MONDAY 11 MAY 2026

2026 national curriculum tests

Key stage 2

English grammar, punctuation and spelling

Administering Paper 2: spelling

CONFIDENTIAL

Please read the 2026 test administration guidance before opening this pack on **Monday 11 May 2026**.

You may open this pack up to 1 hour before test administration to adapt the papers to meet your pupils' needs.

Written STA approval is required to open it earlier.

Keep these materials secure until **Friday 22 May 2026**.

Pack contents:

- Administration instructions for the key stage 2 English grammar, punctuation and spelling test Paper 2: spelling and administrator script (overleaf)
- Pack of Paper 2: spelling

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Key stage 2 English grammar, punctuation and spelling test

The key stage 2 English grammar, punctuation and spelling test consists of 2 papers. The papers must be administered in order. Pupils may have a break between the papers.

Paper 2: spelling

The following information explains how to administer the key stage 2 English grammar, punctuation and spelling test Paper 2: spelling. If you have any questions, you should check with your headteacher or key stage 2 test co-ordinator before you administer the test.

Please follow these instructions correctly to ensure that the test is properly administered. Failure to administer the test correctly could result in a maladministration investigation.

Format	• Paper 2: 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. • Pupils will have approximately 15 minutes to complete Paper 2, by writing the 20 missing words in the answer booklet. The test is not strictly timed.
Equipment	• Each pupil will need the equipment specified below: - a dark pencil or blue or black pen. • Rubbers are allowed, but please encourage pupils to cross out answers they wish to change instead of rubbing them out. • Highlighter pens may be used if this is normal classroom practice. • Pupils are **not** allowed: - a dictionary or thesaurus - electronic spell checkers - bilingual word lists or electronic translators.
Assistance	• 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 look 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 would give pupils an advantage. If this paper is presented through sign language, fingerspelling must not be used. • Guidance for administering the test to pupils with a visual impairment is contained in the modified test packs.
Before the test begins	• Review the list of pupils with any particular individual needs, for example, pupils who need support from a scribe or a transcript made at the end of the test. • It is important that the pupils' names on their tests match the names on the test attendance register. Check with your test co-ordinator whether any pupil in your group is known by a different name in school, or has changed their name since pupil registration. This is so you can remind the pupil to write the correct name on their test paper. • Write the school's name and DfE number on a board that is visible to all pupils.
What to do at the start of the test	• Check seating is appropriately spaced and that no pupil can see another pupil's test paper. • Check pupils do not have mobile phones or other disruptive items. • Check pupils do not have any materials or equipment that may give them extra help. • Ensure each pupil has a copy of Paper 2: spelling.

How to introduce the test	• It is important to brief pupils fully at the start of each test. You should use this script to introduce Paper 2: spelling. *This is the key stage 2 English grammar, punctuation and spelling test Paper 2: spelling.* *You should have Paper 2: spelling in front of you.* *You will need a blue or black pen or a dark pencil.* *Write your name, date of birth, school name and DfE number on the front of your answer booklet.* [If any pupil's name differs from the name provided during pupil registration, instruct the pupil to write both names on the paper.] *To make sure your answers can be marked, don't write in the grey areas, on the barcode or on the lines at the top and bottom or the edge of the page and don't crumple your test paper.* *If you want to change your answer, put a line through the response you don't want the marker to read. If you have to use a rubber, make sure you rub out your answer completely before writing a new one.* *If you have any questions during the test, you should put your hand up and wait for someone to come over to you. Remember, we can't help you to answer any of the test questions.* *You must not talk to each other.*
See notes for the use of this script and the spelling script on pages 4 to 6.	
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, for a group of pupils 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 a note of the time - make sure pupils are kept under test conditions and that they are supervised - if 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 about 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	• 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. • Ensure that you inform your senior member of staff or test co-ordinator if you have made a transcript, or if a pupil has used a scribe, word processor or other electronic or technical device. This is so that they can complete the appropriate online notification. • Ensure you have collected every test script, including any unused test materials. Return them immediately to the senior member of staff who is responsible for collating the tests. • Do not look at, review or amend pupils' answers in any way (unless it is necessary to make a transcript). If you tamper with or make changes to pupils' answers, it will be considered maladministration and results may be annulled. • Do not keep or photocopy test scripts for any reason. • Ensure that any unused test materials are stored securely until Friday 22 May.

Notes for use of this script

The spelling test should take approximately **15 minutes** to complete, although you should allow pupils as much time as they need to complete it.

Please read out the instructions below.

> *Listen carefully to the instructions I am going to give you.*
>
> *I am going to read 20 sentences to you. Each sentence has a word missing in your test paper. 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.*
>
> *Do you have any questions?*

Once pupils' questions have been answered, you should read the 20 spellings as shown on the following pages.

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.

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2026 Spelling script

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

I did a **rough** sketch before starting my painting.

The word is **rough**.

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

The complicated map caused a lot of **confusion**.

The word is **confusion**.

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

We used plain **flour** to make bread.

The word is **flour**.

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

The joke was so funny that it was **impossible** not to laugh.

The word is **impossible**.

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

It would be my **pleasure** to help you.

The word is **pleasure**.

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

The water in the lake was **crystal** clear.

The word is **crystal**.

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

Athletes sometimes train on running **machines**.

The word is **machines**.

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

The goalkeeper **confidently** defended her goal during the match.

The word is **confidently**.

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

I've been **knitting** a jumper.

The word is **knitting**.

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

The second experiment **differed** from the first.

The word is **differed**.

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

The afternoon **session** will start at 2 o'clock.

The word is **session**.

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

The silver necklace was a priceless **antique**.

The word is **antique**.

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

I will **probably** go to the museum on Saturday.

The word is **probably**.

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

The cat was **suspicious** of the new food.

The word is **suspicious**.

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

The guide showed us around the **elegant** dining room.

The word is **elegant**.

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

My football coach says that I have a lot of **potential**.

The word is **potential**.

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

The **examiner** was strict but fair.

The word is **examiner**.

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

The children were asked to be quiet during **registration**.

The word is **registration**.

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

The broken pavement was quite **hazardous**.

The word is **hazardous**.

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

Bats are **fascinating** animals.

The word is **fascinating**.

You should now read all 20 sentences again.

Give 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.*

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If you have any queries regarding these test materials, please contact the national curriculum assessments helpline on 0300 303 3013 or email assessments@education.gov.uk.

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