

## TES SPaG Practice Test Level 3-5 Set 2

### Grammar, punctuation and spelling Spelling script

This test emulates the current formal SPaG spelling test to help pupils familiarise themselves with the format and types of questions they might see.

While the level of spellings used in this test has been based on the existing framework for 2013 to 2015, please do not use it or the accompanying answer sheet as a definite predictor for what will be in the actual test in May.

It is assumed that the format and content of the SPaG spelling test will change in 2016 to reflect the new curriculum, at which point this test will be updated.

## Teacher Notes:

The test should take less than half an hour, but pupils should have as long as they need to complete it:

In the formal test, you will be asked to read a statement similar to the one below so you may choose to do so to give pupils a sense of what the real test will be like:

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

*I am going to read twenty sentences to you. Each sentence has a word missing in your answer booklet. You should listen carefully to the missing word as I read it, and fill it in in your answer booklet, making sure you spell it correctly.*

*I will read the word, and then I will read the word within its sentence. I will repeat the word a third time.*

*At the end of the test, I will read all the sentences again, in case you have missed any. If you have, and you think you can do them, just add the words in.*

*Do you have any questions?*

You can then do the following:

1. Give the spelling number.
2. Say 'The word is....'
3. Read the context sentence.
4. Repeat 'The word is....'

## Spelling Task

Spelling one: the word is bubble.  
I blew a big, rainbow-coloured bubble.  
The word is bubble.

Spelling two: the word is hopping.  
I'm hopping on my left leg, as my right foot hurts.  
The word is hopping.

Spelling three: the word is treasure.  
The pirates consulted the map to find the treasure.  
The word is treasure.

Spelling four: the word is soften.  
You need to soften the butter before you use it.  
The word is soften.

Spelling five: the word is telephone.  
Pass the telephone: I need to call Mum.  
The word is telephone.

Spelling six: the word is education.  
Making the most of your education is important.  
The word is education.

Spelling seven: the word is naughty.  
The dog's been very naughty; he chewed the newspaper.  
The word is naughty.

Spelling eight: the word is reflected.  
Her face was reflected in the calm pool.  
The word is reflected.

Spelling nine: the word is business.  
What I do is none of your business.  
The word is business.

Spelling ten: the word is centaur.  
A centaur is a half-man, half-horse, mythical beast.  
The word is centaur.

Spelling eleven: the word is difference.  
It makes no difference whether you stay or not.  
The word is difference.

Spelling twelve: the word is barrel.  
The pirates on the ship had a barrel of rum.  
The word is barrel.

Spelling thirteen: the word is signing.  
The author was signing her books in the library.  
The word is signing.

Spelling fourteen: the word is caught.  
I caught the ball when he threw it to me.  
The word is caught.

Spelling fifteen: the word is weird.  
As I walked in, I heard a weird noise.  
The word is weird.

Spelling sixteen: the word is graciously.  
She accepted his apology graciously.  
The word is graciously.

Spelling seventeen: the word is spectacular.  
The fireworks were really spectacular.  
The word is spectacular.

Spelling eighteen: the word is phobia.  
I'm scared of spiders – in fact, I have a phobia.  
The word is phobia.

Spelling nineteen: the word is agriculture.  
Agriculture is very important to this country.  
The word is agriculture.

Spelling twenty: the word is affordable.  
This is a very affordable car; it's not expensive.  
The word is affordable.

Read all 20 sentences again.  
Give children a chance to correct their answers.

END OF TEST