

En

KEY STAGE

2

LEVEL

6

English tests

Grammar, punctuation and spelling

Paper 3: spelling task
administrator instructions

2014

National curriculum assessments

Notes for use of this script

The task should take approximately **ten minutes** to complete, although you should allow the children as much time as they need to complete it.

Please read out the instructions as stated below. Once you have read out the instructions, you should ask the children whether they have any questions.

Listen carefully to the instructions I am going to give you.

I am going to read fifteen 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 a third time.

Do you have any questions?

Once the children's questions have been answered, the fifteen 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...'

Leave at least a twelve-second gap between spellings.

Finally, you should read all fifteen sentences again.

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

At the end of the task, say:

This is the end of the task – now please put down your pen or pencil.

Spelling task

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

You should use this paint if you want to **achieve** a long-lasting shine.

The word is **achieve**.

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

The **cartridge** needs to be replaced before you press the green button.

The word is **cartridge**.

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

The team finished second in the **league** last year.

The word is **league**.

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

The firefighters managed to **extinguish** the flames quickly.

The word is **extinguish**.

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

The children ran carefully in order to avoid **collisions** in the playground.

The word is **collisions**.

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

The scientist hoped that his new discovery would be a **miracle** cure.

The word is **miracle**.

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

Declan knew that apologising was the **honourable** thing to do.

The word is **honourable**.

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

The teacher **sincerely** hoped that things would go better next time.

The word is **sincerely**.

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

Janine drew two **parallel** lines.

The word is **parallel**.

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

Matt heard a quiet **murmur** from behind the door.

The word is **murmur**.

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

Some of my favourite vegetables include carrots, **broccoli** and beans.

The word is **broccoli**.

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

Many countries have a **parliament** of elected leaders.

The word is **parliament**.

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

During the **siege** of the castle, the outer walls were damaged.

The word is **siege**.

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

The newspaper's sports **correspondent** wrote an article about the match.

The word is **correspondent**.

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

We went to a **restaurant** to celebrate the happy occasion.

The word is **restaurant**.

You should now read all fifteen sentences again.

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

At the end of the task, say: *This is the end of the task – now please put down your pen or pencil.*

[End of task]

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