

2018 national curriculum tests

Key stage 1

English grammar, punctuation and spelling

Paper 1: spelling

First name	
Middle name	
Last name	

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

Spelling

P. We are going out _____.

1. Sharks live in the _____.

☐

2. Amy explored the _____ with a torch.

☐

3. The _____ made a nest.

☐

4. That joke was really _____.

☐

5. Protect your _____ from the sun.

☐

6. The leaves _____ from the trees.

☐

7. We learnt about the _____ river in the country.

☐

8. The shop was _____.

☐

9. Turn _____ when you get to the park.

☐

10. My slippers are soft and _____.

☐

11. I threw the _____ and moved my counter.

☐

12. The _____ glided slowly across the pond.

☐

13. The _____ was on a secret mission.

☐

14. The owl flew _____ the rooftops.

☐

15. We put _____ in the fruit salad.

☐

16. The _____ came off my toy car.

☐

17. Our _____ shop sells vegetables.

☐

18. The umbrella is _____ because it is broken.

☐

19. A sharp pencil makes it _____ to draw.

☐

20. The train left the _____.

☐

End of spelling test



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2018 key stage 1 English grammar, punctuation and spelling

Paper 1: spelling

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2018 national curriculum tests

Key stage 1

English grammar, punctuation and spelling

Administering Paper 1: spelling

CONFIDENTIAL

The optional English grammar, punctuation and spelling test can be administered during **May 2018**.

The confidentiality and integrity of the test must be maintained until **Friday 1 June**. The test must not be shared or made available outside your school before this date.

Please ensure you have read and understood the 2018 test administration guidance before administering the test.

For test administration

2018 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. All test materials must be stored securely until Friday 1 June.

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 follow these instructions correctly to ensure the test is properly administered. Failure to administer the test correctly could result in a maladministration investigation.

Format	● Paper 1: spelling 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 Paper 1 will take approximately 15 minutes to complete, but it is 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	Each pupil will need the equipment specified below: ● a pencil or blue/black pen ● 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 or electronic translators.
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, for example 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 could give pupils an advantage. If this paper is presented through sign language, finger spelling must not be used. ● Guidance for administering the test to pupils with a visual impairment is contained in the relevant modified test pack.
Before the test begins	● Review the list of pupils with any particular individual needs, for example pupils who may need support from a scribe or a transcript made at the end of the test. ● Ensure you know how to administer any access arrangements correctly by referring to the 2018 key stage 1 access arrangements guidance. ● Check there are enough test administrators to maintain supervision and support during the test. You should consider the possibility that at least one test administrator might need to leave the room with a pupil. ● Ensure you understand how to deal with issues during the test.

What to do at the start of the test	- Check that seating is appropriately spaced and that no pupil can see another pupil's answer booklet. - Check that pupils do not have mobile phones or other disruptive items. - Check that pupils do not have any materials or equipment that may give them extra help. - Ensure that each pupil has a copy of Paper 1: spelling.
How to introduce the test	- It is important to brief pupils fully at the start of each test. Use these instructions to introduce Paper 1: spelling. - The wording of these instructions can be adapted, provided the meaning is retained. <i>This is the English grammar, punctuation and spelling test</i> <i>Paper 1: spelling.</i> <i>The test will take around 15 minutes.</i> <i>You should have Paper 1: spelling in front of you.</i> <i>Write your name on the front of your answer booklet.</i> <i>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.</i> <i>You need to work on your own. You should think of your own answers and you must not talk about them with anyone else.</i> <i>Do you have any questions?</i> <i>Now turn to page 2.</i> <i>There is 1 practice question that we'll do together.</i> - Read the practice spelling to the pupils. <i>The word is today.</i> <i>We are going out today.</i> <i>The word is today.</i> - Check all pupils have understood that 'today' 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: <i>The word is...</i> 3. Read the context sentence 4. Repeat: <i>The word is...</i> - You should take care not to overemphasise spelling when reading out the words.

Spelling

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

Sharks live in the **sea**.

The word is **sea**.

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

Amy explored the **cave** with a torch.

The word is **cave**.

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

The **bird** made a nest.

The word is **bird**.

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

That joke was really **funny**.

The word is **funny**.

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

Protect your **skin** from the sun.

The word is **skin**.

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

The leaves **fall** from the trees.

The word is **fall**.

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

We learnt about the **longest** river in the country.

The word is **longest**.

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

The shop was **closed**.

The word is **closed**.

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

Turn **right** when you get to the park.

The word is **right**.

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

My slippers are soft and **warm**.

The word is **warm**.

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

I threw the **dice** and moved my counter.

The word is **dice**.

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

The **swan** glided slowly across the pond.

The word is **swan**.

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

The **spy** was on a secret mission.

The word is **spy**.

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

The owl flew **above** the rooftops.

The word is **above**.

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

We put **grapes** in the fruit salad.

The word is **grapes**.

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

The **wheel** came off my toy car.

The word is **wheel**.

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

Our **local** shop sells vegetables.

The word is **local**.

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

The umbrella is **useless** because it is broken.

The word is **useless**.

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

A sharp pencil makes it **easier** to draw.

The word is **easier**.

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

The train left the **station**.

The word is **station**.

- **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.

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 • an incorrect test has been administered • a fire alarm goes off • a pupil is unwell • a pupil needs to leave the room • a pupil is caught cheating. If you need to stop the test: • make sure the pupils are kept under test conditions and that they are supervised • if the pupils have to leave the room, ensure they do not 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 end of the test	• Follow your school's procedure for collecting and storing the pupils' test scripts. • All test materials must be stored securely until Friday 1 June. • If you need to make a transcript of a test script, complete it with the individual 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.

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2018 key stage 1 English grammar, punctuation and spelling
Administering Paper 1: spelling
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2018 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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Practice questions

a Circle the **full stop** below.

The classroom display is great.

b Tick the correct option to complete the sentence below.

_____ going to Jasvir's party.

Tick **one**.

Were' ☐

W'ere ☐

Wer'e ☐

We're ☐

1 Tick the correct word to complete the sentence below.

It was raining heavily, _____ Fatima went out to play.

Tick **one**.

but ☐

if ☐

or ☐

that ☐

☐
1 mark

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

The tree was taller than the house.

☐
1 mark

3

What type of word is underlined in the sentence below?

We saw the boat move across the pond.

Tick **one**.

a verb

☐

a noun

☐

an adjective

☐

an adverb

☐

1 mark

4

Add **two** letters to the word happy to make a word that means not happy.

We went to a football game. Our team lost and I

was very ____happy.



1 mark

5

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

We all sang loudly in assembly.



1 mark

6

Tick the name of the punctuation mark that should complete each sentence.

Sentence	Full stop	Question mark
When will we get to London		
When should I start cooking the dinner		
When the bell rings, it will be lunchtime		



1 mark

7

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

We played with our cat in the garden.

☐
☐
☐
☐


1 mark

8

Look at the parts of the words in bold.

cheer**ful**

help**ed**

hope**less**

kind**ness**

What is the name for this part of the word?

Tick **one**.

an adverb

☐

a noun phrase

☐

a suffix

☐

a verb

☐


1 mark

9

Circle **one** word in the sentence below that can be replaced with the word if.

My friend and I ride our bikes to school when the weather is good.



1 mark

10

Which punctuation mark is needed in the sentence below?

Charlie read a story a poem and a letter.

Tick **one**.

a comma

☐

an apostrophe

☐

a question mark

☐

an exclamation mark

☐

1 mark

11

Which option is punctuated correctly?

Tick **one**.

My sister loves netball she plays every Saturday

☐

my sister loves netball She plays every Saturday.

☐

My sister loves netball. She plays every Saturday.

☐

my sister loves netball. she plays every Saturday

☐

1 mark

12

The sentence below should all be in the **past tense**.

Circle **one** word that needs to be changed.

The swimming pool was closed so Ted plays in the park.



1 mark

13

What is the sentence below? The end punctuation is covered.

What a fantastic piece of work that is ■

Tick **one**.

a statement

☐

a command

☐

an exclamation

☐

a question

☐

1 mark

14

Circle the **verb** in the sentence below.

Lisa sticks all the pictures in her big scrapbook.



1 mark

15

Tick the sentence that shows what the teacher is doing now.

Tick **one**.

The teacher wrote on the board.

☐

The teacher is looking at the paintings.

☐

The teacher asked the class to tidy up.

☐

The teacher was reading a story.

☐

1 mark

16

Circle the **two** words that need a capital letter in the sentence below.

last week i visited the zoo with my brother.



1 mark

17

Circle the word that shows the sentence below is in the **present tense**.

The drink is very hot.



1 mark

18

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

The king could not decide which present he liked best.

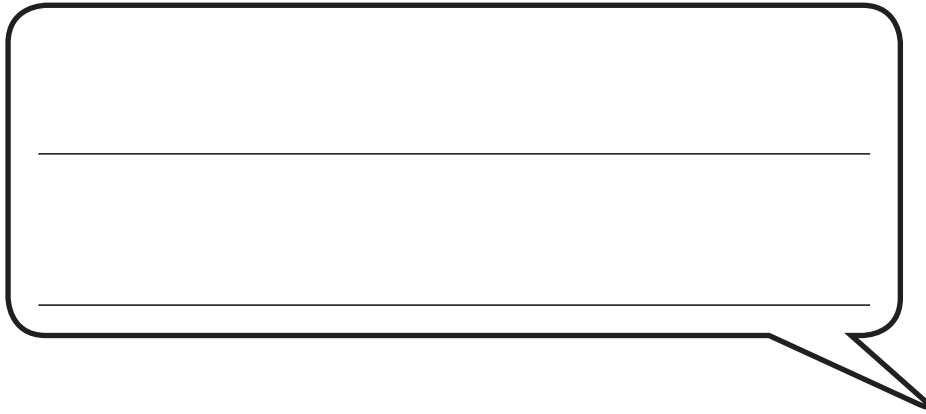


1 mark

19

Write a **command** a teacher could say at the end of playtime.

Remember to use correct punctuation.



2 marks

End of test

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2018 key stage 1 English grammar, punctuation and spelling

Paper 2: questions

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2018 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 1–7 are about *Games From Around the World*
(pages 4–6)

(page 4)

1 Children around the world...

Tick **one**.

do not like playing games.

☐

only play one game.

☐

play many games.

☐

must have very expensive games.

☐

1 mark

(page 4)

2 Find and **copy two** things that could be hidden in *Pilolo*.

1. _____

2. _____



1 mark

(page 5)

3 Look at the *Statues* section.

Why is *Statues* a good name for this game?



1 mark

(page 5)

4 What do the words *Oonch Neech* mean?



1 mark

(pages 4–5)

5 One player does something different from the other players in all five games.

What are they doing differently in...

(a) *Pilolo*?



1 mark

(b) *Kangaroo Skippyroo*?



1 mark

(pages 4–6)

- 6 Draw **four** lines to match these games to what the text says you need to win each one.

<i>Oonch Neech</i>	energy
<i>Pilolo</i>	speed
<i>Statues</i>	luck
<i>Pass the Parcel</i>	balance



1 mark

(pages 4–5)

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

Sentence	True	False
In <i>Pilolo</i> , players try to find hidden items.		
In <i>Statues</i> , one child shouts, 'freeze'.		
In <i>Oonch Neech</i> , players must stand very still.		
<i>Kangaroo Skippyroo</i> is a game all about luck.		



2 marks

Questions 8–10 are about *Cobweb Morning* (page 7)

(page 7)

8 The children saw the cobwebs in...

Tick **one**.

a park.

☐

a street.

☐

a garden.

☐

a playground.

☐

1 mark

(page 7)

9 (a) What did the children usually learn on a Monday morning?



1 mark

(b) What did the children learn about **this** Monday morning when they went outside?



1 mark

10 The poem explains how cold weather...

Tick **one**.

damages cobwebs.

☐

changes how cobwebs look.

☐

makes cobwebs stronger.

☐

helps spiders to make webs.

☐

1 mark

Questions 11–16 are about *A New Home* (pages 8–9)

(page 8)

11 What other creatures lived by the pond?

Write **two** answers.

1. _____
2. _____



1 mark

(page 8)

12 *One day, huge, rumbling, grumbling machines crawled towards the pond.*

What does this sentence tell you about the machines?

Tick **one**.

They moved quickly. ☐

They were noisy. ☐

They were small. ☐

They were silent. ☐



1 mark

(page 8)

13 Why did the ducks leave their home?

Tick **one**.

It was too small.

☐

It was destroyed.

☐

They wanted to live in the sea.

☐

They wanted to explore.

☐

1 mark

(page 9)

14 The ducks did not like the sea. Why not?

Write **two** reasons.

1. _____

2. _____



2 marks

(page 9)

15 Why did someone put the ducks in a box?

Tick **one**.

to take them to a new home

☐

to protect them from seagulls

☐

to live in the box

☐

to take them back to their old pond

☐

1 mark

(pages 8–9)

16 Number the following from 1 to 5 to show the order things happen in the story.

The first one has been done for you.

Machines destroyed the pond.

☐

The ducks lived happily in the pond.

The ducks were set free on a lake.

☐

The ducks were rescued by a helper.

☐

The ducks hid in some thick reeds.

☐

1 mark

End of test



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2018 key stage 1 English reading

Paper 2: reading answer booklet

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Cobweb Morning: Taken from *The Jungle Sale*, Viking, 1998. Author: June Crebbin

A New Home: Adapted from *Refugees*, Lothian Books, 2004. Author: David Miller

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