

2019 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 always _____ the rabbits before school.

1. The display is on the _____.

☐

2. Amar _____ his teddy a hug.

☐

3. Matt ate a slice of _____.

☐

4. Amy moved the _____.

☐

5. My little _____ is four years old.

☐

6. My friend has very long _____.

☐

7. What is all the _____ about?

☐

8. My cousin is saving up to _____ a scooter.

☐

9. Please read that story _____.

☐

10. The _____ came out at night.

☐

11. There was a spare _____ on the bus.

☐

12. The detective found a _____.

☐

13. That was a _____ film!

☐

14. We will _____ classrooms next year.

☐

15. They went the _____ way.

☐

16. Remember to _____ off the light.

☐

17. Coins are made out of _____.

☐

18. In maths, we learnt what a _____ is.

☐

19. The audience _____ loudly.

☐

20. Our teacher tells us the _____ stories.

☐

End of spelling test



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2019 key stage 1 English grammar, punctuation and spelling

Paper 1: spelling

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OGL

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2019 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 2019**.

The confidentiality and integrity of the test must be maintained until **Monday 3 June**. The test must not be shared or made available outside your school before this date.

Please ensure you have read and understood the 2019 test administration guidance before administering the test.

For test administration

2019 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 Monday 3 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.

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.
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.

*This is the 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 should think of your own answers and you must not talk about them with anyone else.

Do you have any questions?

Now turn to page 2.

There is 1 practice question that we'll do together.

- Read the practice spelling to the pupils.

*The word is **feed**.*

*We always **feed** the rabbits before school.*

*The word is **feed**.*

- Check all pupils have understood that 'feed' 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 **wall**.

The display is on the **wall**.

The word is **wall**.

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

Amar **gave** his teddy a hug.

The word is **gave**.

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

Matt ate a slice of **bread**.

The word is **bread**.

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

Amy moved the **boxes**.

The word is **boxes**.

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

My little **brother** is four years old.

The word is **brother**.

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

My friend has very long **hair**.

The word is **hair**.

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

What is all the **fuss** about?

The word is **fuss**.

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

My cousin is saving up to **buy** a scooter.

The word is **buy**.

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

Please read that story **again**.

The word is **again**.

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

The **mice** came out at night.

The word is **mice**.

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

There was a spare **seat** on the bus.

The word is **seat**.

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

The detective found a **footprint**.

The word is **footprint**.

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

That was a **scary** film!

The word is **scary**.

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

We will **change** classrooms next year.

The word is **change**.

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

They went the **wrong** way.

The word is **wrong**.

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

Remember to **switch** off the light.

The word is **switch**.

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

Coins are made out of **metal**.

The word is **metal**.

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

In maths, we learnt what a **fraction** is.

The word is **fraction**.

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

The audience **clapped** loudly.

The word is **clapped**.

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

Our teacher tells us the **funniest** stories.

The word is **funniest**.

- **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 Monday 3 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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2019 key stage 1 English grammar, punctuation and spelling
Administering Paper 1: spelling
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2019 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.

I want to be a pilot _____ I grow up.

b What is needed in the sentence below?

the boys raced to the park.

Tick **one**.

a capital letter

☐

a question mark

☐

a comma

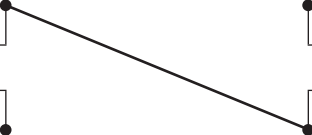
☐

an apostrophe

☐

- 1 Draw lines to join two words that can become one word.

One has been done for you.

Word 1		Word 2
white		ship
rain		board
tooth		coat
space		paste


1 mark

- 2 The sentences below have their punctuation marks covered.

Which sentence is a **question**?

Tick **one**.

I have finished my puzzle 

☐

Find me a new puzzle 

☐

Where is my puzzle 

☐

What a tricky puzzle this is 

☐


1 mark

3

Tick the correct word to complete the sentence below.

We will go cycling _____ we arrive home in time.

Tick **one**.

that

☐

or

☐

but

☐

if

☐

1 mark

4

Which sentence is punctuated correctly?

Tick **one**.

There are some foxes living in the woods

☐

there are some foxes living in the woods

☐

There are some foxes living in the woods.

☐

there are some foxes living in the woods.

☐

1 mark

5

Which word can have the letters un in front of it to make another word?

Tick **one**.

tie

☐

big

☐

hot

☐

sit

☐

1 mark

6

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

Paul and Anil went to music club and Joe went home.



1 mark

7

Add one **exclamation mark** in the correct place below.

Our school play was amazing I loved the costumes.



1 mark

8

Rewrite the verb in the box to complete the sentence in the correct **tense**.

Emily _____ to school and met Li at the gate.

↑

run



1 mark

9

Tick the sentence with the correct punctuation.

Tick **one**.

We saw sheep cows, and birds on our walk.

☐

We saw sheep, cows and birds on our walk.

☐

We saw sheep cows and birds, on our walk.

☐

We saw, sheep cows and birds on our walk.

☐

1 mark

10

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

The new supermarket is the biggest in town.



1 mark

11

Which sentence needs one more **capital letter**?

Tick **one**.

They moved house last March.

☐

They live in a city called Chester.

☐

Their friend is called ben Edwards.

☐

Their school play is on Tuesday.

☐

1 mark

12

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

The talented dancer moved gracefully.



1 mark

13

What type of word is flew in the sentence below?

The green parrot flew to the top of the tree.

Tick **one**.

an adjective

☐

a noun

☐

an adverb

☐

a verb

☐

1 mark

14

Add one **question mark** and one **full stop** in the correct places below.

Can you swim yet Tom can swim without a float



1 mark

15

Add a suffix to the word light in the sentence below to make an **adverb**.

It was raining light_____ at playtime today.



1 mark

16

Use only the words in the box below to write a **statement**.

flower

the

grow

will

Remember to use correct punctuation.



2 marks

17

Circle the correct option in each box to complete the sentences.

Were

We're

going on a treasure hunt.

Shall we start looking for

clues

clue's

?

Robs

Rob's

team found the treasure first.



1 mark

18

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

Fred is _____ to the teacher.



1 mark

19

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

Sentence	Past tense	Present tense
Samir enjoys cooking.		
Eva laughed at the joke.		
Poppy caught the ball.		



1 mark

End of test



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2019 key stage 1 English grammar, punctuation and spelling

Paper 2: questions

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2019 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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Please do not write on this page.

Questions 1–9 are about *Liam the Park Keeper*
(pages 4–8)

(page 4)

1 Liam works...

Tick **one**.

outside all of the time.

☐

at a desk when it is cold outside.

☐

outside when it is sunny.

☐

at a desk all of the time.

☐

1 mark

(page 4)

2 Which area of the park does Liam keep particularly nice
for visitors?



1 mark

(page 4)

3 Look at page 4.

Liam can find his work difficult.

Find and **copy one** word that tells you that Liam's work is difficult.



1 mark

(page 5)

4 Look at page 5.

Liam's daily tasks can change. What **two** things can make his tasks change?

Tick **two**.

the team

☐

the trees

☐

the visitors

☐

the weather

☐

the season

☐

1 mark

(page 6)

5

As the flowers fade...

This means that the flowers...

Tick **one**.

turn into weeds.

☐

become brighter in colour.

☐

begin to die away.

☐

are ready for planting.

☐

1 mark

(page 6)

6

What does the winter frost help to do?



1 mark

(page 7)

7 Look at page 7.

Being a park keeper is a good job for Liam. Why?



1 mark

(page 7)

8 Look at page 7.

What makes Liam feel proud and gives him *a real sense of achievement*?

Tick **one**.

keeping fit and active

☐

watching the shrubs and plants grow

☐

working as a team with the other park keepers

☐

watching visitors enjoy the gardens

☐

1 mark

(pages 4–8)

9

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

Sentence	True	False
Liam does the same jobs every day.		
Liam always works alone.		
Liam sometimes cuts the grass and the bushes.		
Liam's work is often dirty.		



2 marks

Questions 10–18 are about *Dora the Storer* (pages 9–11)

(page 9)

- 10 Look at the beginning of the story.

What was different about Dora's things?

Tick **one**.

She bought them in the shop.

☐

Someone gave them to her.

☐

She made them herself.

☐

They had been thrown away.

☐


1 mark

(page 9)

- 11 What sort of things did Dora choose to collect?

Tick **one**.

expensive things

☐

colourful things

☐

things that might be useful

☐

things that she could sell

☐


1 mark

(page 9)

- 12** It was difficult to get the piece of paper through Dora's letter box.

Find and **copy one** word that tells you this.



1 mark

(pages 9–10)

- 13** Why did Dora want to give things to the jumble sale?

Write **two** reasons.

1. _____

2. _____



2 marks

(page 10)

- 14** Dora cried as she pushed her pram away for the last time.
Why was she sad?



1 mark

(page 10)

15 During the night, Dora decided to...

Tick **one**.

bring back everything she had taken to the jumble sale.

☐

go to the jumble sale to buy new things.

☐

make sure her things were sold at the jumble sale.

☐

take even more things to the jumble sale.

☐

1 mark

(page 10)

16 **Circle two** words that show Dora was in a rush to get back to the hall the next morning.

When the sun came up, Dora dressed quickly and raced up to the hall. She could see her things through the window, waiting to be sold.



1 mark

(page 11)

- 17 The boy and the old man wanted to buy something at the jumble sale.

The boy wanted to buy a _____.

The old man wanted to buy a _____.



1 mark

(page 11)

- 18 Why did Dora decide **not** to buy her things back?

Tick **one**.

She thought that the jumble sale was too busy.

☐

She did not see anything she liked.

☐

She saw that other people wanted her things.

☐

She did not have enough money to buy her things back.

☐

1 mark

End of test



2019 key stage 1 English reading

Paper 2: reading answer booklet

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Dora the Storer: Taken from *Dora the Storer*, Macdonald, 1987. Author: Helen East.

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