

GRAMMAR, PUNCTUATION & SPELLING

Expectations in the new National Curriculum Tests

Grammar, Punctuation & Spelling

- For Grammar, Punctuation and Spelling, there are two tests:
 - Short answers (approx. 50 questions in 50 minutes)
 - Spelling
- The best way to see what the test is like is to complete one yourself!

<http://www.sats2016.co.uk/think-you-d-pass-your-sats-in-2016/>

Grammar, Punctuation & Spelling

Short Answers Test

- The short answers test is made up mostly of tick box, matching questions or one word answers.
- Children are expected to know and use grammatical terminology accurately.
- They are expected to use these skills in writing, but also within the Spelling, Punctuation and Grammar test.
- There is a glossary available online:
https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/244216/English_Glossary.pdf

Grammar, Punctuation & Spelling

- At QE, we are helping children with this by giving them grammar lessons each week, where we focus on key vocabulary and revise aspects they would have learnt previously.
- We sometimes give children this practice in the same format in which the tests are presented, so children are familiar with the style and layout.
- As well as specific grammar activities, the teaching of grammar is also embedded into English lessons during the week.

Grammar, Punctuation & Spelling

Spelling test

- For the spelling test, the teacher reads out a passage and the child fills in the gaps.
- For this, children are expected to apply their knowledge of spelling patterns for example, words ending in – cious, -sion, -ly, -ure. These patterns are the same patterns that children have for homework.
- As well as the spelling patterns, the government have published a list of words which they expect children at junior school to learn. There is one for years 3 and 4, and one for years 5 and 6.

Grammar, Punctuation & Spelling

Spelling task

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

Monica walks her dog in the park every **afternoon**.

The word is **afternoon**.

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

Sarah was woken by a bird **tapping** on the window.

The word is **tapping**.

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

Despite his **knee** injury, Simran won the race.

The word is **knee**.

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

Rashid wanted to **double** his top score.

The word is **double**.

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

Ellie **paused** and looked around the room.

The word is **paused**.

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

Zainab was **unsure** which answer was correct.

The word is **unsure**.

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

The **postage** was surprisingly cheap.

The word is **postage**.

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

Our special guest will **judge** the competition.

The word is **judge**.

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

Freya is **happiest** when she is playing football.

The word is **happiest**.

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

Maya found the last stage of the race very **tough**.

The word is **tough**.

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

The **lorries** transported the computers to the shop.

The word is **lorries**.

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

There is a new **system** for borrowing library books this term.

The word is **system**.

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

The players were looking forward to their first **international** match.

The word is **international**.

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

One **difference** between spiders and beetles is the number of legs they have.

The word is **difference**.

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

A bone **fracture** can be diagnosed by having an x-ray taken.

The word is **fracture**.

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

We thought we would miss the bus, but **luckily** the driver waited for us.

The word is **luckily**.

Grammar, Punctuation & Spelling

English – Appendix 1: Spelling

Word list – years 5 and 6

accommodate	embarrass	persuade	community	interfere	soldier
accompany	environment	physical	competition	interrupt	stomach
according	equip (–ped, –ment)	prejudice	conscience*	language	sufficient
achieve	especially	privilege	conscious*	leisure	suggest
aggressive	exaggerate	profession	controversy	lightning	symbol
amateur	excellent	programme	convenience	marvellous	system
ancient	existence	pronunciation	correspond	mischievous	temperature
apparent	explanation	queue	criticise (critic + ise)	muscle	thorough
appreciate	familiar	recognise	curiosity	necessary	twelfth
attached	foreign	recommend	definite	neighbour	variety
available	forty	relevant	desperate	nuisance	vegetable
average	frequently	restaurant	determined	occupy	vehicle
awkward	government	rhyme	develop	occur	yacht
bargain	guarantee	rhythm	dictionary	opportunity	
bruise	harass	sacrifice	disastrous	parliament	
category	hindrance	secretary			
cemetery	identity	shoulder			
committee	immediate(ly)	signature			
communicate	individual	sincere(ly)			