

2016 national curriculum tests

Key stage 1

English grammar, punctuation and spelling

Paper 1: spelling

First name	
Middle name	
Last name	

Total marks	
-------------	--

Spelling

P. There was a big _____ in the garden.

1. I need to _____ my holiday suitcase.

☐

2. The _____ is dark at night.

☐

3. The snail hid inside its _____.

☐

4. My friend has a new _____ sister.

☐

5. After tea I will _____ Grandma.

☐

6. My friend has brown _____.

☐

7. A flock of geese is _____ overhead.

☐

8. The swing was made from a _____ of wood.

☐

9. The class learnt about _____ in maths.

☐

10. I like to _____ to my friends at playtime.

☐

11. My sister _____ her horse every weekend.

☐

12. I had a _____ to eat at playtime.

☐

13. I lost one _____ when building a snowman.

☐

14. My _____ cat likes to sleep all day.

☐

15. My shoes _____ my red dress.

☐

16. My mum works in an _____.

☐

17. The fireman had a long _____.

☐

18. The ball _____ higher on the hard ground.

☐

19. The nurse was _____ with my sore arm.

☐

20. My teacher told us some funny _____.

☐

END OF SPELLING TEST



Standards
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2016 key stage 1 English grammar, punctuation and spelling

Paper 1: spelling

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2016 national curriculum tests

Key stage 1

English grammar, punctuation and spelling

Administering the English grammar,
punctuation and spelling test

Paper 1: spelling

CONFIDENTIAL

This pack must be kept secure and unopened until **Tuesday 3 May 2016**. The pack must not be opened until the pupils are in the test room ready to complete the first administration of the test.

Please ensure you have read and understood the 2016 test administration guidance before opening this pack.

Pack contents:

- An overview of the key stage 1 English grammar, punctuation and spelling test Paper 1: spelling (overleaf)
- 30 copies of Paper 1: spelling

For test administration

2016 Key stage 1 English grammar, punctuation and spelling test Paper 1: spelling

The key stage 1 English grammar, punctuation and spelling test consists of 2 papers. The papers must be administered in order. Pupils do not have to sit both papers on the same day. If both papers are administered on the same day, pupils may benefit from a break between papers. Both papers can be administered to the whole class, smaller groups of pupils or on an individual basis. However, test packs must not be opened until the pupils are in the test room ready to complete the first administration of the test.

Paper 1: spelling

The following information explains how to administer the key stage 1 English grammar, punctuation and spelling test Paper 1: spelling. If you have any questions, you should check with your headteacher or key stage 1 test co-ordinator before you administer the test. The transcript for administration of the test is included in these instructions.

Please make sure you follow these instructions correctly to ensure that the test is properly administered. Failure to administer the test correctly could result in a maladministration investigation at the school.

Format	• This component of the test consists of an answer booklet for pupils to complete and a test transcript to be read by the test administrator. The transcript is included in this guidance. • Pupils will have approximately 15 minutes to complete the test (not strictly timed) by writing the 20 missing words in the answer booklet. • It is at your discretion to choose when or if a pupil(s) requires a break during the test or whether, if appropriate, to stop the test early.
Equipment	Pupils will need the equipment below: • a blue / black pen or pencil of their choice • a rubber (optional). If rubbers are not provided, tell pupils that they should cross out any answers they wish to change. Pupils are not allowed: • dictionaries • electronic spell checkers • bilingual word lists.
Assistance	• Pupils should not require any assistance during the administration of Paper 1: spelling. You must ensure that nothing you say or do during the test could be interpreted as giving pupils an advantage, e.g. indicating that an answer is correct or incorrect, or suggesting the pupil looks at an answer again. • You should take care not to overemphasise spelling when reading out the words that pupils need to spell. • There is no specific hearing impairment guidance for this test, but be careful when signing to ensure you do not convey information that would give pupils an advantage. Guidance for administering the test to pupils with a visual impairment is contained in the modified test packs.
Before the test begins	• Review the list of pupils with any particular individual needs, e.g. pupils who may need a scribe or a transcript made at the end of the test. • Ensure that you know how to administer any access arrangements correctly. Please refer to the 2016 key stage 1 access arrangements guidance. • Check that there are enough administrators to maintain adequate supervision and support during the test. You should consider the possibility of at least one test administrator needing to leave the room with a pupil. • Ensure that you understand how to deal with issues during the tests.

How to deal with issues during the test	It is impossible to plan for every scenario. Whatever action you take, pupil safety must always be your first consideration. In the following circumstances, you will need to stop the test either for an individual pupil or for the whole cohort: • test papers are incorrectly collated or the print is illegible in the answer book • a fire alarm goes off • a pupil is unwell • a pupil needs to leave the test room during the tests • a pupil is caught cheating. If you need to stop the test: • make a note of the time • make sure pupils are kept under test conditions and that they are supervised • if they have to leave the room, ensure they don't talk about the test • speak to your test co-ordinator or a senior member of staff for advice on what to do next • consider contacting the national curriculum assessments helpline on 0300 303 3013 for further advice. You should brief your headteacher on how the incident was dealt with once the test is over.
What to do at the start of the test	• Check that pupils don't have mobile phones or other disruptive items. • Check that pupils don't have any materials or equipment that may give them extra help. • Check that seating is appropriately spaced and that no pupil can see another pupil's answer booklet. • Ensure that each pupil has a copy of Paper 1: spelling.
What to say at the start of the test	It is important to brief pupils fully at the start of each test. Use these instructions to introduce Paper 1: spelling. You should use words and phrases familiar to the pupils when explaining how the test will be administered, and you may repeat them as many times as necessary to ensure that the pupils understand what to do. The wording of these instructions can be adapted, provided the meaning is retained. • Explain to the pupils that this is the key stage 1 English grammar, punctuation and spelling test Paper 1: spelling. Explain that the test will take around 15 minutes, but is not strictly timed. • Tell the pupils that they should have Paper 1: spelling in front of them. Explain to the pupils that they can use a blue / black pen or a pencil and rubber (optional) for this test. • Tell the pupils to write their names on the front of their answer booklet. Explain to the pupils that, if they want to change an answer, they should rub it out or put a line through the response they don't want to be marked. • Tell the pupils that they should work on their own, meaning that they should think of their own answers and not discuss them with others. • Ask the pupils to turn to page 2.

Notes for use of this script

The spelling test should take approximately **15 minutes** to complete (not strictly timed).

Please read out the instructions below.

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.

Do you have any questions?

Once the pupils' questions have been answered, you should explain that before you start the actual test that you are going to give them a practice question. Use the instructions below for the practice question.

Practice question

Read the question to the pupils.

*The word is **tree**.*

*There was a big **tree** in the garden.*

*The word is **tree**.*

Check that all pupils have understood that 'tree' should be written in the first blank space.

Explain that you will now read the rest of the sentences and the missing words.

Leave at least a 12-second gap between spellings.

The target words may be repeated if needed.

The 20 spellings should be read as follows:

1. Give the spelling number
2. Say: *The word is...*
3. Read the context sentence
4. Repeat: *The word is...*

You should take care not to overemphasise spelling when reading out the words.

Spelling

Spelling 1: The word is **pack**.

I need to **pack** my holiday suitcase.

The word is **pack**.

Spelling 2: The word is **sky**.

The **sky** is dark at night.

The word is **sky**.

Spelling 3: The word is **shell**.

The snail hid inside its **shell**.

The word is **shell**.

Spelling 4: The word is **baby**.

My friend has a new **baby** sister.

The word is **baby**.

Spelling 5: The word is **phone**.

After tea I will **phone** Grandma.

The word is **phone**.

Spelling 6: The word is **eyes**.

My friend has brown **eyes**.

The word is **eyes**.

Spelling 7: The word is **flying**.

A flock of geese is **flying** overhead.

The word is **flying**.

Spelling 8: The word is **plank**.

The swing was made from a **plank** of wood.

The word is **plank**.

Spelling 9: The word is **money**.

The class learnt about **money** in maths.

The word is **money**.

Spelling 10: The word is **talk**.

I like to **talk** to my friends at playtime.

The word is **talk**.

Spelling 11: The word is **rides**.

My sister **rides** her horse every weekend.

The word is **rides**.

Spelling 12: The word is **pear**.

I had a **pear** to eat at playtime.

The word is **pear**.

Spelling 13: The word is **glove**.

I lost one **glove** when building a snowman.

The word is **glove**.

Spelling 14: The word is **lazy**.

My **lazy** cat likes to sleep all day.

The word is **lazy**.

Spelling 15: The word is **match**.

My shoes **match** my red dress.

The word is **match**.

Spelling 16: The word is **office**.

My mum works in an **office**.

The word is **office**.

Spelling 17: The word is **ladder**.

The fireman had a long **ladder**.

The word is **ladder**.

Spelling 18: The word is **bounces**.

The ball **bounces** higher on the hard ground.

The word is **bounces**.

Spelling 19: The word is **gentle**.

The nurse was **gentle** with my sore arm.

The word is **gentle**.

Spelling 20: The word is **stories**.

My teacher told us some funny **stories**.

The word is **stories**.

You should now read all 20 sentences again.

Give the pupils the opportunity to make any changes they wish to their answers.

At the end of the test say: *This is the end of the test. Please put down your pen or pencil.*

What to do at the end of the test	● Follow your school's procedure for collecting and storing the pupils' test scripts. ● If any pupil needs a transcript, complete it with the pupil at the end of the test under test conditions. Particular care should be taken to ensure accurate transcriptions are made and the pupil's spellings are not corrected or amended.
Marking the tests	● Use the key stage 1 test mark schemes to mark the test, following both the general guidance and any specific guidance for each question.

2016 key stage 1 English grammar, punctuation and spelling: Administering the
English grammar, punctuation and spelling test Paper 1: spelling booklet
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OGL

2016 national curriculum tests

Key stage 1

English grammar, punctuation and spelling

Paper 2: questions

First name	
Middle name	
Last name	

Total marks	
-------------	--

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Please do not write on this page.

Practice questions

a Tick the correct word to complete the sentence below.

We were _____ on our topics.

Tick **one**.

worked

☐

works

☐

working

☐

work

☐

b Write one word on the line below to complete the sentence in the **past tense**.

I _____ to Scotland during the school holidays.

1

Tick the correct word to complete the sentence below.

Tomorrow, we could go for a walk _____ play games indoors.

Tick **one**.

when

☐

or

☐

because

☐

if

☐

1 mark

2

Tick the correct word to complete the sentence below.

_____ you go to the park, you can play a game.

Tick **one**.

And

☐

So

☐

But

☐

If

☐

1 mark

3

Which sentence is a **command**?

Tick **one**.

Pack away your paints now.

☐

You should be proud of your work.

☐

Will you show me your painting?

☐

That's your best work yet!

☐

1 mark

4

Add a **suffix** to the word fall to complete the sentence below.

The autumn leaves are fall _____ to the ground.



1 mark

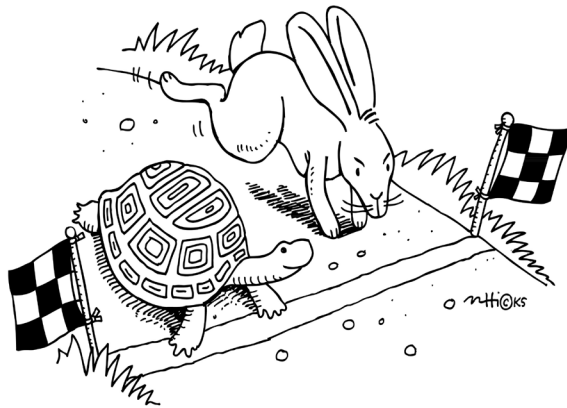
5

Add a **suffix** to the word fast to complete the sentence below.

The hare knew that he could run fast _____ than the tortoise.



1 mark



6

What type of word is underlined in the sentence below?

Gran thought the flowers were pretty.

Tick **one**.

noun

☐

verb

☐

adjective

☐

adverb

☐


1 mark

7

Why do the underlined words start with a **capital letter**?

On Saturday morning, Sarah and her family went on holiday to Scotland.



1 mark

8

Circle the **two** nouns in the sentence below.

You have left your pencil on the bench over there.



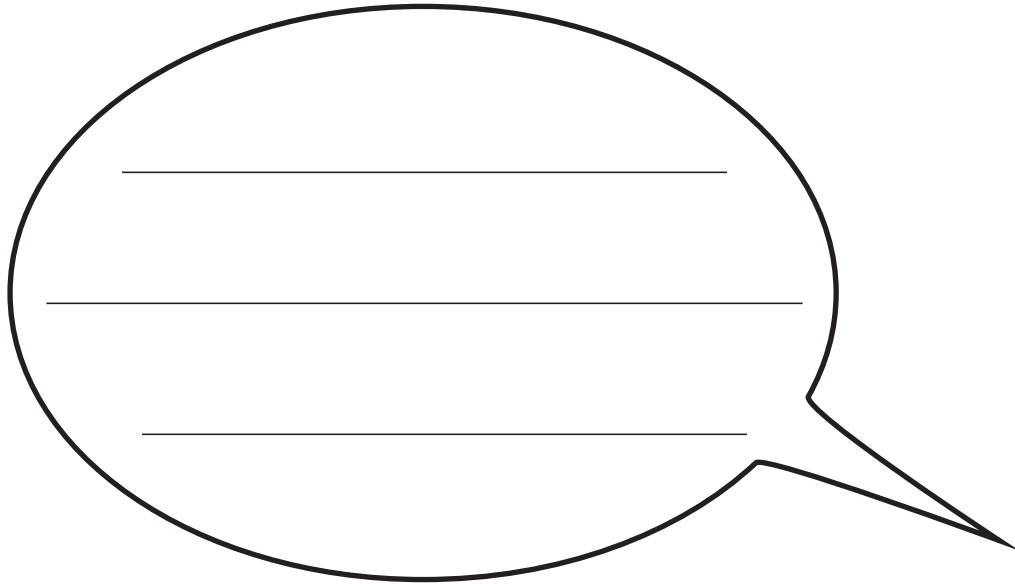
1 mark

9

Joe and Sam are finding out about lions.

Write a **question** they could ask their teacher in the speech bubble.

Remember to use correct punctuation.



2 marks

10 What type of sentence is below?

One day, Ali decided to make a toy robot.

Tick **one**.

a question

☐

a statement

☐

a command

☐

an exclamation

☐

1 mark

11 Circle the **adverb** in the sentence below.

Jamie knocked softly on his brother's bedroom door.



1 mark

12

Circle the correct verbs so that the sentence is in the **past tense**.

The sun

is	was
----	-----

 shining and Mia

played	plays
--------	-------

in the garden.



1 mark

13

Circle the **two** verbs in the sentence below.

I ran up the stairs and opened the door.



1 mark

14

Which sentence uses an **apostrophe** correctly?

Tick **one**.

Lucy's bag is green and has lots of pockets.

☐

Lucys' bag is green and has lots of pockets.

☐

Lucys bag is green and has lot's of pockets.

☐

Lucys bag is green and has lots of pocket's.

☐

1 mark

15

Add one **comma** to the sentence below in the correct place.

The museum shop sells posters mugs and badges.



1 mark

16

Circle the **full stops** that are in the wrong places.
One has been done for you.

My classroom is  quite big. There are some colourful paintings.
on the walls. My best friend. Ahmed painted one of them.



1 mark

17

Write the words did not as one word, using an **apostrophe**.

I _____ think my sandcastle would win a prize.



1 mark

18

Which punctuation mark completes the sentence below?

What a wonderful present you gave me

Tick **one**.

full stop

☐

exclamation mark

☐

question mark

☐

comma

☐

1 mark

19

Tick to show whether each sentence is written in the **past tense** or the **present tense**.

Sentence	Past tense	Present tense
Aziz gave out the paint pots.		
Aziz spills water on the table.		
Aziz needed some glue.		


1 mark

END OF TEST

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2016 key stage 1 English grammar, punctuation and spelling

Paper 2: questions

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Key stage 1

English reading

Paper 1: reading prompt and answer booklet

First name	
Middle name	
Last name	

Total marks	
-------------	--

Contents

Bella Goes To Sea

Pages 3–7

Living In A Castle

Pages 8–13

Winter Parcel

Pages 14–17

Bella Goes To Sea

Bella the goose lived with William in a cottage by the sea. William was a fisherman. He had a big garden with lots of good grass for Bella to eat. Sometimes for a treat he took Bella to the Harbour Cafe and bought her a milkshake and biscuits. But whenever William went to sea, Bella had to stay behind. "You can guard the house," he said.



Practice questions

a What was William's job?

Tick **one**.

cafe owner

☐

guard

☐

gardener

☐

fisherman

☐

b When William went away, what did he tell Bella to do?



Bella was lonely when William was away. She wished her wings were stronger so that she could fly after him. I will fly, thought Bella. She tried and tried... and at last she was flying perfectly.

One morning she followed William down to the harbour and out to sea. William was cross. "A fishing boat is no place for a goose," he said. But he let her stay. Bella loved life at sea.



1 When Bella was learning to fly, she...

Tick **one**.

was lazy.

☐

did not try hard.

☐

did not give up.

☐

found it easy.

☐

1 mark

2 Why was William cross with Bella?



1 mark

In the afternoon the sky grew dark and a wild wind began to blow. It was too rough for fishing and then the engine broke down. The little boat was blown onto some rocks with a great crunch. "We're shipwrecked," said William. "Somebody will come." But nobody came. Nobody knew they were there.



3 Why did the boat hit the rocks?



1 mark

4 The boat hit the rocks with a *great crunch*.

This means that it made...

Tick **one**.

a huge squeak.

☐

a big splash.

☐

a long creak.

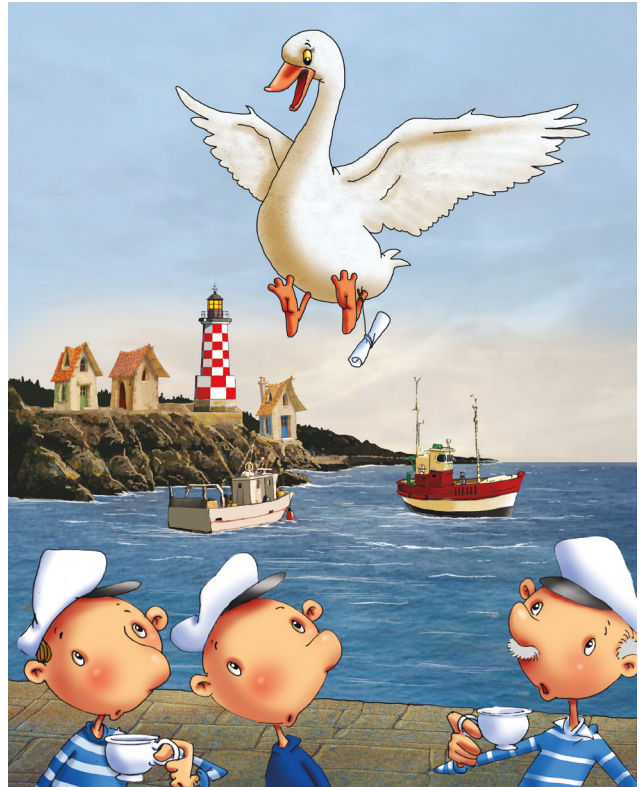
☐

a loud crash.

☐

1 mark

Next morning William wrote a message and tied it to Bella's leg. "Fly away home!" he said. I can do it, thought Bella. She flew straight to the Harbour Cafe. The other fishermen set out to rescue William and his boat. "Brave Bella!" said William. "When I get a new boat you can come with me whenever I go to sea." Bella was happy.



5 Where did Bella take William's message?

☐
1 mark

6 At the end of the story, Bella was happy. Why?

☐
1 mark

7

Number the sentences below from 1 to 4 to show the order they happened in the story.

The first one has been done for you.

William sent Bella to get help.

Fishermen came to rescue William.

The boat hit some rocks.

William went to sea on his boat.



1 mark

Useful words

ruins

battles

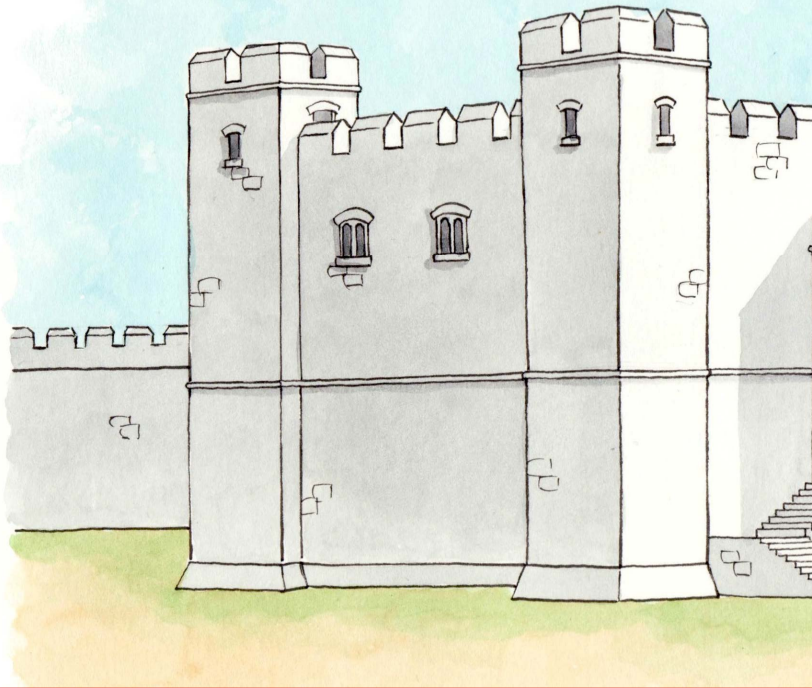
enemies

armour

LIVING IN A CASTLE

When you think of a castle, you might have stories like King Arthur in mind. You might even think of stories about princesses and dragons. But what were castles really like and who lived and worked in them?

Hundreds of years ago, when these castles were new, lots of people lived in them. The high towers and thick walls kept them safe when there were battles. Today, many castles are ruins and are falling down.



Practice questions

c What is this text about?

Tick **one**.

building a castle

☐

repairing a castle

☐

living in a castle

☐

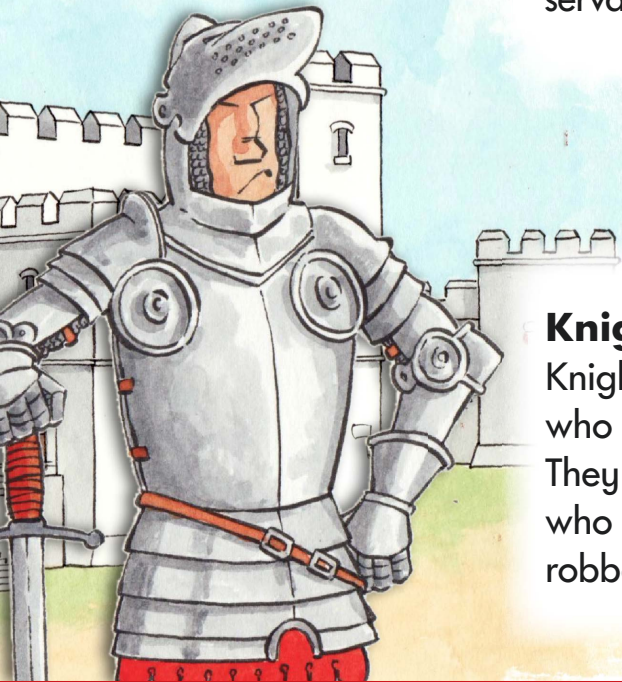
looking for a castle

☐

d **Find** and **copy** the name of the story that people might think of when they think of castles.

Lords and Ladies

A castle usually belonged to a rich lord. He lived in the castle with his family. His wife was called a lady. Their children had their own garden to play in and lots of servants to do things for them.



Knights

Knights were important men who worked for the lord. They were skilled fighters who kept the land safe from robbers and enemies.



8 Who did most castles belong to?

Tick **one**.

jesters

☐

lords

☐

knights

☐

servants

☐

1 mark

9 **Find** and **copy one** word that shows knights were very good fighters.



1 mark

10 Who did knights protect the land from?



1 mark



Jesters

A jester was there to amuse the lords and ladies. He did this by singing, dancing, telling stories or even juggling.

Servants

The servants in a castle often worked from early in the morning to late at night. They did many important jobs such as cooking, cleaning and washing. They also cared for the children and looked after the gardens.

- 11 When did the servants start work?

1 mark

- 12 Tick to show what jesters and servants did in the castle. The first one has been done for you.

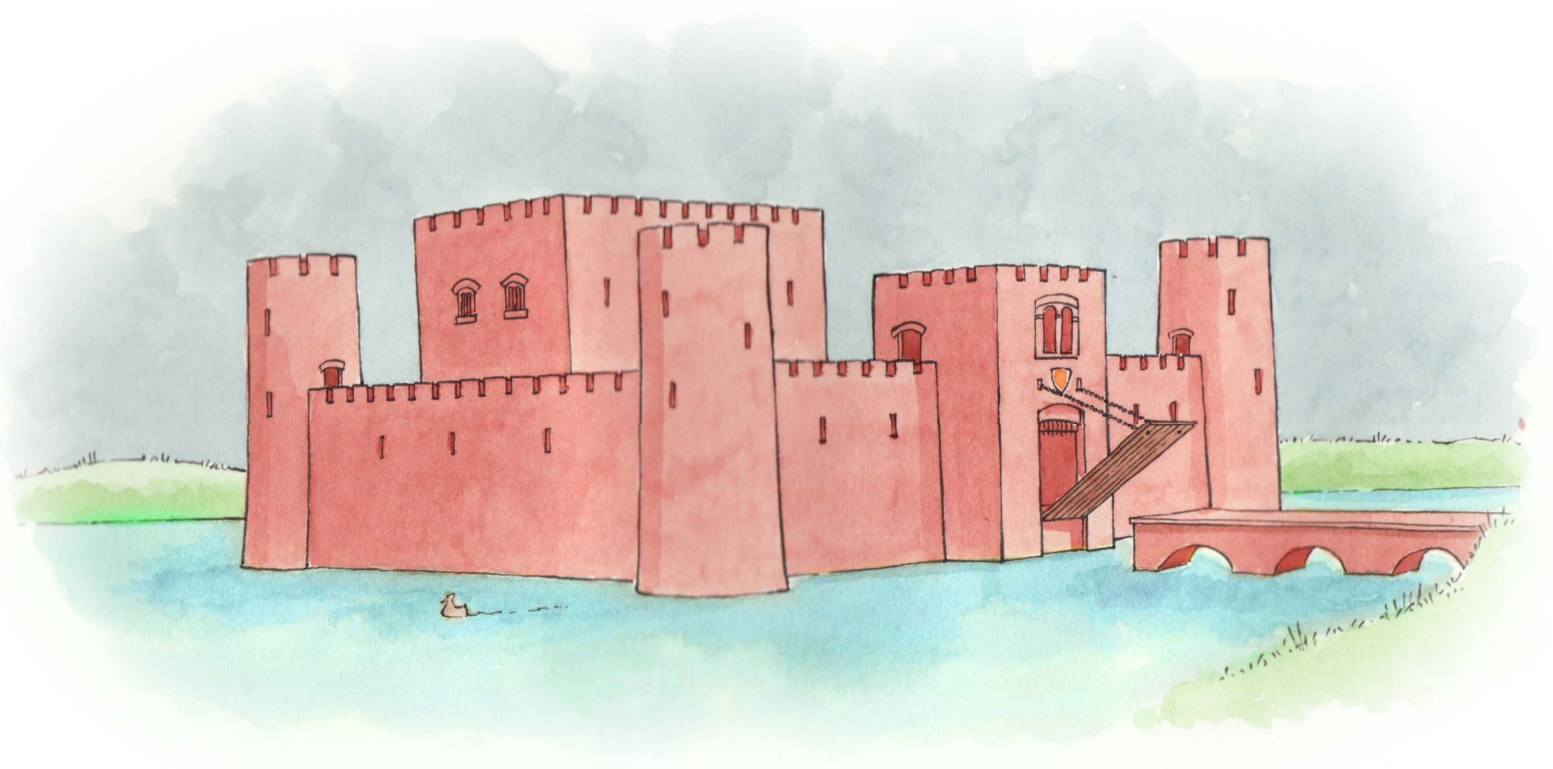
	Jesters	Servants
gardening		✓
cleaning		
dancing		
juggling		
cooking		

1 mark

Did you know?

Some castles were surrounded by a moat filled with deep water to stop enemies getting in. The only way into a castle was over a drawbridge which was lowered across the moat.

Castles were very noisy and smelly places. Animals roamed inside the walls and all sorts of people worked there. People who made things from metal clanged out armour and weapons, soldiers and knights practised fighting, and children played. The people who worked in the kitchens had to make dinner for all these people.



13 Why were some castles surrounded by a moat?



1 mark

14 What made castles smelly places?



1 mark

15 Give **two** things that people made inside the castle walls.

1. _____

2. _____



1 mark

Winter Parcel

Today I'm like a parcel,
wrapped up from top to toe,
protected from the icy winds,
the rain, the sleet and snow.

My head has got a hat on,
my neck hides in a scarf,
and on my hands some puppet gloves,
a tiger and giraffe.

My coat is thick and furry,
and does up very high.
And on my feet I've special boots,
to keep me warm and dry.

So though there's little of me
that anyone can see,
this walking, talking parcel is
most definitely ME!



16

What are **three** types of weather in this poem?

1. _____

2. _____

3. _____



1 mark

17

my neck hides in a scarf

What does this mean?

Tick **one**.

The child's neck
is hurting.

☐

The child's neck
is covered.

☐

The child is playing
hide and seek.

☐

The child's
scarf is lost.

☐

1 mark

18

What **two** animals does the child wear on her hands?

1. _____

2. _____



1 mark

Winter Parcel

Today I'm like a parcel,
wrapped up from top to toe,
protected from the icy winds,
the rain, the sleet and snow.

My head has got a hat on,
my neck hides in a scarf,
and on my hands some puppet gloves,
a tiger and giraffe.

My coat is thick and furry,
and does up very high.
And on my feet I've special boots,
to keep me warm and dry.

So though there's little of me
that anyone can see,
this walking, talking parcel is
most definitely ME!



19 Find and copy two words that show that the coat is warm.

1. _____

2. _____



1 mark

20 How is the child in the poem like a parcel?



1 mark

END OF TEST

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2016 key stage 1 English reading

Paper 1: reading prompt and answer booklet

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2016 national curriculum tests

Key stage 1

English reading

Paper 2: reading answer booklet

First name	
Middle name	
Last name	

Total marks	
-------------	--

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Questions 1–6 are about
Meet Tony Ross (pages 4–5)

(page 4)

- 1 Find and **copy one** word from the top of page 4 that means *well known*.



1 mark

(page 4)

- 2 The Little Princess reminds Tony Ross of someone. Who is it?



1 mark

(page 4)

- 3 Tick **True** or **False** for each statement about the Little Princess.

Statement	True	False
There are lots of books about her.		
She always does as she's told.		
She is 5 years old.		
She doesn't like going to bed.		



2 marks

(page 5)

4

What job did Tony Ross want to do before he became a writer and illustrator?



1 mark

(pages 4 and 5)

5

Complete the table with the names of the writers and the characters they write about.

Character	Writer
	Francesca Simon
Dr Xargle	
Mr Toffy	



1 mark

(page 5)

6

Why does Tony Ross like to illustrate his own books more than books by other people?



1 mark

Questions 7–18 are about *The Greedy Man* (pages 6–11)

(page 6)

7 There are two men in the story.

Which man is kind and which man is greedy?

kind _____

greedy _____



1 mark

(page 6)

8 Where were the two neighbours walking at the beginning of the story?

Tick **one**.

in a town

☐

along a riverbank

☐

on a bridge

☐

through a field

☐

1 mark

(page 6)

9

The farmer let the bird go when its wing had healed because...

Tick **one**.

he knew it needed to be free.

☐

he wanted to get a seed.

☐

he wanted to hunt with it.

☐

he knew it was going to die.

☐

1 mark

(page 7)

10

Why was the farmer surprised when he opened up the first pumpkin?



1 mark

(page 7)

11 What made the greedy man feel sick?

Tick **one**.

The farmer had a beautiful pumpkin plant.

☐

The farmer was richer than he was.

☐

The farmer was boasting about his plant.

☐

The farmer was kinder than he was.

☐

1 mark

(page 8)

12 The greedy man searched for a wounded bird.

Why did he do this?



1 mark

- 13** Why did the greedy man take a slingshot with him on the third day?

Tick **one**.

He couldn't wait any longer to catch a bird.

☐

He couldn't carry the bird home.

☐

He wanted to scare the birds away.

☐

He wanted to shake the branches of the trees.

☐

1 mark

- 14** Give **two** things the greedy man does that tell you he could not wait for the seed to grow.

1. _____

2. _____



2 marks

(page 10)

- 15 Why did the greedy man start *clapping his hands in delight*?



1 mark

(page 10)

- 16 Look at the paragraph beginning *The greedy man began to climb the vine...*

Find and **copy one** word that means the same as *sparkle*.



1 mark

- 17 The greedy man's first surprise was that there was no gold or silver on the moon.

On page 11, what was the **second** big surprise for the greedy man?



1 mark

18 Look at the whole story.

Number the sentences 1 to 5 to show the order that they happen in the story.

The first one has been done for you.

The farmer became rich.

The two neighbours saw a wounded bird.

1

The greedy man broke a bird's wing.

The farmer picked up the wounded bird.

The greedy man climbed up the vine.



1 mark

END OF TEST

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2016 key stage 1 English reading

Paper 2: reading answer booklet

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The Greedy Man: Bloomsbury Children's Books

Author: text adapted from *The Greedy Man*, in *Moon Tales* by Rina Singh

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