

YEAR 6
GRAMMAR,
PUNCTUATION
& SPELLING
Termly Assessment Tests

Guidance and mark schemes

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Guidance and mark schemes for Grammar, Punctuation & Spelling: Year 6

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About this pack

This pack provides you with termly assessment tests 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. It is intended that one test should be completed at the end of each term. 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 6 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 6

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	
	Pronouns Possessive pronouns Relative pronouns	
	Adverbs Adverbials Fronted adverbials	
	Prepositions	
	Determiners	
	Subjects Objects	
	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 Modal verbs Present and past progressive tense Tense consistency	
	Subjunctive verb forms Passive Active	

	Content
Punctuation	Capital letters Full stops Question marks Exclamation marks
	Commas in lists Commas to clarify meaning Commas after fronted adverbials
	Inverted commas
	Apostrophes for contraction Apostrophes for possession
	Punctuation for parenthesis
	Colons Semi-colons Single dashes Hyphens Bullet points
Vocabulary	Synonyms Antonyms Prefixes Suffixes Word families
Standard English and formality	Standard English Formal and informal vocabulary Formal and informal structures The subjunctive
Partially assessed	Paragraphs Headings Subheadings

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. However, they are not exhaustive and alternatives are 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 is not awarded.
- If a word has been written with the correct sequence of letters but an apostrophe or hyphen has been inserted, the mark is not 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 each child needs to practise further.

National standard in Grammar, Punctuation & Spelling




The mark that each 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 KS2
38–70	Has met the national standard in Grammar, Punctuation & Spelling for KS2

Test A, Paper 1: Questions mark scheme

Q	Answers	Marks
1	It is a sunny day. What a sunny day! When is it going to be sunny?	1
2	The dragon went to a cave and blew out some enormous flames.	1
3	The frost glistened like chilly, white icing. The sea lapped lazily onto the soft, golden sand.	1
4	princess elizabeth married her husband, philip of greece, in november 1947 in london.	1
5	“Look at all that mud!” exclaimed Mum. “You really need to dry the dog when you bring her in.”	1
6	Your dad and I will increase your pocket money next month. ↓ we My pencil's gone. May I borrow your pencil? ↓ yours	1
7	Despite eating a healthy diet, many people still suffer from heart disease.	1
8	mine	1
9	You have arrived early, haven't you	1
10	Our village has held a summer fete this year.	1
11	You must learn these spellings by next week.	1
12	are were	1
13	,	1
14	carefully quickly mysteriously happily	1
15	can't wouldn't I'll we're	1
16	Accept any adjective which is an antonym of grotesque. For example: beautiful/lovely/attractive	1
17	dis respect in appropriate re produce un attractive	1
18	Amy and Jack go to the cinema each Monday.	1
19	a. The harvest basket was full of apples, oranges, pears and bananas. b. To separate items in a list.	1

Q	Answers	Marks																
20	even though	1																
21	They had a wonderful holiday because the weather was hot and sunny. Ahmed and Sunita will be very cold if they do not wear their coats.	1																
22	New Year is celebrated (after) Christmas. The match was abandoned (because of) the fog. The explorers discovered North America (during) the fifteenth century.	1																
23	They were thrilled by the two boys' diving display. The team's goal caused an uproar.	1																
24	Near the reef, there was a great variety of marine life manta rays, stingrays, turtles and even baby sharks! 	1																
25	We went to the park <u>to meet our friends</u> . Accept any subordinate clause which makes sense. For example: <u>to play on the swings</u> . End punctuation (. !?) must be included.	1																
26	They will go to the cinema this evening.	1																
27	that	1																
28	round	1																
29	 The flight was very long and arduous it was a relief when we landed.	1																
30	It uses commas to clarify meaning. It uses adverbials to order the text. It is written in the present tense.	1																
31		1																
32	an adverbial phrase.	1																
33	Everything happened so quickly: a swirl of brown, a whirl of white and the sausages flew out of sight! Who could have done it? Accept semi-colon/dash instead of colon.	1																
34	They asked her, "Do you want to/Would you like to come to the party?"	1																
35	<table border="1"> <thead> <tr> <th>Sentence</th> <th>Adverb of time</th> <th>Adverb of place</th> <th>Adverb of possibility</th> </tr> </thead> <tbody> <tr> <td>We were <u>soon</u> able to reach the summit.</td> <td>✓</td> <td></td> <td></td> </tr> <tr> <td>They would <u>surely</u> reach the summit before night.</td> <td></td> <td></td> <td>✓</td> </tr> <tr> <td>If they kept moving <u>forwards</u> they would reach the summit.</td> <td></td> <td>✓</td> <td></td> </tr> </tbody> </table>	Sentence	Adverb of time	Adverb of place	Adverb of possibility	We were <u>soon</u> able to reach the summit.	✓			They would <u>surely</u> reach the summit before night.			✓	If they kept moving <u>forwards</u> they would reach the summit.		✓		1
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Q	Answers	Marks																																				
36	a. brackets b. It is used to separate additional information.	1 1																																				
37	Jack, (who) was very hungry, went home for tea. The goal, (which) the opposing team scored, was an own goal.	1																																				
38		1																																				
39	I wish I were on holiday.	1																																				
40	a. don't they? b. To encourage the reader/listener to agree with the writer/speaker.	1 1																																				
41	formal: You cannot have anything. Would you please pass me the cake. informal: I ain't giving you any. Gimme the cake.	1																																				
42	The performance includes: a famous folk singer, the local brass band, an enthralling magician and a cheeky ventriloquist.	1																																				
43	a. Accept any answer that uses 'judge' as a noun, for example: <i>The judge gave a guilty verdict.</i> b. Accept any answer that uses 'judge' as a verb, for example: <i>They were learning to judge the mass of different objects.</i>	1 1																																				
44	<table border="1"> <thead> <tr> <th>Active voice</th> <th>Passive voice</th> </tr> </thead> <tbody> <tr> <td>The bird ate the nuts.</td> <td>The nuts were eaten by the bird.</td> </tr> <tr> <td>Jamal read his book.</td> <td>The/His book was read by Jamal.</td> </tr> <tr> <td>The theatre put on a great show.</td> <td>A great show was put on by the theatre.</td> </tr> </tbody> </table>	Active voice	Passive voice	The bird ate the nuts.	The nuts were eaten by the bird.	Jamal read his book.	The/His book was read by Jamal.	The theatre put on a great show.	A great show was put on by the theatre.	1																												
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Word	Pronoun	Adjective	Verb	Preposition	Noun																																	
overdue		✓																																				
it	✓																																					
steam					✓																																	
rose			✓																																			
under				✓																																		
Total		50																																				

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

Notes for conducting the spelling test

The paper 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 20 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?

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 paper, please refer to page 10.

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

Amy **disliked** watching football on television.

The word is **disliked**.

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

His **curiosity** got the better of him and he began to open the parcel.

The word is **curiosity**.

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

The audience was **clapping** for a long time after the final bow.

The word is **clapping**.

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

Ellie **caught** chickenpox from one of her friends.

The word is **caught**.

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

We need to ensure we pack all the **necessary** medications.

The word is **necessary**.

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

Oscar **replied** enthusiastically to the teacher's question.

The word is **replied**.

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

Most novels have a good and a bad **character**.

The word is **character**.

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

Many famous people write an **autobiography** which goes on sale just before Christmas.

The word is **autobiography**.

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

Sometimes, it can be difficult to know which **programme** to watch on television.

The word is **programme**.

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

An **irregular** polygon does not have equal sides or angles.

The word is **irregular**.

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

Rashid missed the bus **although** he might have caught it if he had left earlier.

The word is **although**.

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

Use your **imagination** to help you create an exciting adventure.

The word is **imagination**.

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

Painting the **ceiling** was a long and difficult job.

The word is **ceiling**.

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

There are **remembrance** ceremonies on 11 November every year.

The word is **remembrance**.

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

The **temperature** on Friday was below zero.

The word is **temperature**.

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

Our **neighbours** are very friendly.

The word is **neighbours**.

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

After a collision in netball, Jamilla received a large **bruise**.

The word is **bruise**.

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

Use a **dictionary** to help you spell tricky words.

The word is **dictionary**.

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

My dad was **forty** on Monday.

The word is **forty**.

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

We **frequently** go to see my grandparents.


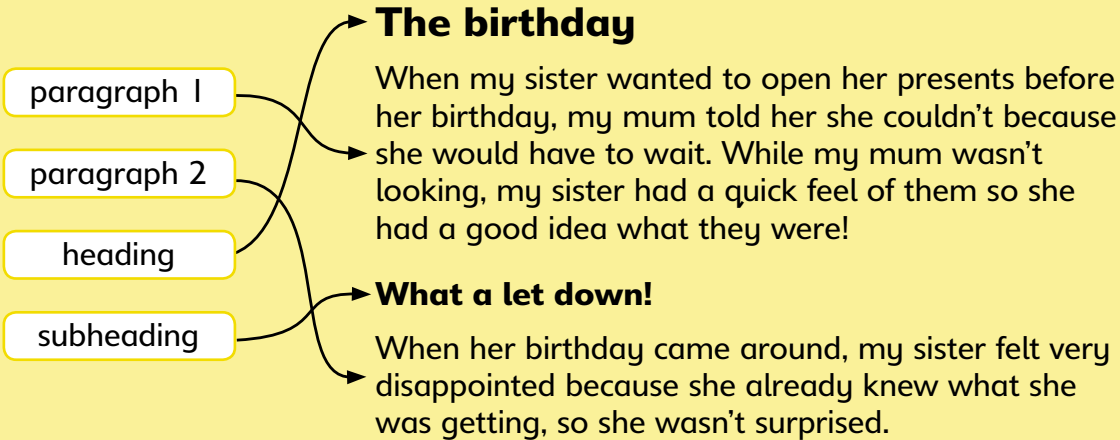
The word is **frequently**.

Test B, Paper 1: Questions mark scheme

Q	Answers	Marks
1	As the sun <u>rose</u> over the east coast it <u>cast</u> a pink glow over the land.	1
2	These cases are very heavy, aren't they?	1
3	<div style="display: flex; justify-content: space-between; align-items: flex-start; padding: 10px;"> <div style="width: 45%;"> <p style="border: 1px solid black; border-radius: 10px; padding: 5px; margin-bottom: 10px;">What a wet summer it has been</p> <p style="border: 1px solid black; border-radius: 10px; padding: 5px; margin-bottom: 10px;">This summer was the wettest on record</p> <p style="border: 1px solid black; border-radius: 10px; padding: 5px; margin-bottom: 10px;">Stop raining now</p> <p style="border: 1px solid black; border-radius: 10px; padding: 5px;">Why has it been such a wet summer</p> </div> <div style="width: 50%; padding-left: 20px;"> <p style="border: 1px solid black; border-radius: 10px; padding: 5px; margin-bottom: 10px;">Question</p> <p style="border: 1px solid black; border-radius: 10px; padding: 5px; margin-bottom: 10px;">Exclamation</p> <p style="border: 1px solid black; border-radius: 10px; padding: 5px; margin-bottom: 10px;">Statement</p> <p style="border: 1px solid black; border-radius: 10px; padding: 5px;">Command</p> </div> </div>	1
4	<div style="display: flex; justify-content: space-around; align-items: center; padding: 10px;"> <div style="width: 45%;"> <p style="border: 1px solid black; border-radius: 10px; padding: 5px; margin-bottom: 10px;">will not</p> <p style="border: 1px solid black; border-radius: 10px; padding: 5px; margin-bottom: 10px;">she has</p> </div> <div style="width: 50%; padding-left: 20px;"> <p style="border: 1px solid black; border-radius: 10px; padding: 5px; margin-bottom: 10px;">should not</p> <p style="border: 1px solid black; border-radius: 10px; padding: 5px;">what is</p> </div> </div> <div style="display: flex; justify-content: space-around; align-items: center; margin-top: 10px;"> <div style="border: 1px solid black; border-radius: 10px; padding: 5px; width: 15%;">won't</div> <div style="border: 1px solid black; border-radius: 10px; padding: 5px; width: 15%;">she's</div> <div style="border: 1px solid black; border-radius: 10px; padding: 5px; width: 15%;">shouldn't</div> <div style="border: 1px solid black; border-radius: 10px; padding: 5px; width: 15%;">what's</div> </div>	1
5	<u>The houses were flooded again</u> , even though there were flood defences.	1
6	vicious	1
7	We were going to the park but it was raining .	1
8	destabilise irregular mistaken inappropriately	1
9	<div style="display: flex; justify-content: space-between; align-items: center; padding: 10px;"> <div style="width: 45%; text-align: center;"> <p>Sentence</p> <p style="border: 1px solid black; border-radius: 10px; padding: 5px; margin-bottom: 10px;">What an amazing sight we saw</p> <p style="border: 1px solid black; border-radius: 10px; padding: 5px; margin-bottom: 10px;">What is making you look so amazed</p> <p style="border: 1px solid black; border-radius: 10px; padding: 5px;">What made us so amazed were the fantastic fish</p> </div> <div style="width: 50%; padding-left: 20px; text-align: center;"> <p>Punctuation</p> <p style="border: 1px solid black; border-radius: 10px; padding: 5px; margin-bottom: 10px;">.</p> <p style="border: 1px solid black; border-radius: 10px; padding: 5px; margin-bottom: 10px;">!</p> <p style="border: 1px solid black; border-radius: 10px; padding: 5px;">?</p> </div> </div>	1

Q	Answers	Marks
10	<p>The football <u>supporter</u> wore <u>a</u> black and amber <u>scarf</u>.</p> <p style="text-align: center;"> </p> <p>Also accept any suitable plural determiner to replace 'a'. For example: several/many/two.</p>	1
11	<p><u>She</u> couldn't believe <u>her</u> parents' pleasure when <u>they</u> opened the present. The children, <u>who</u> had been chosen, were practising hard.</p>	1
12	<p><u>Since</u> Shelley had arrived home <u>early</u>, she was able to unpack <u>quickly</u> before tea.</p>	1
13	<p>extend: extension, extensive double: doubled, doubling circle: circular, circling</p> <p>Accept any word which belongs to above word families.</p>	1
14	<p>She is spending all day wrapping birthday presents.</p>	1
15	<p>Why can't anyone see what I am looking at? My dad helped my brother and me to tidy my bedroom before tea.</p>	1
16	<p>a. she picked up the baby b. Singing softly</p>	1 1
17	<p>They had a lovely time unwrapping their presents. Unfortunately they're unable to attend the party. There was a lot of birthday cake left over.</p>	1
18	<p style="text-align: center;"> </p>	1
19	<p><u>The rain</u> fell heavily all day.</p>	1
20	<p>Sunita saw <u>a butterfly</u> land nearby.</p>	1
21	<p>They're going to their caravan. It's a long way by car but that isn't a problem.</p>	1
22	<p>resolved resolute firm</p>	1
23	<p>I cleaned <u>the fridge</u> out yesterday.</p> <p style="text-align: center;"> </p> <p>I invited <u>Abdul, Shamir and Emma</u> to my party.</p> <p style="text-align: center;"> </p>	1

Q	Answers	Marks																
24	(An) old hag stumbled slowly towards (the) dark cave, which was surrounded by (several) vultures.	1																
25	The dog chewed my slippers, the table leg, a sock and even one of the toys!	1																
26	Although Mum had made the pizza, she still needed to put it in the oven to cook it.	1																
27	“Look!/,” called Laura. “It’s a beautiful sunset.”	1																
28	We will book a holiday later today.	1																
29	The red bike, (which was very flashy,) had been reduced.	1																
30	The children were worried because they could not do their homework in time. I wanted to know if there was a train running on Sunday.	1																
31	We bought tickets <u>before</u> the film. We were all quite frightened <u>during</u> the film. There was silence <u>after</u> the enthralling film.	1																
32	Although only eight years old, the girl’s ability on the piano was outstanding; she could play several classical pieces already.	1																
33	An interesting book about Spain was read by Ellie.	1																
34	<table border="1"> <thead> <tr> <th></th> <th>Adverb of time</th> <th>Adverb of possibility</th> <th>Adverb of place</th> </tr> </thead> <tbody> <tr> <td>perhaps</td> <td></td> <td>✓</td> <td></td> </tr> <tr> <td>everywhere</td> <td></td> <td></td> <td>✓</td> </tr> <tr> <td>daily</td> <td>✓</td> <td></td> <td></td> </tr> </tbody> </table>		Adverb of time	Adverb of possibility	Adverb of place	perhaps		✓		everywhere			✓	daily	✓			1
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perhaps		✓																
everywhere			✓															
daily	✓																	
35	To whom did James give his bag? I often wondered who was responsible for that painting. The police officer chased two burglars, one of whom wore a mask.	1																
36	privacy maintenance lunacy dependence	1																

Q	Answers	Marks												
37	<table border="1"> <thead> <tr> <th>Sentence</th> <th><u>after</u> used as a subordinating conjunction</th> <th><u>after</u> used as a preposition</th> </tr> </thead> <tbody> <tr> <td>We went for a pizza <u>after</u> the walk.</td> <td></td> <td>✓</td> </tr> <tr> <td>I make my bed <u>after</u> I have had a wash.</td> <td>✓</td> <td></td> </tr> <tr> <td>They needed to catch a bus <u>after</u> 3 o'clock in the afternoon.</td> <td></td> <td>✓</td> </tr> </tbody> </table>	Sentence	<u>after</u> used as a subordinating conjunction	<u>after</u> used as a preposition	We went for a pizza <u>after</u> the walk.		✓	I make my bed <u>after</u> I have had a wash.	✓		They needed to catch a bus <u>after</u> 3 o'clock in the afternoon.		✓	1
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38	were	1												
39	This is a delicious cake, (isn't it)? Also accept responses which circle the comma and/or the question mark in addition to the correct words.	1												
40	Despite the early start they would not arrive until late. 	1												
41	The mountain was steep – almost vertical – so we had to climb slowly.	1												
42	<p>a.</p>  <p>The birthday When my sister wanted to open her presents before her birthday, my mum told her she couldn't because she would have to wait. While my mum wasn't looking, my sister had a quick feel of them so she had a good idea what they were!</p> <p>What a let down! When her birthday came around, my sister felt very disappointed because she already knew what she was getting, so she wasn't surprised.</p> <p>b. it is about before the girl's birthday and after her birthday.</p>	1												
43	a preposition	1												
44	a subordinate clause.	1												
45	Every year our school has <u>thirty new reception class pupils</u> .	1												
46	thirty new reception-class pupils	1												
47	child <u>hood</u> ; child <u>like</u> ; child <u>less</u> . Also accept child <u>ishly</u> and child <u>ren</u> .	1												
48	(<u>Their</u>) parents look as worried as (<u>the</u>) children.	1												
Total		50												

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

Notes for conducting the spelling test

The paper 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 20 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?

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 paper, please refer to page 10.

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

There was a **strange** noise coming from the ruined castle.

The word is **strange**.

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

A **sentence** should include a subject and a verb.

The word is **sentence**.

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

The letter was **addressed** to the homeowner.

The word is **addressed**.

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

He had asked for a new **bicycle** for his birthday.

The word is **bicycle**.

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

The **reign** of Queen Victoria lasted for over sixty years.

The word is **reign**.

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

Judo is not an **aggressive** sport.

The word is **aggressive**.

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

We are learning to **appreciate** different types of music.

The word is **appreciate**.

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

Our school has an annual talent **competition**.

The word is **competition**.

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

There is a **convenience** store in our village, which is open for long hours.

The word is **convenience**.

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

There was some **interference** to the radio signal and we could not hear the programme.

The word is **interference**.

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

Our school **secretary** collects dinner money every Monday.

The word is **secretary**.

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

A girl from our school is hoping to become a **professional** footballer.

The word is **professional**.

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

The **queue** for the concert snaked around the arena.

The word is **queue**.

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

Their coach had **sacrificed** his free time to train them, but it had been worth it!

The word is **sacrificed**.

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

How long is the **guarantee** on the laptop?

The word is **guarantee**.

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

Nuisance calls often try to persuade us to buy or sign up for something.

The word is **nuisance**.

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

I could go to the **leisure** centre to learn how to swim.

The word is **leisure**.

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

Although she tried to help with the cooking, it was more of a **hindrance**!

The word is **hindrance**.

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

If you wish to open a savings account you will need two forms of **identification**.

The word is **identification**.

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


My friends tried to **persuade** me to stay out longer.

The word is **persuade**.

Test C, Paper 1: Questions mark scheme

Q	Answers	Marks
1	The <u>tall</u> giraffes ravenously ate the <u>thorny</u> leaves of the bush.	1
2	Accept any appropriate exclamation which ends with an exclamation mark. For example: What a beautiful baby you have!	1
3	Would you like to go for a walk or ride your bike? They needed to catch a bus but it was too late.	1
4	Kylie and Ahmed wanted to go bowling. They didn't have enough money.	1
5	While I was eating my lunch, my friends were talking loudly.	1
6	I shouldn't / (shouldn't) go out when (it's) / its' raining but it'll / (it'll) be good fun.	1
7	"There's a full moon tonight," said Josh.	1
8	Oliver's pram wheels were so dirty that his parents couldn't remove the mud. The three main banks' interest rates were due to increase, much to their customers' dissatisfaction.	1
9	<div style="text-align: center;"> <div style="display: flex; justify-content: space-around; margin-bottom: 10px;"> <div style="border: 1px solid black; border-radius: 15px; padding: 5px 20px; background-color: #fff;">main clause</div> <div style="border: 1px solid black; border-radius: 15px; padding: 5px 20px; background-color: #fff;">subordinate clause</div> </div> <div style="display: flex; justify-content: center; gap: 100px;"> <div style="text-align: center;">↓</div> <div style="text-align: center;">↓</div> </div> <div style="text-align: center; margin-top: 10px;"> } The meal was ruined, despite the chef following the recipe. </div> </div>	1
10	Accept any appropriate relative clause. For example: The swimmer, who was snorkelling , could see a turtle.	1
11	She <u>might</u> let him find it next week.	1
12	Accept any appropriate noun. For example: The angry dog jumped up at the gate .	1
13	Accept any appropriate noun. For example: The woman drank from a tall, cool glass. Also accept names of people. For example: Megan.	1
14	tolerance	1
15	They have learnt techniques for passing and dribbling the football.	1
16	They ate their tea and enjoyed each other's company.	1
17	a. it b. determiner.	1
18	Accept any appropriate adverb. For example: Liam walked quickly towards the football pitch.	1

Q	Answers	Marks															
19	<p>Don't touch that broken glass! → Command</p> <p>What sharp glass that is! → Exclamation</p> <p>Do you want to cut yourself? → Question</p> <p>I can't believe you'd do that. → Statement</p>	1															
20	<table border="1"> <thead> <tr> <th data-bbox="188 510 619 607">Sentence</th> <th data-bbox="619 510 975 607">Modal verb indicates certainty</th> <th data-bbox="975 510 1326 607">Modal verb indicates possibility</th> </tr> </thead> <tbody> <tr> <td data-bbox="188 607 619 703">They might arrive before dark.</td> <td data-bbox="619 607 975 703"></td> <td data-bbox="975 607 1326 703">✓</td> </tr> <tr> <td data-bbox="188 703 619 799">I can finish this homework tonight.</td> <td data-bbox="619 703 975 799">✓</td> <td data-bbox="975 703 1326 799"></td> </tr> <tr> <td data-bbox="188 799 619 896">We should tidy our bedrooms.</td> <td data-bbox="619 799 975 896"></td> <td data-bbox="975 799 1326 896">✓</td> </tr> <tr> <td data-bbox="188 896 619 992">He will bring the present with him.</td> <td data-bbox="619 896 975 992">✓</td> <td data-bbox="975 896 1326 992"></td> </tr> </tbody> </table>	Sentence	Modal verb indicates certainty	Modal verb indicates possibility	They might arrive before dark.		✓	I can finish this homework tonight.	✓		We should tidy our bedrooms.		✓	He will bring the present with him.	✓		1
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21	<p>No</p> <p>Accept any of the following: Capital letters are also used for proper nouns. Capital letters are also used for names of people/places. Capital letters are also used for days of the week/months of the year. Capital letters are also used for names of companies/festivals.</p>	1															
22	<p>anti → septic</p> <p>im → possible</p> <p>re → join</p> <p>dis → loyal</p>	1															
23	<p>School is to finish at 3.30pm; this represents a change to our current timetable. We visited Chatsworth, Haworth and Lyme Park in the north; in the south we only saw Blenheim Palace and Oxford.</p>	1															
24	<p>After school, we went on the swings.</p>	1															
25	<p>The bright red car was stolen. → Passive voice</p> <p>A thief stole the the bright red car. → Passive voice</p> <p>A baby bird was killed by the cat. → Active voice</p> <p>The cat killed a baby bird. → Active voice</p>	1															

Q	Answers	Marks															
26	<p>Soon it became clear that snow had blocked the road. Let's see who arrives next. The meeting has been cancelled; we shall therefore need to arrange a future meeting.</p>	1															
27	a noun phrase	1															
28	<p>I will bring a delicious dessert you bring a hot main course.</p> <p style="text-align: center;">↑ </p>	1															
29	<table border="1"> <thead> <tr> <th>Sentence</th> <th>Formal</th> <th>Informal</th> </tr> </thead> <tbody> <tr> <td>I am asking if the job is still free.</td> <td></td> <td>✓</td> </tr> <tr> <td>I am enquiring if the position is still vacant.</td> <td>✓</td> <td></td> </tr> <tr> <td>I requested a rise in my salary.</td> <td>✓</td> <td></td> </tr> <tr> <td>I wanted to be paid more money.</td> <td></td> <td>✓</td> </tr> </tbody> </table>	Sentence	Formal	Informal	I am asking if the job is still free.		✓	I am enquiring if the position is still vacant.	✓		I requested a rise in my salary.	✓		I wanted to be paid more money.		✓	1
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30	penniless, plentiful, worthless	1															
31	cheerfulness, definition, embarrassment	1															
32	<p>Award 1 mark for responses that indicate that in sentence 1 the room may be changing (into something different); whereas in sentence 2 it is a room for changing clothes (for example after swimming/gym). Do not accept responses that only explain the meaning of one sentence.</p>	1															
33	Some writers still like to use pens and paper – I prefer my tablet.	1															
34	My brother, who missed the bus, was late for school.	1															
35	be	1															
36	<p>I need to buy:</p> <ul style="list-style-type: none"> ● some oranges ● apples ● a piece of string. <p>Also accept capitalisation of all three ingredients. Also accept consistent use of commas or semi-colons at the end of the first two items with a full stop after the third. Do not accept inconsistency in punctuation or capitalisation.</p>	1															
37	<p>commute excellence identification sufficiently</p>	1															
38	<p>I chose an ice cream after I had eaten my main course. I used my umbrella while the rain was falling. I ran so I could catch the bus.</p>	1															
39	The garage was very busy with cars needing repair.	1															

Q	Answers	Marks																									
40	Accept any sensible replacement which has an opposite meaning. For example: cloudy dark night/cloudy dark day.	1																									
41	<table border="1"> <thead> <tr> <th></th> <th>Clause</th> <th>Adverbial</th> <th>Co-ordinating conjunction</th> </tr> </thead> <tbody> <tr> <td>During the evening,</td> <td></td> <td>✓</td> <td></td> </tr> <tr> <td>there was lots of food</td> <td>✓</td> <td></td> <td></td> </tr> <tr> <td>and</td> <td></td> <td></td> <td>✓</td> </tr> <tr> <td>we even played some games</td> <td>✓</td> <td></td> <td></td> </tr> </tbody> </table>		Clause	Adverbial	Co-ordinating conjunction	During the evening,		✓		there was lots of food	✓			and			✓	we even played some games	✓			1					
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42	<p>TESTS ← Heading</p> <p style="margin-left: 200px;">Bold text ↓</p> <p>All Year 6 pupils in England take the Key Stage 2 tests. Here are some ways to prepare for them:</p> <ul style="list-style-type: none"> ● Revise thoroughly. ← Bullet points ● Use practice tests. 	1																									
43	thoroughness preparation/preparations	1																									
44	unprepared	1																									
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46	<table border="1"> <thead> <tr> <th>Sentence</th> <th>Tense</th> </tr> </thead> <tbody> <tr> <td>My dad has looked for the television control.</td> <td>Present progressive</td> </tr> <tr> <td>She had hidden it.</td> <td>Present perfect</td> </tr> <tr> <td>My mum is smiling.</td> <td>Past perfect</td> </tr> </tbody> </table>	Sentence	Tense	My dad has looked for the television control.	Present progressive	She had hidden it.	Present perfect	My mum is smiling.	Past perfect	1																	
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Test C, Paper 2: Spelling test script and mark scheme

Notes for conducting the spelling test

The paper 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 20 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?

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 paper, please refer to page 10.

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

The new **building** was developing very quickly.

The word is **building**.

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

His parents were waiting for his flight's **arrival**.

The word is **arrival**.

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

Perhaps we will be able to read the book again tomorrow.

The word is **perhaps**.

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

A hexagon has six **straight** sides.

The word is **straight**.

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

The **question** was quite tricky but she managed to complete it.

The word is **question**.

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

She had been an **amateur** gymnast for a few years.

The word is **amateur**.

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

Ben opened the **attachment** to the email, wondering what was inside it.

The word is **attachment**.

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

She became **conscious** of lots of people looking at her.

The word is **conscious**.

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

I will **definitely** see you tomorrow.

The word is **definitely**.

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

It was a fantastic **opportunity** and he wouldn't turn it down.

The word is **opportunity**.

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

Some people believe in the **existence** of the Loch Ness monster.

The word is **existence**.

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

There was a lot of **embarrassment** when they arrived on the wrong day.

The word is **embarrassment**.

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

They couldn't work out what **language** the children were speaking.

The word is **language**.

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

He had **stomach** ache all morning.

The word is **stomach**.

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

The secretary had a lot of **correspondence** to deal with.

The word is **correspondence**.

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

The doctor gave him a **thorough** examination.

The word is **thorough**.

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

He joined the army to become a **soldier**.

The word is **soldier**.

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

There is a wide choice of **occupations** for school leavers.

The word is **occupations**.

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

The **pronunciation** of consonants is very different in Spanish.

The word is **pronunciation**.

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

We are **especially** proud to announce the winner of the courtesy award.

The word is **especially**.

[END]