

YEAR 4
GRAMMAR,
PUNCTUATION
& SPELLING

Termly Assessment Tests

Guidance and mark schemes

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Guidance and mark schemes for Grammar, Punctuation & Spelling: Year 4

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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 assessments

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 4 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 4

The children will need to be familiar with and be able to demonstrate use of the following, including correct use and understanding of the terminology.

	Content
Grammatical words and word classes	Nouns
	Verbs
	Adjectives
	Conjunctions
	Pronouns Possessive 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 Present and past progressive tense Tense consistency

	Content
Punctuation	Capital letters Full stops Question marks Exclamation marks
	Commas in lists Commas after fronted adverbials
	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 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 4
36–70	Has met the national standard in Grammar, Punctuation & Spelling for Year 4

Test A, Paper 1: Questions mark scheme

Q	Answers	Marks												
1	(on) (friday) (eva) went running.	1												
2	The <u>teacher</u> gave out sparkly <u>stickers</u> .	1												
3	The girls were playing in the long, green grass.	1												
4	The boy stood on the stage (<u>confidently</u>).	1												
5	I played on the swing, the slide and the climbing frame.	1												
6	<table border="1" style="width: 100%; border-collapse: collapse; margin: 5px;"> <thead> <tr style="background-color: #ffff00;"> <th style="width: 40%;"></th> <th style="width: 20%;">Past tense</th> <th style="width: 20%;">Present tense</th> </tr> </thead> <tbody> <tr> <td>The enormous dog barked at the postwoman.</td> <td style="text-align: center;">✓</td> <td></td> </tr> <tr> <td>I walk to school.</td> <td></td> <td style="text-align: center;">✓</td> </tr> <tr> <td>The baby slept in his cot.</td> <td style="text-align: center;">✓</td> <td></td> </tr> </tbody> </table>		Past tense	Present tense	The enormous dog barked at the postwoman.	✓		I walk to school.		✓	The baby slept in his cot.	✓		1
	Past tense	Present tense												
The enormous dog barked at the postwoman.	✓													
I walk to school.		✓												
The baby slept in his cot.	✓													
7	Any adjective that is appropriate to the sentence, for example: The girl wore a beautiful / short / blue dress. (Or lovely, nice, pretty, long, yellow, horrid, cool, frilly and so on.)	1												
8	Rosie am / are / were / (<u>was</u>) running late for football practice but we started anyway.	1												
9	It was a hot day <u>and</u> the children were playing in the garden.	1												
10	<p>What a mess your room is!</p> <p>Could you tidy your room?</p> <p>Tidy up this mess now.</p> <p>There are a lot of things on your bedroom floor.</p> <p>Statement</p> <p>Command</p> <p>Question</p> <p>Exclamation</p>	1												
11	<table border="1" style="width: 100%; border-collapse: collapse; margin: 5px;"> <thead> <tr style="background-color: #ffff00;"> <th style="width: 50%;"></th> <th style="width: 50%;">New word</th> </tr> </thead> <tbody> <tr> <td>obey</td> <td>disobey</td> </tr> <tr> <td>appear</td> <td>disappear</td> </tr> <tr> <td>agree</td> <td>disagree</td> </tr> <tr> <td>like</td> <td>dislike</td> </tr> </tbody> </table>		New word	obey	disobey	appear	disappear	agree	disagree	like	dislike	1		
	New word													
obey	disobey													
appear	disappear													
agree	disagree													
like	dislike													
12	Adverb of time	1												
13	I go to dance lessons on Saturdays, Sundays and Tuesdays.	1												

Q	Answers	Marks												
14	<table border="1"> <thead> <tr> <th>Verb</th> <th>Noun</th> </tr> </thead> <tbody> <tr> <td>teach</td> <td>teacher</td> </tr> <tr> <td>dance</td> <td>dancer</td> </tr> <tr> <td>run</td> <td>runner</td> </tr> </tbody> </table>	Verb	Noun	teach	teacher	dance	dancer	run	runner	1				
Verb	Noun													
teach	teacher													
dance	dancer													
run	runner													
15		1												
16	He ate <u>the last chocolate cupcake</u> . Accept if 'the' is not underlined but the rest of the phrase is.	1												
17	The children splashed in the puddles <u>(when)</u> it rained.	1												
18	<table border="1"> <thead> <tr> <th></th> <th>Possession</th> <th>Contraction</th> </tr> </thead> <tbody> <tr> <td>I don't like swimming.</td> <td></td> <td>✓</td> </tr> <tr> <td>The teacher found Adam's PE bag.</td> <td>✓</td> <td></td> </tr> <tr> <td>You're really good at swimming.</td> <td></td> <td>✓</td> </tr> </tbody> </table>		Possession	Contraction	I don't like swimming.		✓	The teacher found Adam's PE bag.	✓		You're really good at swimming.		✓	1
	Possession	Contraction												
I don't like swimming.		✓												
The teacher found Adam's PE bag.	✓													
You're really good at swimming.		✓												
19	I am running in the playground.	1												
20		1												
21	I saw a shiny, blue bike <u>(in)</u> the shop window.	1												
22	<table border="1"> <thead> <tr> <th></th> <th>Main clause</th> <th>Subordinate clause</th> </tr> </thead> <tbody> <tr> <td>I saw a beautiful rainbow in the sky when the sun shone.</td> <td></td> <td>✓</td> </tr> <tr> <td>When it rained, the children splashed in the puddles.</td> <td>✓</td> <td></td> </tr> <tr> <td>We had a picnic outside because it was sunny.</td> <td></td> <td>✓</td> </tr> </tbody> </table>		Main clause	Subordinate clause	I saw a beautiful rainbow in the sky when the sun shone .		✓	When it rained, the children splashed in the puddles .	✓		We had a picnic outside because it was sunny .		✓	1
	Main clause	Subordinate clause												
I saw a beautiful rainbow in the sky when the sun shone .		✓												
When it rained, the children splashed in the puddles .	✓													
We had a picnic outside because it was sunny .		✓												
23	<table border="1"> <thead> <tr> <th>child</th> <th>solve</th> </tr> </thead> <tbody> <tr> <td>children childlike childish</td> <td>solution dissolve insoluble</td> </tr> </tbody> </table>	child	solve	children childlike childish	solution dissolve insoluble	1								
child	solve													
children childlike childish	solution dissolve insoluble													

Q	Answers	Marks
24	“What is the time please?” asked Farah.	1
25	The girl chose <u>an</u> / an pear from the fruit bowl.	1
26	The birds sing beautifully.	1
27	While at the park, I played on the swings.	1
28	I am going to tidy <u>my</u> room.	1
29	Any fronted adverbial that is appropriate to the sentence. For example: Under a large tree, Under the red umbrella.	1
30	The dog barks at the cat.	1
31	Tidy your room.	1
32	The frog hopped into the pond.	1
33	What time do lessons start? / Do lessons start at 9 o'clock? or similar. Must have a question mark.	1
34	The little boy ran to the finish line <u>as fast as he could</u> .	1
35	Yesterday, I had toast for breakfast.	1
36	girls'	1
37	“How old are you?” asked the lady behind the desk.	1
38	An adverb	1
39	The nurse measured <u>Ava's</u> temperature.	1
40	I <u>went</u> to the cinema at the weekend.	1
41	<div style="display: flex; align-items: center; justify-content: space-between;"> <div style="border: 1px solid black; padding: 5px; width: 20%;">hot chocolate with marshmallows</div> <div style="width: 60%; text-align: center;">  <div style="border: 1px solid black; border-radius: 10px; padding: 5px; display: inline-block; margin-bottom: 10px;">a noun phrase</div> <div style="border: 1px solid black; border-radius: 10px; padding: 5px; display: inline-block; margin-bottom: 10px;">an adverbial phrase</div> <div style="border: 1px solid black; border-radius: 10px; padding: 5px; display: inline-block;">a prepositional phrase</div> </div> </div>	1
42	<u>Before</u> dinner, she washed her hands.	1
43	You can borrow my sunglasses but be careful not to break them.	1
44	Callum was upset that <u>he</u> couldn't go to the party.	1
45	What a brilliant cartwheel the gymnast did	1
46	Andrew has been to rugby practice before.	1
47	is was	1
48	The last chocolate was <u>mine</u> .	1
49	Ella <u>accidentally</u> broke her mother's favourite vase.	1
50	“What would you like to drink?” asked the waiter.	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 **February**.

In **February**, it snowed heavily for days.

The word is **February**.

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

Can you **grate** the cheese?

The word is **grate**.

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

The builder needed to **measure** the room.

The word is **measure**.

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

I had to make a **decision** about which after-school club to go to.

The word is **decision**.

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

The tour guide gave us lots of **information** about the museum.

The word is **information**.

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

The girl danced **happily** across the room.

The word is **happily**.

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

The sign was **misleading** because it pointed in the wrong direction.

The word is **misleading**.

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

The teacher said the answer was **incorrect**.

The word is **incorrect**.

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

My sister ate the last **piece** of fruit.

The word is **piece**.

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

Although they are twins, Mia and Ava are quite **different**.

The word is **different**.

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

I **promise** to do my homework.

The word is **promise**.

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

I had **potatoes** for dinner.

The word is **potatoes**.

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

The boy read his magazine with **interest**.

The word is **interest**.

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

Imagine flying to the moon in a rocket.

The word is **imagine**.

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

We learned how to **build** a wall.

The word is **build**.

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

I borrowed a book from the **library**.

The word is **library**.

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

My **favourite** colour is blue.

The word is **favourite**.

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

Exercise is good for your body and heart.

The word is **exercise**.

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

There was a car **accident** on the motorway.

The word is **accident**.

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


I can't **remember** my password to log on to the computer.

The word is **remember**.

Test B, Paper 1: Questions mark scheme

Q	Answers	Marks												
1	The little brown (<u>hamster</u>) had escaped from his (<u>cage</u>).	1												
2	An adjective	1												
3	<div style="display: flex; justify-content: space-between; align-items: flex-start;"> <div style="width: 45%;"> <p style="border: 1px solid black; border-radius: 10px; padding: 5px; margin-bottom: 10px;">Would you like a drink?</p> <p style="border: 1px solid black; border-radius: 10px; padding: 5px; margin-bottom: 10px;">I had a drink.</p> <p style="border: 1px solid black; border-radius: 10px; padding: 5px; margin-bottom: 10px;">What a refreshing drink that was!</p> <p style="border: 1px solid black; border-radius: 10px; padding: 5px;">Get me a drink.</p> </div> <div style="width: 45%;"> <p style="border: 1px solid black; border-radius: 10px; padding: 5px; margin-bottom: 10px; text-align: center;">Statement</p> <p style="border: 1px solid black; border-radius: 10px; padding: 5px; margin-bottom: 10px; text-align: center;">Command</p> <p style="border: 1px solid black; border-radius: 10px; padding: 5px; margin-bottom: 10px; text-align: center;">Question</p> <p style="border: 1px solid black; border-radius: 10px; padding: 5px; text-align: center;">Exclamation</p> </div> </div>	1												
4	<u>on</u> <u>wednesdays</u> <u>i</u> have drumming lessons.	1												
5	The <u>new</u> computer was <u>large</u> and <u>gleaming</u> .	1												
6	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 60%;"></th> <th style="width: 20%; background-color: #ffff00;">Full stop</th> <th style="width: 20%; background-color: #ffff00;">Question mark</th> </tr> </thead> <tbody> <tr> <td>When will the football match start</td> <td></td> <td style="text-align: center;">✓</td> </tr> <tr> <td>When we walked to school, it was very cold</td> <td style="text-align: center;">✓</td> <td></td> </tr> <tr> <td>When can I eat my lunch</td> <td></td> <td style="text-align: center;">✓</td> </tr> </tbody> </table>		Full stop	Question mark	When will the football match start		✓	When we walked to school, it was very cold	✓		When can I eat my lunch		✓	1
	Full stop	Question mark												
When will the football match start		✓												
When we walked to school, it was very cold	✓													
When can I eat my lunch		✓												
7	I didn't like my lunch and / (<u>but</u>) / or I enjoyed the pudding.	1												
8	A noun	1												
9	playing	1												
10	I packed an umbrella, Wellington boots and a coat.	1												
11	The boy am / are / were / (<u>was</u>) singing.	1												
12	<div style="display: flex; justify-content: space-between; align-items: flex-start;"> <div style="width: 45%;"> <p style="border: 1px solid black; border-radius: 10px; padding: 5px; margin-bottom: 10px; text-align: center;">un</p> <p style="border: 1px solid black; border-radius: 10px; padding: 5px; margin-bottom: 10px; text-align: center;">im</p> <p style="border: 1px solid black; border-radius: 10px; padding: 5px; margin-bottom: 10px; text-align: center;">dis</p> <p style="border: 1px solid black; border-radius: 10px; padding: 5px; text-align: center;">in</p> </div> <div style="width: 45%;"> <p style="border: 1px solid black; border-radius: 10px; padding: 5px; margin-bottom: 10px; text-align: center;">possible</p> <p style="border: 1px solid black; border-radius: 10px; padding: 5px; margin-bottom: 10px; text-align: center;">happy</p> <p style="border: 1px solid black; border-radius: 10px; padding: 5px; margin-bottom: 10px; text-align: center;">correct</p> <p style="border: 1px solid black; border-radius: 10px; padding: 5px; text-align: center;">like</p> </div> </div>	1												
13	I had sandwiches, an apple and a drink for lunch.	1												
14	My sister took <u>the last piece</u> of fruit. Accept if 'the' isn't underlined but the rest of the phrase is.	1												

Q	Answers	Marks										
15	<table border="1"> <thead> <tr> <th>Adjective</th> <th>Adverb</th> </tr> </thead> <tbody> <tr> <td>slow</td> <td>slowly</td> </tr> <tr> <td>quick</td> <td>quickly</td> </tr> <tr> <td>careful</td> <td>carefully</td> </tr> <tr> <td>excited</td> <td>excitedly</td> </tr> </tbody> </table>	Adjective	Adverb	slow	slowly	quick	quickly	careful	carefully	excited	excitedly	1
Adjective	Adverb											
slow	slowly											
quick	quickly											
careful	carefully											
excited	excitedly											
16	The teacher found Annie's lunchbox in the hall.	1										
17	While I was reading a book, my sister was playing with her toy car.	1										
18	Any suitable adverb, for example loudly, often.	1										
19		1										
20	even though	1										
21	I woke up <u>before</u> my alarm clock.	1										
22	appear : disappear, reappear, appearance cycle : bicycle, tricycle, cyclist, recycle Accept any other appropriate answers.	1										
23	It hurt <u>when I fell over in the playground</u> .	1										
24	At playtime I had an orange.	1										
25		1										
26	Khaled went home early. He took her / <u>his</u> / him bag with him.	1										
27	As it was raining, we played games in the classroom.	1										
28	<u>That</u> bird ate <u>some</u> seeds on <u>the</u> bird table.	1										

Q	Answers	Marks																
29	I cooked dinner for my friends.	1																
30	<table border="1"> <thead> <tr> <th>Sentence</th> <th>Statement</th> <th>Question</th> <th>Command</th> </tr> </thead> <tbody> <tr> <td>When can we sit down</td> <td></td> <td>✓</td> <td></td> </tr> <tr> <td>Sit down</td> <td></td> <td></td> <td>✓</td> </tr> <tr> <td>It's great to sit down</td> <td>✓</td> <td></td> <td></td> </tr> </tbody> </table>	Sentence	Statement	Question	Command	When can we sit down		✓		Sit down			✓	It's great to sit down	✓			1
	Sentence	Statement	Question	Command														
	When can we sit down		✓															
	Sit down			✓														
It's great to sit down	✓																	
31	The baby sleeps in her cot.	1																
32	Accept any statement such as: You should eat your sandwiches before your cake.	1																
33	fronted adverbial or adverbial of time	1																
34	I <u>(have)</u> white shoes.	1																
35	"Can i play?" asked <u>gemma</u> .	1																
36	" W hat time do you normally go to bed?" asked A jay. " U sually around 8.00pm," replied I saac.	1																
37	The children were playing <u>(outdoors)</u> .	1																
38	What an amazing day we've had	1																
39	George was crying at lunchtime.	1																
40	He ran through the woods quick / <u>(quickly)</u> .	1																
41	I ate <u>a boiled egg with a runny yolk</u> for my breakfast. Accept if 'a' is not underlined but the rest of the phrase is.	1																
42	I tidied my room so I could have my pocket money.	1																
43	"That is <u>(mine)</u> ," shouted the child.	1																
44	After dinner, we read a story together.	1																
45	was is	1																
46	Since last year, Cora has wanted to be on the cricket team.	1																
47	After swimming, we had a picnic.	1																
48	"Make sure all the litter goes in the bin please," said the teacher.	1																
49	<div style="text-align: center;">  </div> <p>After school on Tuesdays I have judo and then football.</p>	1																
50	"It is extremely likely to rain this afternoon," said the weather presenter.	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...'.
5. Repeat the spelling.

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 **perhaps**.

Perhaps it will be sunny at the weekend.

The word is **perhaps**.

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

The lion's **mane** was long and fluffy.

The word is **mane**.

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

I stuck the **picture** onto the fridge.

The word is **picture**.

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

I was watching **television**.

The word is **television**.

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

Walking on the grass with bare feet was a strange **sensation**.

The word is **sensation**.

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

Finally, I finished my homework.

The word is **finally**.

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

The teacher warned us not to **misbehave** on the school trip.

The word is **misbehave**.

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

The test was **impossible**.

The word is **impossible**.

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

Did you **hear** that noise?

The word is **hear**.

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

The shelves were covered in lots of plants and shrubs of **various** shapes and sizes.

The word is **various**.

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

The post had **arrived** on time.

The word is **arrived**.

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

I didn't **believe** the story.

The word is **believe**.

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

I woke up very **early** this morning.

The word is **early**.

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

Is there **enough** paper for everyone?

The word is **enough**.

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

Scissors don't just **disappear**.

The word is **disappear**.

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

We saw the **guards** outside Buckingham palace.

The word is **guards**.

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

My cousin was very **naughty** at the supermarket.

The word is **naughty**.

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

I was allowed to stay up late as it was a **special** occasion.

The word is **special**.

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

We investigated which **material** would be best for an umbrella.

The word is **material**.

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

I would like to **learn** Spanish.

The word is **learn**.

Test C, Paper 1: Questions mark scheme

Q	Answers	Marks								
1	(Zara) ate a juicy (pear).	1								
2	When is it lunch time? What a brilliant lunch! Lunch is at 1 o'clock today.	1								
3	A noun	1								
4	The wind blew my (favourite) kite into the (old) (oak) tree.	1								
5	We was / (were) / am running around the playground at lunchtime.	1								
6	<table border="1" style="width: 100%; border-collapse: collapse; margin: 0 auto;"> <thead> <tr style="background-color: #ffff00;"> <th style="text-align: center; padding: 5px;">Adjective</th> <th style="text-align: center; padding: 5px;">Adverb</th> </tr> </thead> <tbody> <tr> <td style="text-align: center; padding: 5px;">wobbly</td> <td style="text-align: center; padding: 5px;">carefully</td> </tr> <tr> <td style="text-align: center; padding: 5px;">ancient</td> <td style="text-align: center; padding: 5px;">next</td> </tr> <tr> <td style="text-align: center; padding: 5px;">shiny</td> <td style="text-align: center; padding: 5px;">gently</td> </tr> </tbody> </table>	Adjective	Adverb	wobbly	carefully	ancient	next	shiny	gently	1
Adjective	Adverb									
wobbly	carefully									
ancient	next									
shiny	gently									
7	(last) (thursday), (i) went to the park.	1								
8	happily	1								
9	I packed a towel, my goggles and a swimming costume.	1								
10	unkind, unpleasant, unhappy	1								
11	Any suitable adverb of time, for example Often, Regularly, Sometimes.	1								
12	<table border="1" style="width: 100%; border-collapse: collapse; margin: 0 auto;"> <thead> <tr style="background-color: #ffff00;"> <th style="width: 50%;"></th> <th style="text-align: center; padding: 5px;">New word</th> </tr> </thead> <tbody> <tr> <td style="text-align: center; padding: 5px;">prepare</td> <td style="text-align: center; padding: 5px;">preparation</td> </tr> <tr> <td style="text-align: center; padding: 5px;">sense</td> <td style="text-align: center; padding: 5px;">sensation</td> </tr> <tr> <td style="text-align: center; padding: 5px;">admire</td> <td style="text-align: center; padding: 5px;">admiration</td> </tr> </tbody> </table>		New word	prepare	preparation	sense	sensation	admire	admiration	1
	New word									
prepare	preparation									
sense	sensation									
admire	admiration									
13		1								
14	I was reading my book while the teacher was talking .	1								
15	The <u>tired little girl</u> fell asleep on the way home. Accept if 'the' is not underlined but the rest of the phrase is.	1								

Q	Answers	Marks		
16		1		
			Possession	Contraction
	I don't like art classes.			✓
	The teacher found Jake's homework in his bag.		✓	
	Amira's ballet shoes were lost.	✓		
	I'm going to play netball at lunchtime.		✓	
17	<u>I didn't go to school today</u> because I was unwell.	1		
18	"I have forgotten my PE kit," said Ted.	1		
19	The towels were <u>on</u> the bathroom shelf.	1		
20	We had a / <u>an</u> unusual fruit at snack time and a / <u>a</u> / an delicious orange drink.	1		
21	The children were going on a school trip to the zoo. To prepare for their trip, he / she / <u>they</u> / we had written down questions to ask the zookeeper.	1		
22	In the sunshine, we sat and waited for our lunch.	1		
23	The boys were dancing.	1		
24	There was <u>a</u> book taken for <u>every</u> child.	1		
25	The frog kissed the pretty princess.	1		
26	Go home.	1		
27		1		
	Present tense		Past tense	
	We know		We knew	
	We draw		We drew	
	We run	We ran		
28	Is it time to go to school?	Statement	1	
	It's time to go to school.	Exclamation		
	Go to school.	Question		
	What an amazing school this is!	Command		
29	Last Sunday, my granny took me to the zoo.	1		

Q	Answers	Marks								
30	<p>a.</p> <table border="1"> <thead> <tr> <th></th> <th>New word</th> </tr> </thead> <tbody> <tr> <td>turn</td> <td>return</td> </tr> <tr> <td>decorate</td> <td>redecorate</td> </tr> <tr> <td>appear</td> <td>reappear</td> </tr> </tbody> </table> <p>b. <i>re</i> means to do again or 'back'. For example, 'return' means to come back, 'redecorate' means to decorate again, and 'reappear' means to come back or appear again.</p> <p>(Accept any response that shows an understanding that <i>re</i> means again or back and changes the meaning of a word in this way.)</p>		New word	turn	return	decorate	redecorate	appear	reappear	1
	New word									
turn	return									
decorate	redecorate									
appear	reappear									
31	The Eiffel Tower is in France.	1								
32	W hen the children arrived at the airport, they were excited. T hen they found out that their flight was delayed for two hours. W hen they finally arrived in S pain, they were very tired.	1								
33	"What are we having for lunch?" Rachel asked.	1								
34	A verb	1								
35	The (optician) tested my (eyes).	1								
36	<u>O</u> ften, I go swimming on Saturdays.	1								
37		1								
38	<u>B</u> ecause it was so hot, we put sun cream on.	1								
39	You can visit the dinosaur museum but you mustn't touch anything.	1								
40	(<u>W</u> e) had ice creams and (they) all had chocolate sauce on top.	1								
41	What a wonderful party I went to	1								
42	Aryan has been waiting the longest.	1								
43	We wrote emails to our grandparents. We drew pictures when we got bored.	1								
44	At the shop we all bought new hats. (<u>M</u> ine) is blue.	1								
45	"I was second in the skipping race on Sports Day," said Sally happily.	1								
46	After painting, wash the brushes with warm water.	1								
47	"No running by the pool," said the lifeguard.	1								
48	After the countdown, the rocket launched into space.	1								
49	The children was / (<u>w</u> ere) having a picnic at the park.	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 **purpose**.

My cousin damaged the kite on **purpose**.

The word is **purpose**.

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

I hoped the wobbly chair would not **break**.

The word is **break**.

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

There was a tiny red and black **creature** crawling on the window sill.

The word is **creature**.

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

The **invasion** began in the middle of the night.

The word is **invasion**.

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

The **presentation** of your work is important.

The word is **presentation**.

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

I **carefully** put the ladybird back outside.

The word is **carefully**.

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

I was lost because I had **misheard** the directions.

The word is **misheard**.

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

I **disagreed** with my brother's choice of television programme.

The word is **disagreed**.

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

The autumn **leaves** were blowing around the playground.

The word is **leaves**.

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

I will **consider** my answer.

The word is **consider**.

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

I held my **breath**.

The word is **breath**.

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

I finally **completed** my homework.

The word is **completed**.

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

“Please **continue**,” said the teacher.

The word is **continue**.

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

I want to be a **famous** singer.

The word is **famous**.

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

I was facing **forward** on the train.

The word is **forward**.

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

I **heard** a strange noise outside.

The word is **heard**.

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

Exercise raises your **heart** rate.

The word is **heart**.

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

The boat arrived at the desert **island**.

The word is **island**.

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

It was just an **ordinary** day.

The word is **ordinary**.

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

The **women** were chatting loudly in the cafe.

The word is **women**.

[END]