

YEAR 5
GRAMMAR,
PUNCTUATION
& SPELLING
Termly Assessment Tests

Guidance and mark schemes

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Guidance and mark schemes for Grammar, Punctuation & Spelling: Year 5

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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. 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 5 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 5

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
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

	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
Vocabulary	Prefixes Suffixes Word families
Standard English and formality	Standard English
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. 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 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
0–35	Has not met the national standard in Grammar, Punctuation & Spelling for Year 5
36–70	Has met the national standard in Grammar, Punctuation & Spelling for Year 5

Test A, Paper 1: Questions mark scheme

Q	Answers	Marks										
1	We left the (presents) under the (tree). The (cases) were packed ready for the (holiday).	1										
2	one box, two boxes one loaf, two loaves one baby, two babies	1										
3	How wonderful to see you	1										
4	I was enjoying reading this exciting story.	1										
5	We were going on holiday.	1										
6	Jay wanted a small, light camera for his birthday.	1										
7	<div style="display: flex; justify-content: space-between; align-items: flex-start;"> <div style="width: 60%;"> <div style="border: 1px solid black; border-radius: 10px; padding: 5px; margin-bottom: 5px;">What wonderful weather we're having today</div> <div style="border: 1px solid black; border-radius: 10px; padding: 5px; margin-bottom: 5px;">What's the weather like today</div> <div style="border: 1px solid black; border-radius: 10px; padding: 5px;">We wondered what the weather was like today</div> </div> <div style="width: 35%;"> <div style="border: 1px solid black; border-radius: 10px; padding: 5px; margin-bottom: 5px; text-align: center;">Statement</div> <div style="border: 1px solid black; border-radius: 10px; padding: 5px; margin-bottom: 5px; text-align: center;">Exclamation</div> <div style="border: 1px solid black; border-radius: 10px; padding: 5px; text-align: center;">Question</div> </div> </div>	1										
8	wanted	1										
9	a. Exclamation mark b. It is a command.	1 1										
10	My sister enjoys eating a bowl of cereal for breakfast.	1										
11	<table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr style="background-color: #ffff00;"> <th style="padding: 5px;">Simple present tense</th> <th style="padding: 5px;">Simple past tense</th> </tr> </thead> <tbody> <tr> <td style="padding: 5px;">I am</td> <td style="padding: 5px;">I was</td> </tr> <tr> <td style="padding: 5px;">We sleep</td> <td style="padding: 5px;">We slept</td> </tr> <tr> <td style="padding: 5px;">I look</td> <td style="padding: 5px;">I looked</td> </tr> <tr> <td style="padding: 5px;">He hears</td> <td style="padding: 5px;">He heard</td> </tr> </tbody> </table>	Simple present tense	Simple past tense	I am	I was	We sleep	We slept	I look	I looked	He hears	He heard	1
Simple present tense	Simple past tense											
I am	I was											
We sleep	We slept											
I look	I looked											
He hears	He heard											
12	I was walking home from school when I saw the accident.	1										
13	They didn't donate anything to the Spring Fair.	1										
14	He asked me if I would like to go bowling. I took out a bag of sweets. My friends and I are going shopping on Saturday.	1										
15	Jack's parents were both teachers.	1										
16	(ful) (less)	1										
17	had	1										
18	A noun	1										

Q	Answers	Marks								
19	I will go shopping today.	1								
20	Before playing outside, I washed the dishes.	1								
21	<u>The</u> birds ate <u>some</u> nuts from <u>two</u> bird tables but ate <u>every</u> seed hanging in <u>a</u> net.	1								
22	We can go to Spain or Turkey but we don't want to go to Egypt because it is too hot.	1								
23	subordinate clause	1								
24	main clause	1								
25	"Where are you going, little girl?" asked the ugly witch.	1								
26	<u>Molly, Felix and Bashir</u> arrived early for the concert. ↓ They	1								
27	I told the police that the bike was mine .	1								
28	<p>a.</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="background-color: #ffff00;">Nouns</th> <th style="background-color: #ffff00;">Verbs</th> <th style="background-color: #ffff00;">Adverbs</th> <th style="background-color: #ffff00;">Prepositions</th> </tr> </thead> <tbody> <tr> <td>boys eggs bench</td> <td>hid</td> <td>craftily</td> <td>under</td> </tr> </tbody> </table> <p>b. A determiner</p>	Nouns	Verbs	Adverbs	Prepositions	boys eggs bench	hid	craftily	under	1
Nouns	Verbs	Adverbs	Prepositions							
boys eggs bench	hid	craftily	under							
29	Unfortunately many people still do not recycle their rubbish while others do. <div style="display: flex; justify-content: space-around; margin-top: 10px;"> <div style="text-align: center;">↑ ✓</div> <div style="text-align: center;">↑ </div> <div style="text-align: center;">↑ </div> <div style="text-align: center;">↑ ✓</div> </div>	1								
30	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="background-color: #ffff00;">Adjective</th> <th style="background-color: #ffff00;">Noun</th> </tr> </thead> <tbody> <tr> <td>happy</td> <td>happiness</td> </tr> <tr> <td>friendly</td> <td>friendliness</td> </tr> </tbody> </table>	Adjective	Noun	happy	happiness	friendly	friendliness	1		
Adjective	Noun									
happy	happiness									
friendly	friendliness									
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Noun	Adjective									
beauty	beautiful									
wonder	wonderful									
friend	friendless									

Q	Answers	Marks												
32	<p>could'nt couldnt' couldn't</p> <p>The children <u>could not</u> believe their eyes.</p> <p>What's Wha'st Whats'</p> <p>What is the time?</p>	1												
33	<p>Jamil and Anna were making the tea for their children. They're making tea for the children.</p>	1												
34	<p>Aisha was taller than her sister.</p>	1												
35	<p>My sister, who had been playing in the garden, made muddy footprints on the floor.</p>	1												
36	<p>We had a storm which blew the slates off the roof.</p>	1												
37	<p>Despite the darkness of the night the children weren't afraid.</p> <p style="text-align: center;">✓</p>	1												
38	<p>(In) / On / Up autumn the wild geese gather without / under / (around) our marshlands.</p>	1												
39	<p>The relationship between a noun and another word in the sentence.</p>	1												
40	<table border="1"> <thead> <tr> <th data-bbox="188 1055 587 1189">Sentence</th> <th data-bbox="587 1055 898 1189">after used as a subordinating conjunction</th> <th data-bbox="898 1055 1190 1189">after used as a preposition</th> </tr> </thead> <tbody> <tr> <td data-bbox="188 1189 587 1279">We went to the park <u>after</u> school.</td> <td data-bbox="587 1189 898 1279"></td> <td data-bbox="898 1189 1190 1279">✓</td> </tr> <tr> <td data-bbox="188 1279 587 1368">The traffic is quieter <u>after</u> the rush hour.</td> <td data-bbox="587 1279 898 1368"></td> <td data-bbox="898 1279 1190 1368">✓</td> </tr> <tr> <td data-bbox="188 1368 587 1458">I go to school <u>after</u> I have eaten my breakfast.</td> <td data-bbox="587 1368 898 1458">✓</td> <td data-bbox="898 1368 1190 1458"></td> </tr> </tbody> </table>	Sentence	after used as a subordinating conjunction	after used as a preposition	We went to the park <u>after</u> school.		✓	The traffic is quieter <u>after</u> the rush hour.		✓	I go to school <u>after</u> I have eaten my breakfast.	✓		1
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The traffic is quieter <u>after</u> the rush hour.		✓												
I go to school <u>after</u> I have eaten my breakfast.	✓													
41	<p>Trees which lose their leaves in winter (including oaks and sycamores) are called deciduous trees.</p>	1												

Q	Answers	Marks																
42	<p>Brackets are used</p> <ul style="list-style-type: none"> to introduce a list. to replace inverted commas. to include additional information. to include a command. 	1																
43	wide, circular face	1																
44	<table border="1"> <thead> <tr> <th>Word</th> <th>Adverb indicating degree of possibility</th> <th>Adverb of time</th> <th>Adverb of cause</th> </tr> </thead> <tbody> <tr> <td>therefore</td> <td></td> <td></td> <td>✓</td> </tr> <tr> <td>later</td> <td></td> <td>✓</td> <td></td> </tr> <tr> <td>perhaps</td> <td>✓</td> <td></td> <td></td> </tr> </tbody> </table>	Word	Adverb indicating degree of possibility	Adverb of time	Adverb of cause	therefore			✓	later		✓		perhaps	✓			1
Word	Adverb indicating degree of possibility	Adverb of time	Adverb of cause															
therefore			✓															
later		✓																
perhaps	✓																	
45	soon	1																
46	law	1																
47	or	1																
48	<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><u>Next</u> the sky became darker.</td> <td>✓</td> <td></td> <td></td> </tr> <tr> <td><u>Perhaps</u> it is going to rain.</td> <td></td> <td></td> <td>✓</td> </tr> <tr> <td>It might be raining <u>everywhere</u>.</td> <td></td> <td>✓</td> <td></td> </tr> </tbody> </table>	Sentence	Adverb of time	Adverb of place	Adverb of possibility	<u>Next</u> the sky became darker.	✓			<u>Perhaps</u> it is going to rain.			✓	It might be raining <u>everywhere</u> .		✓		1
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<u>Perhaps</u> it is going to rain.			✓															
It might be raining <u>everywhere</u> .		✓																
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 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 task, please refer to page 10.

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

We went to see the **famous** opera singer.

The word is **famous**.

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

I have increased my **knowledge** of solids, liquids and gases.

The word is **knowledge**.

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

The **heart** is an organ which pumps blood around the body.

The word is **heart**.

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

The mother took the baby to the clinic to check his **weight**.

The word is **weight**.

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

Dad peeled some **potatoes** for tea.

The word is **potatoes**.

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

Double six equals twelve.

The word is **double**.

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

Beth Tweddle was an Olympic **gymnast**.

The word is **gymnast**.

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

The pirates were searching for buried **treasure**.

The word is **treasure**.

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

We took the prescription to the **chemist**, who gave us some medicine.

The word is **chemist**.

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

We had to queue for a long time in the **supermarket**.

The word is **supermarket**.

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

We walked down the **subway** to get under the busy road.

The word is **subway**.

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

Our class **occasionally** goes on educational trips.

The word is **occasionally**.

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

The hotel couldn't **accommodate** us as they were very busy.

The word is **accommodate**.

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

The **ancient** wizard raised his wand and chanted his spell.

The word is **ancient**.

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

We should look up difficult words in the **dictionary**.

The word is **dictionary**.

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

Our **community** has raised money to build a village hall.

The word is **community**.

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

The Green Party promotes care for the **environment**.

The word is **environment**.

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

The path did not look **familiar** and they were lost.

The word is **familiar**.

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

There was a large, gleaming **yacht** in the harbour.

The word is **yacht**.

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

The **restaurant** was booked for a family celebration.

The word is **restaurant**.

Test B, Paper 1: Questions mark scheme

Q	Answers	Marks																
1	My tea is <u>burning</u> . My friend <u>has been running</u> for charity. We <u>will be going</u> away for Christmas.	1																
2	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="background-color: #ffff00;">Singular</th> <th style="background-color: #ffff00;">Plural</th> </tr> </thead> <tbody> <tr> <td>business</td> <td>businesses</td> </tr> <tr> <td>potato</td> <td>potatoes</td> </tr> <tr> <td>chief</td> <td>chiefs</td> </tr> <tr> <td>species</td> <td>species</td> </tr> </tbody> </table>	Singular	Plural	business	businesses	potato	potatoes	chief	chiefs	species	species	1						
Singular	Plural																	
business	businesses																	
potato	potatoes																	
chief	chiefs																	
species	species																	
3	When did you arrive home?	1																
4	George was reading an exciting novel.	1																
5	wouldn't	1																
6	Did you bring your walking boots with you	1																
7	as determiners	1																
8	Help!	1																
9	an exclamation mark.	1																
10	After eating the meal, <input type="checkbox"/> Joe declared, <input checked="" type="checkbox"/> That was delicious! <input type="checkbox"/> Please could I have some more? <input checked="" type="checkbox"/>	1																
11	There <u>were</u> six little frogs who <u>lived</u> in a cold, dark pond. We <u>travelled</u> a long way by day and <u>did not get</u> there until late.	1																
12	The first month of the year is january. We are hoping to go on holiday to menorca.	1																
13	Our tickets will arrive soon, won't they	1																
14	The queen glided past in a magnificent carriage.	1																
15	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="background-color: #ffff00;">Sentence</th> <th style="background-color: #ffff00;">Exclamation</th> <th style="background-color: #ffff00;">Command</th> <th style="background-color: #ffff00;">Question</th> </tr> </thead> <tbody> <tr> <td>Stop what you are doing</td> <td></td> <td style="text-align: center;">✓</td> <td></td> </tr> <tr> <td>When will we get there</td> <td></td> <td></td> <td style="text-align: center;">✓</td> </tr> <tr> <td>What a lovely day it is</td> <td style="text-align: center;">✓</td> <td></td> <td></td> </tr> </tbody> </table>	Sentence	Exclamation	Command	Question	Stop what you are doing		✓		When will we get there			✓	What a lovely day it is	✓			1
Sentence	Exclamation	Command	Question															
Stop what you are doing		✓																
When will we get there			✓															
What a lovely day it is	✓																	
16	Ollie and Milly climbed up the slide.	1																
17	Dad went shopping and bought milk, bread, cheese, mushrooms and meat. 3 commas for 1 mark	1																

Q	Answers	Marks
18	The children's trip to the pantomime was on Thursday.	1
19	Jack scored a fantastic goal and everyone cheered enthusiastically. His team won the game by two goals. He was the top goal-scorer.	1
20	<p>Mum and I tried on lots of beautiful clothes.</p> <p style="text-align: center;">↓</p> <p style="text-align: center;">We</p> <p>Joe and Emma moved into their new house.</p> <p style="text-align: center;">↓</p> <p style="text-align: center;">They</p>	1
21	The girls played football in the park until it started raining.	1
22	The children wanted to go for a walk, since it was sunny.	1
23	Take it to the man in the shop.	1
24	Accept any appropriate adverbial which makes sense. For example: After adding the ingredients, the wicked witch stirred her evil mix.	1
25		1
26	<p>The lion drank thirstily from the water-hole.</p> <p style="text-align: center;"> ↑ ↑ ↑ ↑ </p> <p style="text-align: center;"> A D B C </p>	1
27	After eating breakfast, the children got ready for school.	1
28	The tourists got stuck in the monsoon (a very heavy rain) on holiday.	1
29	<p>Rivers often meander as they approached the coast.</p> <p style="text-align: center;">↓</p> <p style="text-align: center;">approach</p>	1
30	Jake, who had been playing football, scored a goal.	1
31	while	1
32	<p>The tiger prowled stealthily through the jungle before crouching to watch a deer.</p> <p style="text-align: center;">↑</p> <p style="text-align: center;">✓</p>	1

Q	Answers	Marks															
33	<table border="1"> <thead> <tr> <th>Sentence</th> <th>Present tense</th> <th>Past tense</th> </tr> </thead> <tbody> <tr> <td>It was nearly dusk when they arrived home.</td> <td></td> <td>✓</td> </tr> <tr> <td>I am ready to go home, at last.</td> <td>✓</td> <td></td> </tr> <tr> <td>They are having a wonderful time at the party.</td> <td>✓</td> <td></td> </tr> <tr> <td>We have just found out about World War II in school.</td> <td></td> <td>✓</td> </tr> </tbody> </table>	Sentence	Present tense	Past tense	It was nearly dusk when they arrived home.		✓	I am ready to go home, at last.	✓		They are having a wonderful time at the party.	✓		We have just found out about World War II in school.		✓	1
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They are having a wonderful time at the party.	✓																
We have just found out about World War II in school.		✓															
34	<p>Potholers enjoy exploring caverns and tunnels under the ground, usually in limestone areas.</p> <p>Holly was leaning heavily against the door, panting breathlessly.</p>	1															
35	<table border="1"> <thead> <tr> <th>Noun</th> <th>Verb</th> </tr> </thead> <tbody> <tr> <td>critic</td> <td>criticise</td> </tr> <tr> <td>class</td> <td>classify</td> </tr> <tr> <td>glory</td> <td>glorify</td> </tr> </tbody> </table>	Noun	Verb	critic	criticise	class	classify	glory	glorify	1							
Noun	Verb																
critic	criticise																
class	classify																
glory	glorify																
36		1															
37	(Although) they had won, the other team were not happy.	1															
38	Before I go to bed, I always brush my teeth. Finally, I check all the doors are locked.	1															
39	<p>The house was in a dreadful condition. Many/Some window frames were peeling and many/some/other windows were cracked or broken.</p> <p>Accept many, some or other where indicated. Also accept numbers such as 'two' or 'three' before the words 'window' and 'windows'.</p> <p>To achieve the mark there must be four different determiners.</p>	1															
40	The firefighters must put out the fire.	1															
41	The child, <u>whose</u> bike it was, wanted it back.	1															

Q	Answers	Marks
42	1. They are about different things happening; the first paragraph shows us what is happening inside and then the second paragraph tells us what is happening outside. 2. They are two different places.	1
43	friends' faces	1
44	to include additional information.	1
45	<p>lumbering footsteps</p> <p>a prepositional phrase</p> <p>an adverbial phrase</p> <p>a noun phrase</p>	1
46	Accept any words using the same root, for example communication, disappear, unprofessional.	1
47	Tomorrow <u>would</u> be a special birthday for Gemma.	1
48	<u>Soon</u> in this sentence is an adverb of <u>(time)</u> / place / cause.	1
49	The clock	1
50	Perhaps	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 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...'.
5. Repeat the spelling number.

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 **babies**.

The **babies** were sleeping in the nursery.

The word is **babies**.

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

You will need to arrive at the train station ten minutes **early**.

The word is **early**.

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

Jasmine **caught** chickenpox at school.

The word is **caught**.

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

Damian's **younger** brother is very good at cricket.

The word is **younger**.

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

Dad bought Mum an **exercise** bike for Christmas.

The word is **exercise**.

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

Alexander Fleming was a **scientist** who discovered penicillin.

The word is **scientist**.

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

A **myth** is a traditional story, often involving supernatural people or creatures.

The word is **myth**.

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

The **feature** film will last about two hours.

The word is **feature**.

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

The **choral** society is performing Handel's *Messiah*.

The word is **choral**.

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

The horse's **refusal** to jump the fence led to their disqualification.

The word is **refusal**.

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

We searched everywhere, but the dog had **disappeared**.

The word is **disappeared**.

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

I **separated** the orange segments for my baby sister.

The word is **separated**.

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

Would you like to **accompany** me to the school prom?

The word is **accompany**.

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

We used all the **available** plates, but there weren't enough.

The word is **available**.

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

I **communicate** with my cousins in Australia using email and social media.

The word is **communicate**.

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

You will need to collect all your **equipment** before painting the picture.

The word is **equipment**.

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

We went to the farm shop to buy our **vegetables**.

The word is **vegetables**.

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

There will be a general election to decide who will form the next **government**.

The word is **government**.

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

Our **neighbour** uses a mobility scooter to get to the shops.

The word is **neighbour**.

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


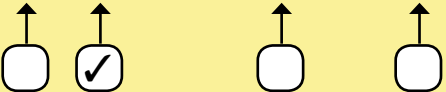
The **temperature** fell to below freezing last night.

The word is **temperature**.

Test C, Paper 1: Questions mark scheme

Q	Answers	Mark															
1	They lay on the <u>smooth</u> , <u>sandy</u> beach feeling the <u>blazing</u> sun above.	1															
2	Accept any appropriate adjectives describing weather or ability to swim. For example: The hot weather continued all week. The boy's fast swimming helped him win the race.	1															
3	While I was walking round the lake, my sister was feeding the ducks.	1															
4	We ate pizza with a goat's cheese, tomato and red onion topping.	1															
5	They went to see <u>J</u> ack and <u>J</u> ill. They travelled all night to get to <u>a</u> merica. <u>h</u> er birthday is in <u>a</u> ugust.	1															
6	The <u>child</u> sat down quietly to listen to <u>a story</u> . ↓ children ↓ stories / some stories	1															
7	There is a shorter route but it might be blocked by snow. I can't decide whether to buy the red dress or the blue dress. I would like to invite Jack, Adam and Josef to my party.	1															
8	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 50%;"></th> <th style="width: 20%; text-align: center;">A sentence</th> <th style="width: 20%; text-align: center;">Not a sentence</th> </tr> </thead> <tbody> <tr> <td>There is a blue</td> <td style="text-align: center;"></td> <td style="text-align: center;">✓</td> </tr> <tr> <td>It is a long way to John O'Groats</td> <td style="text-align: center;">✓</td> <td style="text-align: center;"></td> </tr> <tr> <td>They arrived ready for their</td> <td style="text-align: center;"></td> <td style="text-align: center;">✓</td> </tr> <tr> <td>Despite the long wait, it was worth it</td> <td style="text-align: center;">✓</td> <td style="text-align: center;"></td> </tr> </tbody> </table>		A sentence	Not a sentence	There is a blue		✓	It is a long way to John O'Groats	✓		They arrived ready for their		✓	Despite the long wait, it was worth it	✓		1
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It is a long way to John O'Groats	✓																
They arrived ready for their		✓															
Despite the long wait, it was worth it	✓																
9	It was a bright, sunny day. The frost glistened on the branches. There was ice on the lake and in the puddles.	1															
10	"How are you going to get there?" enquired Anna.	1															
11	The aeroplane banked steeply before approaching the runway. ↑ ↑ ↑ ↑ noun verb verb noun	1															
12	?	1															
13	We ate lots of the meat pies.	1															

Q	Answers	Mark															
14	<table border="1"> <thead> <tr> <th>Present tense</th> <th>Past tense</th> </tr> </thead> <tbody> <tr> <td>We look</td> <td>We looked</td> </tr> <tr> <td>They eat</td> <td>They ate</td> </tr> <tr> <td>I am</td> <td>I was</td> </tr> <tr> <td>He sleeps</td> <td>He slept</td> </tr> </tbody> </table>	Present tense	Past tense	We look	We looked	They eat	They ate	I am	I was	He sleeps	He slept	1					
	Present tense	Past tense															
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	I am	I was															
He sleeps	He slept																
15	When Ollie had cycled home, he still had to put the bike away.	1															
16	Izzie, <u>whose</u> picture was the most realistic, had it displayed in the exhibition.	1															
17	Amy set off for school without her packed lunch.	1															
18	There isn't time to make any more food.	1															
19	The weather forecast told us to expect a hurricane. Patrick ate an apple.	1															
20	<p>"I will be coming for Christmas," Gran announced. "Can I help with the dinner?"</p> <p>2 marks: all punctuation in the correct place. 1 mark: both sets of inverted commas in the correct place or commas, full stops and question mark in the correct place.</p>	2															
21	They worked <u>enthusiastically</u> on the jigsaw. They are moving house <u>soon</u> . <u>Surely</u> it will stop raining this afternoon.	1															
22	Thomas's trucks were very troublesome. The schools' football league had twelve teams competing.	1															
23	unhappy; unappealing; uncomfortable	1															
24	although	1															
25	<u>The</u> dragon went to <u>a</u> cave and blew out <u>some</u> enormous flames.	1															
26	I will = I'll was not = wasn't they would = they'd	1															
27	<table border="1"> <thead> <tr> <th>Statement</th> <th>True</th> <th>False</th> </tr> </thead> <tbody> <tr> <td>Prepositions describe nouns.</td> <td></td> <td>✓</td> </tr> <tr> <td>Conjunctions join words or groups of words together.</td> <td>✓</td> <td></td> </tr> <tr> <td>Pronouns are used to replace nouns.</td> <td>✓</td> <td></td> </tr> <tr> <td>Adverbs express an action.</td> <td></td> <td>✓</td> </tr> </tbody> </table>	Statement	True	False	Prepositions describe nouns.		✓	Conjunctions join words or groups of words together.	✓		Pronouns are used to replace nouns.	✓		Adverbs express an action.		✓	1
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	Pronouns are used to replace nouns.	✓															
Adverbs express an action.		✓															

Q	Answers	Mark															
28	Pippi who had been hiding behind the sofa came out to see what they were  doing.	1															
29	The weather had been bitterly cold.	1															
30	It is snowing heavily, therefore we will not stop at Crewe. Surely there will be another train! Which train will arrive next ?	1															
31	teach, teacher, teaching, teaches play, display, replay, replaying	1															
32	<table border="1" data-bbox="188 663 1206 1137"> <thead> <tr> <th data-bbox="188 663 671 757">Sentence</th> <th data-bbox="671 663 938 757">Subordinating conjunction</th> <th data-bbox="938 663 1206 757">Co-ordinating conjunction</th> </tr> </thead> <tbody> <tr> <td data-bbox="188 757 671 853">I'll let you know <u>when</u> I have talked to Ranvir.</td> <td data-bbox="671 757 938 853" style="text-align: center;">✓</td> <td data-bbox="938 757 1206 853"></td> </tr> <tr> <td data-bbox="188 853 671 949">I'll play a game with you <u>if</u> you have done your homework.</td> <td data-bbox="671 853 938 949" style="text-align: center;">✓</td> <td data-bbox="938 853 1206 949"></td> </tr> <tr> <td data-bbox="188 949 671 1046">The paint wasn't dry <u>but</u> it would be soon.</td> <td data-bbox="671 949 938 1046"></td> <td data-bbox="938 949 1206 1046" style="text-align: center;">✓</td> </tr> <tr> <td data-bbox="188 1046 671 1137">You can have yoghurt <u>or</u> you can have ice cream.</td> <td data-bbox="671 1046 938 1137"></td> <td data-bbox="938 1046 1206 1137" style="text-align: center;">✓</td> </tr> </tbody> </table>	Sentence	Subordinating conjunction	Co-ordinating conjunction	I'll let you know <u>when</u> I have talked to Ranvir.	✓		I'll play a game with you <u>if</u> you have done your homework.	✓		The paint wasn't dry <u>but</u> it would be soon.		✓	You can have yoghurt <u>or</u> you can have ice cream.		✓	1
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You can have yoghurt <u>or</u> you can have ice cream.		✓															
33	Despite the hot weather, <u>there were not many people sunbathing in the park.</u>	1															
34	Accept any appropriate subordinate clause. For example: She got up early, <u>although it was still dark.</u> A subordinate clause begins with a subordinating conjunction. Common examples include: <i>after, although, as, as far as, as if, as long as, as soon as, as though, because, before, even if, even though, every time, if, in order that, since, so that, though, unless, until, when, whenever, where, whereas, wherever</i> and <i>while</i> . Do not accept answers beginning with a co-ordinating conjunction (<i>for, and, nor, but, or, yet</i> and <i>so</i>).	1															
35	I could not make lunch because the bread had not defrosted. I knew that I would never reach the top before night. Rachel wondered if she should tidy her bedroom.	1															
36	Despite the dark, she knew it was time to get up. 	1															
37	The sandy beach, <u>where we had played yesterday</u> , was overcrowded.	1															

Q	Answers	Mark															
38	<table border="1"> <thead> <tr> <th>Sentence</th> <th>Modal verb of possibility</th> <th>Modal verb of certainty</th> </tr> </thead> <tbody> <tr> <td>We must go down to the sea again.</td> <td>✓</td> <td></td> </tr> <tr> <td>We will go to the shops today.</td> <td></td> <td>✓</td> </tr> <tr> <td>They shall come to our barbecue.</td> <td></td> <td>✓</td> </tr> <tr> <td>I could watch a film tonight.</td> <td>✓</td> <td></td> </tr> </tbody> </table>	Sentence	Modal verb of possibility	Modal verb of certainty	We must go down to the sea again.	✓		We will go to the shops today.		✓	They shall come to our barbecue.		✓	I could watch a film tonight.	✓		1
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	We will go to the shops today.		✓														
	They shall come to our barbecue.		✓														
I could watch a film tonight.	✓																
39		1															
40	It was the end of the summer season (even though there were several visitors) and everywhere was beginning to close down.	1															
41	theirs	1															
42	Accept any sensible contraction. For example: I can't/couldn't find the book which I brought home from the library.	1															
43	<p>a.</p>	1															
	b. organise events.		1														
44	an adverbial.	1															
45	would not	1															
46	Sukira has walked home from school.	1															
47	It took longer to get home. It was very windy.	1															
48	Accept any two appropriate adjectives. For example: large, red bus/small, single-decker bus.	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 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 task, please refer to page 10.

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

The children **learn** how to do long division.

The word is **learn**.

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

The **chef** wanted to get his first Michelin star.

The word is **chef**.

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

Valentine's Day is in **February**.

The word is **February**.

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

They **thought** the play was very entertaining.

The word is **thought**.

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

The **women** carried water on their heads.

The word is **women**.

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

Metres and centimetres are units of **measurement**.

The word is **measurement**.

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

A cat's **tongue** is extremely rough.

The word is **tongue**.

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

James **misunderstood** the instructions and got lost.

The word is **misunderstood**.

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

The ascent of the rock face looked **impossible**.

The word is **impossible**.

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

The girls wanted the **autograph** of the famous singer.

The word is **autograph**.

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

They rowed across the water to the small **isle**.

The word is **isle**.

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

The logs are piled next to the **grate**, ready to make the fire.

The word is **grate**.

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

My dad tried to **strengthen** the shed roof, this weekend.

The word is **strengthen**.

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

There is going to be a hurricane **according** to the weather forecast.

The word is **according**.

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

The **average** temperatures this summer have been hotter than usual.

The word is **average**.

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

The plans will have to be approved by the **committee**.

The word is **committee**.

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

Erin had **exaggerated** her ability to win the race.

The word is **exaggerated**.

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

The buses run **frequently** during the week.

The word is **frequently**.

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

The < **symbol** is used in mathematics to mean 'less than'.

The word is **symbol**.

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

Please ensure your **vehicle** is returned at the end of the day.

The word is **vehicle**.

[END]