

TES SPaG Practice Test

Level 6 Set 1

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 fifteen 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 acknowledge.
I have to acknowledge that I made a mistake.
The word is acknowledge.

Spelling two: the word is accessories.
I like her dress, but not the accessories she has chosen to go with it.
The word is accessories.

Spelling three: the word is commencing.
Commencing secondary school can be very stressful.
The word is commencing.

Spelling four: the word is independent.
As I get older, I like to feel more independent.
The word is independent.

Spelling five: the word is unnecessarily.
You were unnecessarily rude to your brother today.
The word is unnecessarily.

Spelling six: the word is analogue.
I prefer analogue watches to digital.
The word is analogue.

Spelling seven: the word is fruitful.
We have had a very fruitful day today.
The word is fruitful.

Spelling eight: the word is gesture.
It was a lovely gesture to give your mum flowers.
The word is gesture.

Spelling nine: the word is inferred.
The meaning has to be inferred from the text.
The word is inferred.

Spelling ten: the word is unsubtle.
That was a very unsubtle hint you gave your Dad about
wanting a tablet.
The word is unsubtle.

Spelling eleven: the word is bejewelled.
Pharaohs often wore beautifully bejewelled collars.
The word is bejewelled.

Spelling twelve: the word is sovereign.
The Queen is a constitutional, not an absolute, sovereign.
The word is sovereign.

Spelling thirteen: the word is chronic.
Life can be hard if you have a chronic illness.
The word is chronic.

Spelling fourteen: the word is exasperation.
His words expressed a sense of exasperation
The word is exasperation.

Spelling fifteen: the word is fictitious.
The criminal took a fictitious name to avoid discovery.
The word is fictitious.

Read all 15 sentences again.
Give children a chance to correct their answers.

END OF TEST