

2017 national curriculum tests

Key stage 1

English grammar, punctuation and spelling

Paper 1: spelling

First name	
Middle name	
Last name	

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

Spelling

P. The _____ covered the branches.

1. Remember to _____ your hands before cooking.

☐

2. I ride my _____ to school.

☐

3. The Moon looks _____ as it is so far away.

☐

4. My sister is learning to _____.

☐

5. Jo is playing in the _____.

☐

6. The dentist told me to open my _____.

☐

7. Where is the _____?

☐

8. The hamster's _____ needs cleaning.

☐

9. Dan is _____ on his project.

☐

10. My older brother _____ our fence.

☐

11. The quiz team _____ all of the answers.

☐

12. Lots of people were _____ at the party.

☐

13. Sonia ran around the football _____.

☐

14. The _____ held his breath under the water.

☐

15. I solved the _____ quickly.

☐

16. I saw a _____ at the farm.

☐

17. The _____ leapt out of the sea.

☐

18. The daffodils look _____.

☐

19. The netball team won their _____ game.

☐

20. The pirates found the _____.

☐

End of spelling test



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2017 key stage 1 English grammar, punctuation and spelling

Paper 1: spelling

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2017 national curriculum tests

Key stage 1

English grammar, punctuation and spelling

Administering the English grammar,
punctuation and spelling test

Paper 1: spelling

CONFIDENTIAL

This test can be administered during **May 2017**.

The confidentiality and integrity of the test must be maintained until **Monday 5 June 2017**. The test must not be shared or made available outside your school before this date.

Please ensure you have read and understood the 2017 test administration guidance before administering the test.

For test administration

2017 Key stage 1 English grammar, punctuation and spelling test

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.

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.

Administrators can stop individual pupils at any stage of the test if they feel it is appropriate for that particular pupil.

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. • It is expected that the test will take approximately 15 minutes to complete (not strictly timed). • It is at your discretion to choose when or if a pupil 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 • 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 2017 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 test.

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 test • 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. 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. This is the key stage 1 English grammar, punctuation and spelling test Paper 1: spelling. The test will take around 15 minutes. You should have Paper 1: spelling in front of you. Write your name on the front of your answer booklet. When we are doing the test, if you want to change an answer, you should rub it out or put a line through the answer you don't want to be marked. You need to work on your own. You need to think of your own answers and you mustn't talk about them with anyone else. Do you have any questions you want to ask me now?

This section continues on the next page.

**What to say
at the start
of the test**
(continued)

Practice question

- Read the question to the pupils.

The word is **snow**.

The **snow** covered the branches.

The word is **snow**.

- Check that all pupils have understood that 'snow' 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 **wash**.

Remember to **wash** your hands before cooking.

The word is **wash**.

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

I ride my **bike** to school.

The word is **bike**.

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

The Moon looks **small** as it is so far away.

The word is **small**.

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

My sister is learning to **drive**.

The word is **drive**.

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

Jo is playing in the **garden**.

The word is **garden**.

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

The dentist told me to open my **mouth**.

The word is **mouth**.

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

Where is the **bathroom**?

The word is **bathroom**.

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

The hamster's **cage** needs cleaning.

The word is **cage**.

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

Dan is **working** on his project.

The word is **working**.

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

My older brother **fixed** our fence.

The word is **fixed**.

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

The quiz team **know** all of the answers.

The word is **know**.

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

Lots of people were **dancing** at the party.

The word is **dancing**.

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

Sonia ran around the football **pitch**.

The word is **pitch**.

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

The **swimmer** held his breath under the water.

The word is **swimmer**.

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

I solved the **puzzle** quickly.

The word is **puzzle**.

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

I saw a **turkey** at the farm.

The word is **turkey**.

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

The **dolphin** leapt out of the sea.

The word is **dolphin**.

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

The daffodils look **pretty**.

The word is **pretty**.

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

The netball team won their **final** game.

The word is **final**.

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

The pirates found the **treasure**.

The word is **treasure**.

- **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.

2017 key stage 1 English grammar, punctuation and spelling
Administering the English grammar, punctuation and spelling test Paper 1: spelling
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2017 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

Write one word to complete the sentence below.

We have PE outside _____ it is not raining.

b

Circle the word in the sentence below that must have a **capital letter**.

my class is singing in assembly.

1 Tick the correct word to complete the sentence below.

Sasha was running to school _____ she was late.

Tick **one**.

if

☐

or

☐

that

☐

because

☐

1 mark

2 Tick **one** word to complete the sentence below.

Potatoes are good for you, _____ you should not eat chips too often.

Tick **one**.

that

☐

but

☐

when

☐

or

☐

1 mark

3

Why does the underlined word start with a **capital letter** in the sentence below?

Dad cleaned the kitchen and Joe helped.



1 mark

4

Look at where the arrow is pointing.

Archie the hamster eats seeds nuts and dried peas every day.



Which punctuation mark is needed?

Tick **one**.

an apostrophe

☐

a comma

☐

a full stop

☐

a question mark

☐

1 mark

5

Circle the **noun** in the sentence below.

The shoes were shiny.



1 mark

6

Add a **full stop** or a **question mark** to complete each sentence below.

There is a pony in the field

Are we going swimming

Have you seen my hat and gloves



1 mark

7

Circle the **adjective** in the sentence below.

Take a blue crayon from the box to colour in the sky.



1 mark

8

Add **two** full stops in the correct places below.

Jamie walks to school with his mum Alex joins them



1 mark

9

Draw a line to match each word to the **suffix** that turns it into a noun.

Word**Suffix**

kind

ness

ment

enjoy

ness

ment

tired

ness

ment



1 mark

10

Write one **adverb** to complete the sentence below.

We cut out the shapes _____.



1 mark

11

Which sentence uses an **exclamation mark** correctly?

Tick **one**.

What a beautiful picture you've drawn!

☐

Do you like art!

☐

How did you make the colour so bright!

☐

Can you help Samir finish his painting!

☐

1 mark

12

Tick the **noun phrase** below.

Tick **one**.

the tiny insect

☐

so quickly

☐

had been eating

☐

very colourful

☐

1 mark

13

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

Anna washed the grapes and shared them with
her friends.



1 mark

14

Write an **apostrophe** in the correct place in the sentence below.

Those are Jims books.



1 mark

15

Write **one** verb to complete what each child is saying.

Today, I am _____ a picture.



1 mark

Yesterday, I _____ a picture.



1 mark

16

Write **one** sentence to describe something you see in the picture.

Remember to use correct punctuation.



2 marks

- 17** Tick to show whether each noun is **singular** or **plural**.

Noun	Singular	Plural
dress		
house		
socks		

☐
1 mark

- 18** Which sentence is written in the **present tense**?

Tick **one**.

Mum took Ella breakfast in bed. ☐

Mum makes Ella a hot drink. ☐

Mum gave Ella a book. ☐

Mum told Ella a story. ☐

☐
1 mark

End of test

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2017 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	
-------------	--

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Contents

There's an Octopus Under my Bed! Pages 4–11

I'm Riding on a Giant Pages 12–16

World of Water Pages 18–21

Useful word

octopus

There's an Octopus Under my Bed!

Molly didn't like tidying up.

On Monday, Molly was playing in her room when her mother said, "Molly, tidy up!"

But she was too busy being a princess. Then Molly went for tea, and she still hadn't tidied up.



Practice questions

a When did the story start?

Tick **one**.

Monday

☐

Wednesday

☐

Tuesday

☐

Thursday

☐

b Where was Molly playing?

When she came back, the palace
had gone. Her bedroom was tidy.
Molly didn't understand.
“It's magic,” thought Molly.



1 Molly didn't understand.

This means Molly was...

Tick **one**.

angry.

☐

sad.

☐

happy.

☐

confused.

☐

1 mark

2 What did Molly think was *magic*?



1 mark

On Tuesday, Molly was racing in the garden when her mother said, “Molly, tidy up!”

But she was too busy hopping around her race track. Then Molly went for tea, and she still hadn’t tidied up.

When she came back, her race track had disappeared. “Something with a lot of arms is tidying up,” thought Molly.



3 What was Molly doing on Tuesday?

1 mark

4 Molly thought that something with many arms had been in the garden.

Why?

Her race track had been...

Tick **one**.

eaten up.

☐

dropped.

☐

picked up.

☐

broken.

☐

1 mark

On Wednesday, Molly was building a monster when her mother said, “Molly, tidy up!” But Molly was too busy having fun. Then Molly went for tea, and she still hadn’t tidied up.

When Molly came back, the living room was tidy.

“Who’s tidying up? I’d like to meet them. Maybe it’s an octopus...” she thought.

Molly looked everywhere: under her bed, inside the top drawer and even down the toilet!

But Molly couldn’t find Octopus anywhere. Then she had an idea...



5

Why was Molly always too busy to tidy up?



1 mark

6

Where did Molly look for the octopus?

Write down **one** place.



1 mark

7

Then she had an idea...

The word *idea* means...

Tick **one**.

a dream.

☐

a feeling.

☐

a thought.

☐

an adventure.

☐

1 mark

On Thursday, when her mother said, “Molly, tidy up!”, Molly carried on dancing, making a massive mess of her bedroom.

And when Molly went for tea, she ate it super fast and raced back to her bedroom.

Molly imagined Octopus would be very busy today because she’d left a huge mess.

But she had a surprise... there wasn’t an octopus: it was her mother!

So on Friday, when her mother said, “Molly, tidy up!”, she did.



8

Why did Molly rush to finish her tea?

Tick **one**.

She wanted to carry on playing.

☐

She wanted to tidy her room.

☐

She wanted to see the octopus.

☐

She wanted to carry on dancing.

☐

1 mark

9

Draw **three** lines to show where Molly was playing on each day.

Monday



garden



Tuesday



living room



Wednesday



bedroom



1 mark

Useful words

ducking down

safe as houses

I'm Riding on a Giant

I'm riding on a giant.

I'm way up in the sky.

Looking down on everyone

From higher up than high.



Practice questions

c What does the child say they are riding on?

Tick **one**.

a cloud

☐

a giant

☐

a horse

☐

a train

☐

d Who is the child looking down on?

I'm holding on to giant's ears

As we stride along the street

Shouting down at people,

"Hey! Mind my giant's feet!"

We're ducking down through doorways.

We're walking over walls.

I'm safe as houses way up here.

My giant never falls.



10 What is the child holding on to?



1 mark

11 As we stride along the street

Which word means the same as *stride*?

Tick **one**.

crawl

☐

march

☐

dance

☐

climb

☐

1 mark

People down below us
Simply stop and stare.
Then when they see our shadow,
Oh wow! They get a scare.
I'm taller than the tree-tops.
I'm high enough to fly.
Another centimetre and I'd
Bump into the sky.



12 What happens when people see the shadow?


1 mark

I've been riding on my giant,

Oh! What a day I've had.

I'm not afraid of giants,

'Cause this one is my dad.



13 Why did the child describe their father as a giant?

☐
1 mark

14 Which of these do you think the child is likely to say at the end of the outing?

Tick **one**.

That was fun, Mum. Can you do it all over again?

☐

That was so scary. I never want to do it again!

☐

That was really boring, Dad.

☐

That was great, Dad. Let's do it again!

☐

☐
1 mark

PLEASE TURN OVER TO THE NEXT PAGE.

Please do not write on this page.

Useful words

bodies of water

World of Water

Water is important to life. Plants and animals need it to grow. We use water to drink, cook and clean. A large part of the Earth is covered in water.



A lake



A river



An ocean

Where can you find water?

We can see water fall from the sky as rain, or frozen into ice and snow. You can find water in the sea, in lakes and in rivers. Let's find out more about water in nature...

15 Why is water so important?



1 mark

16 Give **two** places where you could find water in nature.

1. _____

2. _____



1 mark

Water in nature

Water from lakes, rivers and streams is called fresh water and, after cleaning, it can be used for drinking.

Water from oceans and seas is called salt water.

Drinking lots of salt water can make you very ill.

Seas

Seas are large areas of salt water that surround the land. The largest seas are called oceans. The three biggest oceans are the Atlantic, the Indian and the Pacific. The Pacific Ocean is the biggest of them all.

17 What is the main difference between seawater and fresh water?

Tick **one**.

dirt

☐

salt

☐

fish

☐

air

☐

1 mark

18 What is the name of the biggest ocean?



1 mark

Lakes

Lakes are large bodies of water with land all around them. Most lakes are full of fresh water. Lake Victoria in Africa is one of the biggest lakes in the world.



Lake Victoria

Rivers

Rivers are full of fresh, moving water and flow across the land. Some of England's rivers are the Avon, the Mersey, the Thames and the Tyne.



River Tyne

19 The text tells us about rivers in England.

Name **two** of them.

1. _____

2. _____

1 mark

20 Draw **three** lines to describe oceans, lakes and rivers.

oceans

bodies of fresh water

lakes

moving fresh water

rivers

large areas of salt water

1 mark

End of test

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2017 key stage 1 English reading

Paper 1: reading prompt and answer booklet

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There's an Octopus Under my Bed!: Bloomsbury Publishing Plc, 2000. Author: Dawn Apperley

I'm Riding on a Giant: Taken from *Family Poems*, Scholastic Children's Books, 2002. Author: David Whitehead

World of Water: Adapted from *Planet Earth* (Explorers series), Macmillan Children's Books, 2011.

Author: Daniel Gilpin

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2017 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
Sea Spray Swimming Pool (pages 4–5)

(page 4)

1 Who might be interested in reading this poster?



1 mark

(page 4)

2 When are the swimming lessons?



1 mark

(page 4)

3 Give **two** things that the instructors at Sea Spray Pool are trained to teach.

1. _____

2. _____



1 mark

(page 5)

4

Find and **copy two** things children have to take when they go to the lessons.

1. _____

2. _____



1 mark

(page 5)

5

'golden' rules

This means the rules are...

Tick **one**.

very expensive
to follow.

☐

only for good
swimmers.

☐

very important.

☐

completely useless.

☐

1 mark

6

Put ticks in the table to show which sentences are **true** and which are **false**.

Sentence	True	False
The lessons are only for good swimmers.		
A six-year-old could take part in the lessons.		
Children can sign up on their own.		
There is a party at the end of the course.		



2 marks

Questions 7–15 are about *The Fox and the Boastful Brave*
(pages 6–8)

(page 6)

7

Just in time, he heard someone singing. Fox dashed off the path and hid behind a bush.

Find and **copy one** word that shows that Fox moved quickly.



1 mark

(page 6)

8

What did Fox think was coming over the hill?

Tick **one**.

a horse

☐

a man

☐

a bird

☐

a fish

☐

1 mark

(page 7)

9

Explain why Fox became interested in Heron Feather when he heard his song.



2 marks

(page 7)

10

What was Heron Feather on his way to do?



1 mark

(page 7)

11 **How** did Fox trick Heron Feather into picking him up?

Tick **one**.

He prepared to pounce.

☐

He lay on the path.

☐

He bounded ahead.

☐

He hid in a bush.

☐

1 mark

(page 7)

12 (a) How did Fox escape from the bag?



1 mark

(b) Why did Heron Feather **not** notice Fox's escape?



1 mark

(pages 6–8)

- 13** (a) The story shows that **Heron Feather** was...

Tick **one**.

truthful.

☐

foolish.

☐

very brave.

☐

hard-working.

☐

1 mark

- (b) The story shows that **Fox** was...

Tick **one**.

loud.

☐

slow.

☐

clever.

☐

shy.

☐

1 mark

(page 8)

- 14** (a) How do you think Heron Feather felt at the end of the story?



1 mark

- (b) Why did he feel like that?



1 mark

(pages 6–8)

- 15** Number the following events from 1 to 5 to show the order that they happened in the story.

The first one has been done for you.

Heron Feather picked up Fox.

Fox pretended to be dead.

Fox ate the fish.

Fox saw Heron Feather.

Fox wanted Heron Feather's fish.



1 mark

End of test

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2017 key stage 1 English reading

Paper 2: reading answer booklet

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