mark scheme

Q	Answers	Marks						
1	(the) hottest day of the year was in (july).	1						
2	A verb	1						
3	<u>Carefully</u> , Layla stirred the soup.	1						
4	I borrowed a book from the library on saturday. <div style="text-align: center; margin-top: 10px;">↑ ✓</div>	1						
5	A conjunction	1						
6	My (sister) played with the (toys).	1						
7	My cousin made a (huge) sandcastle with a (blue) bucket.	1						
8	“Can you see the hot air balloon in the sky?” asked Tom.	1						
9	An adjective	1						
10	A noun	1						
11	The man (posted) the letter.	1						
12	quickly	1						
13	On (tuesday), (i) have been invited to a swimming party.	1						
14	The boy was wearing <u>shiny, black shoes</u> .	1						
15	The crowd clapped (because) I scored.	1						
16	I love vegetables but I don't like fruit.	1						
17	Accept any suitable words to describe an elephant such as the big, grey elephant.	1						
18	The young girl jumped energetically. <div style="text-align: center; margin-top: 10px;">↑ ↑ ↑ ↑ C A B D</div>	1						
19	The girl slept <u>under</u> the blanket.	1						
20	<table border="1" style="width: 100%; border-collapse: collapse; margin-bottom: 5px;"> <thead> <tr style="background-color: #ffff00;"> <th style="text-align: left; padding: 5px;">Singular</th> <th style="text-align: left; padding: 5px;">Plural</th> </tr> </thead> <tbody> <tr> <td style="padding: 5px;">box</td> <td style="padding: 5px;">boxes</td> </tr> <tr> <td style="padding: 5px;">boy</td> <td style="padding: 5px;">boys</td> </tr> </tbody> </table>	Singular	Plural	box	boxes	boy	boys	1
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boy	boys							
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Singular	Plural							
girl	girls							
dish	dishes							
22	The boy was eating @/ an pear. The girl was throwing a / (an) orange ball.	1						

Q	Answers	Marks									
23	When can I go to the park	1									
24	Put your shoes on. or Put on your shoes. Meaning must stay the same.	1									
25	A statement	1									
26	The fish jumped out of the bowl.	1									
27	<table border="1"> <thead> <tr> <th>Present tense</th> <th>Past tense</th> </tr> </thead> <tbody> <tr> <td>I am looking.</td> <td>I was looking.</td> </tr> </tbody> </table>	Present tense	Past tense	I am looking .	I was looking.	1					
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Sentence	Full stop	Question mark									
Can we go to the zoo		✓									
There is a zoo in the city	✓										
31	"What a fantastic idea Sarah!" said the teacher.	1									
32	I have invited Maya Anna and Nisha to my party. <div style="text-align: center;">  </div>	1									
33	<table border="0"> <tr> <td>you're</td> <td>→</td> <td>you will</td> </tr> <tr> <td>you've</td> <td>→</td> <td>you are</td> </tr> <tr> <td>you'll</td> <td>→</td> <td>you have</td> </tr> </table>	you're	→	you will	you've	→	you are	you'll	→	you have	1
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	Apostrophe for contraction	Apostrophe for possession									
I can't find the keys.	✓										
Isaac's brother is coming to the party.		✓									

Q	Answers	Marks
35	fearless happiness	1
36	super	1
37	familiar, family, familiarise	1
38	How amazing was that	1
39	I had a cheese, lettuce and tomato sandwich.	1
40	“How hot the weather is!” exclaimed Aaron.	1
41	was	1
42	I am writing a story.	1
43	were was	1
44	Apples are healthy <u>but</u> I don't like them.	1
45	Any appropriate adjective that makes sense, for example green, small, large, beautiful, unusual.	1
46	“Would you like to play tennis?” asked the man.	1
47	She <u>is</u> / am older than me.	1
48	We clapped <u>when</u> my friend won the race.	1
49	“Would you like tea or coffee?” asked the waitress.	1
50	I ate / <u>was</u> eating a toffee.	1
TOTAL		50

Test C, Paper 2: Spelling test script and mark scheme

Notes for conducting the spelling test

The task should take approximately **15 minutes** to complete, although you should allow children as much time as they need to complete it.

Read the instructions below to the children.

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

I am going to read you 20 sentences. 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?

Then read the spellings 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.

At the end, re-read all 20 questions. Then say *This is the end of the test please put down your pen or pencil.*

Each correct answer should be awarded **1 mark**. For more information on marking this task please refer to page 10.

Spelling one: the word is **happily**.

The children played **happily**.

The word is **happily**.

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

I am going to France on a **plane**.

The word is **plane**.

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

There was lots of **antique** furniture in the house.

The word is **antique**.

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

I went swimming on **Thursday**.

The word is **Thursday**.

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

A **regular** pentagon has equal sides and angles.

The word is **regular**.

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

The teacher had **straight**, brown hair.

The word is **straight**.

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

Alex walked **through** the muddy puddle.

The word is **through**.

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

Sabrina wanted to wear a **different** dress.

The word is **different**.

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

There was a **strange** noise in the middle of the night.

The word is **strange**.

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

The fruit was very **popular** at break time.

The word is **popular**.

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

We measured the **length** of the playground.

The word is **length**.

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

We did an **experiment** in science.

The word is **experiment**.

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

The chocolates had toffee in the **centre**.

The word is **centre**.

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

The famous **pyramids** are in Egypt.

The word is **pyramids**.

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

I **preferred** the green apples.

The word is **preferred**.

Spelling sixteen: the word is **return**.

Zofia had to **return** the books she borrowed from the library.

The word is **return**.

Spelling seventeen: the word is **submarine**.

The **submarine** went deep under the water.

The word is **submarine**.

Spelling eighteen: the word is **autograph**.

Sam had a pen ready to get an **autograph** from the famous footballer.

The word is **autograph**.

Spelling nineteen: the word is **anticlockwise**.

Turn the lid **anticlockwise** to open the jar.

The word is **anticlockwise**.

Spelling twenty: the word is **superstar**.

Sophie wanted to be a **superstar**.

The word is **superstar**.

[END]