**Literacy Test Questions**

**Spelling (10 marks):**

Please carefully read the sentence, and then circle the correct spelling of the word that fills in the blank.

1) It was a credit to the staff that the children had low levels of \_\_\_\_\_\_\_\_\_ in the run-up to the tests.

*anxsiety - anxiety - angxiety - anxciety*

2) The importance of the safety precautions cannot be \_\_\_\_\_\_\_\_\_\_.

*exaggerated - exagerated - exagerrated - exaggerrated*

3) Several suitable venues were discovered as a result of the \_\_\_\_\_\_\_\_\_\_ search on the internet.

*exaustive - exaurstive - exhorstive - exhaustive*

4) The staff felt \_\_\_\_\_\_\_\_\_\_ proud of their pupils’ considerable achievements.

*justyfiably - justifiably - justifiebly - justafiably*

5) I \_\_\_\_\_\_\_\_\_\_ to mention that next Friday is non-uniform day so you may wear smart casual clothes on that day.

*ommitted - omited - ommited - omitted*

6) The new teacher was looking forward to the \_\_\_\_\_\_\_\_\_\_ of her carefully prepared teaching plans.

*implementation - implemantation - implamantation - implamentation*

7) The children enjoyed the \_\_\_\_\_\_\_\_\_\_ nature of the task.

*mathmatical - mathematical - mathemmatical - mathematicall*

8) The \_\_\_\_\_\_\_\_\_\_ of this offence should come to see me at lunchtime to explain how it happened. *perpetrator - pertparator - perpetraitor - perpertaiteur*

9) The Chair of Governors unveiled a \_\_\_\_\_\_\_\_\_\_ plaque.

*comemmorative - commemmoritive - commemmorative - commemorative*

10) Nadine was \_\_\_\_\_\_\_\_\_\_ that she had passed her Geography examination.

*releived - relieved - releaved - realived*

**Punctuation (15 marks):**

Carefully read through the given paragraph and add the required punctuation. There are 15 in total, and they include some or all of the punctuation in the grid below:

|  |  |  |  |
| --- | --- | --- | --- |
| Capital letter | Paragraph (//) | “ | ‘ |
| ( | ) | , | . |
| - | : | ; | ? |

This is an extract from Brookdale School’s newsletter.

Do you have some spare time?

Are you willing to give the school a helping hand

We are looking for volunteers from the community to join us in enhancing the

opportunities and experiences of Brookdale Schools children. There are

various ways in which you could help as a paired reader; as a sports coach or

referee; as a chaperone on outings by sharing a specialist knowledge you

have.

The paired reading scheme has been running at brookdale for two years,

during which time over one hundred children have benefited from the help

given to them by volunteers. The scheme operates every morning from 9.00

to 9.30 a.m. helpers elect to come as many mornings as they feel able and full

guidance and training are given. Pupils responses have been almost wholly

positive one twelve-year-old recently said “I thought I’d never be able to read,

but thanks to Mrs Davis, whos been helping me for eight months Ive just read

‘The Magician’s Nephew’ and The silver Chair’ all on my own.”

Below is the correct version, with the answers highlighted in green:

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but thanks to Mrs Davis, who’s been helping me for eight months, I’ve just read

‘The Magician’s Nephew’ and ‘The Silver Chair’ all on my own.”

**Grammar (10 marks):**

Read the following extract and select the best option to fill in the blank.

**Part A (5 marks out of 10):**

This is an extract from a letter to a newly appointed teacher, from the Chair of Governors.

Der Ms Edge,

On behalf of the governors of Green’s High School, I would like to congratulate you on \_\_\_\_\_\_\_\_\_\_

1. being appointed to the staff.
2. having been appointed to the staff.
3. you’re having been appointed to the staff.
4. you being appointed to the staff.

I hope you enjoy working at the school; your appointment will \_\_\_\_\_\_\_\_\_\_

1. be affective from 1 September.
2. become affected on 1 September.
3. take effect from 1 September.
4. take affect from 1 September.

Other members of the governing body and I \_\_\_\_\_\_\_\_\_\_

1. will hope to attend
2. hope to attend
3. will be hoping to attend
4. hoping to attend

The staff induction day at the beginning of term and \_\_\_\_\_\_\_\_\_\_

1. am looking forward to meeting you then.
2. will be looking forward to meeting you then.
3. are looking forward to meeting you then.
4. is looking forward to meeting you then.

I hope your period of service at the school will be professionally rewarding, a broadening of your experience, and \_\_\_\_\_\_\_\_\_\_

1. the development of your skills as a teacher.
2. developing your skills as a teacher.
3. an opportunity to develop your skills as a teacher.
4. the opportunity to develop your skills as a teacher.

Yours sincerely,

M Stewart, MBE

(Chair of Governors)

**Part B (2 marks out of 10):**

This extract is taken from a discussion paper on the use of Information and

Communications Technology (ICT) within the curriculum.

For some time, it has been part of our school policy to include ICT throughout

the curriculum, providing that it makes a direct and useful contribution to the

subject(s) and to each pupil’s learning. In order to implement the policy, we

need to review how ICT is currently used and, in particular, ask:

* How can software be assessed, and by whom?
* Is there any hardware that is currently under-used?
* Is there any software that is currently under-used?
* \_\_\_\_\_\_\_\_\_\_

1. Where in the curriculum do students currently gain ICT experience?
2. Where in the curriculum was students currently gaining ICT experience?
3. Where in the curriculum has students currently gained ICT experience?
4. Where in the curriculum will ICT experience currently be gained by the students?

The school also needs to ask, ‘How is ICT placed within the school

development plan and cycle of review?’

For ICT resources to be used effectively to support your subject, you need to

be clear about how and why you wish to use them. A review will provide \_\_\_\_\_\_\_\_\_\_

1. an opportunity for clarifying your needs and goals and consider existing practice.
2. an opportunity to clarify your needs and goals and consider existing practice.
3. an opportunity to clarify your needs and goals and considering existing practice.
4. an opportunity for clarification of your needs and goals and consider existing practice.

The successful integration of ICT will enhance pupils’ interest and skills and may lead to new initiatives with other departments.

**Part C (3 marks out of 10):**

This is an extract from a staff circular about Young Enterprise.

For the third consecutive year, the school is preparing to take part in Young

Enterprise. This scheme is a national education charity founded to inspire

young people to learn through business enterprise and link schools and

industry. It was started in 1963.

\_\_\_\_\_\_\_\_\_\_

1. Some of you could have heard of Young Enterprise, or may have taken part in the scheme.
2. Some of you may of heard of Young Enterprise, or could of taken part in the scheme.
3. Some of you may have heard of Young Enterprise, or may have taken part in the scheme.
4. Some of you may have heard of Young Enterprise, or may of have taken part in the scheme.

Volunteers from the world of business play a key part in helping Young Enterprise run a number of programmes for young people. These include running a real company in ‘Company Programme’ or ‘Team Enterprise’. Last year, \_\_\_\_\_\_\_\_\_\_

1. 70,000 pupils have participated in Young Enterprise across the UK.
2. 70,000 pupils were participated in Young Enterprise across the UK.
3. 70,000 pupils was participated in Young Enterprise across the UK.
4. 70,000 pupils participated in Young Enterprise across the UK.

Young Enterprise is highly recommended because \_\_\_\_\_\_\_\_\_\_

1. these kinds of scheme present so many unique learning opportunities.
2. these kind of scheme present so many unique learning opportunities.
3. these kinds of schemes present so many unique learning opportunities.
4. these kinds of schemes presents so many unique learning opportunities.

**Comprehension (10 marks):**

Read the extract below, and then answer the 4 (A to D) multiple choice questions.

The following extract is from the Times Educational Supplement,

January 2001.

A recent analysis of tests has found that junior boys have made a marked

improvement in their spelling and have caught up with girls. But significant

numbers of 11-YEAR-OLD boys and girls are still struggling with everyday words.

The analysis by the Qualifications and Curriculum Authority, shows that Key

Stage 2 pupils spelt 93% of words correctly. The improvement is due to boys’

more accurate spelling. There was also a marked improvement in younger

children’s spelling. However, more than half of the 600,000 pupils who took

the tests will go on to secondary schools unable to spell words like necessary,

extremely, pollution, pierce and structures. 80% of 11-YEAR-OLDS failed to spell

environment. Many pupils who reached the required standard in English still

struggled to cope with words such as passenger and generation.

Despite the spelling shortcomings, standards in literacy continue to improve.

The proportion of 11-YEAR-OLDS reaching the expected mark rose steadily from

64% in 1992 to 75% in 2000. The government’s target is now 85%. Although

boys’ reading has improved slightly over the past two years, girls continue to

beat them. Just over half of students tested are writing at a level

commensurate with Key Stage 2 standards. The National Primary Heads’

Association commented that the results showed that schools had really put

time into motivating boys with reading, writing and spelling.

The underlying causes of boys’ underachievement in the past have been

widely debated. When thinking about and taking action, it is important to

recognise boys’ strengths and build on them. When their interest is engaged,

boys can work with great efficiency. They prioritise well, respond to clearly set

tasks with well-defined outcomes and benefit from strong and enthusiastic

teaching. It has also been observed that boys generally have a shorter

concentration span than girls and are more likely to be found ‘off-task’. They

find it hard to be quietly reflective. However, although boys recognise the

importance of academic success, there is an inverse culture that acts as a

deterrent to hard work or enthusiasm. Boys gain little credibility among their

peers by being seen to be successful.

Powerful forces, largely beyond the control of teachers, may shape attitudes

towards learning, literacy and behaviour. This needs to be acknowledged but

it is also important to concentrate on those factors that are within teachers’

control. The culture, which effectively makes a virtue of underachievement,

is a crucial factor in boys’ performance. Any educational counteraction must

benefit all pupils. Work to improve boys’ achievements must not be at the

expense of girls’. Whatever happens outside, schools can make a difference.

These results show that teachers have a major influence on the attitudes,

success or failure of their pupils.

**Part A (1 mark out of 10):**

Select the best heading for the article:

1. 11-year-olds find everyday words tricky
2. Spelling standards are slipping
3. Boys beginning to do better
4. Boys’ learning is out of control

**Part B (3 marks out of 10):**

From the list below, select **THREE (3)** points that accurately convey information about boys’ underachievement given in the text:

1. Boys have difficulty in understanding and using methodology.
2. Boys are unable to spell as well as girls.
3. Boys do not give credence to academic success.
4. Extra-curricular influences can affect boys’ learning.
5. Boys have no respect for their successful peers.
6. Strong, ebullient teachers do not teach boys.
7. Boys are not influenced by their teachers.
8. Girls are better readers than boys.
9. Boys gain credibility amongst their peers by being seen to succeed.

**Part C (2 marks out of 10):**

**“there is an inverse culture that acts as a deterrent to hard work or enthusiasm”** (paragraph 3).

From the list select **TWO (2)** options closest to the meaning of the phrase above as it appears in the context of the passage:

1. There is a native culture that encourages hard work or enthusiasm.
2. There is a conformist culture that is conducive to hard work or enthusiasm.
3. There is a contrary culture that opposes hard work or enthusiasm.
4. There is a negative culture that motivates hard work or enthusiasm.
5. There is a compliant culture that hinders hard work or enthusiasm.
6. There is a non-conformist culture that is anathema to hard work or enthusiasm.

**Part D (4 marks out of 10):**

From the list below select the FOUR (4) main points that most accurately describe what the results of the tests show:

1. Junior boys have reached the same literacy standards as girls.
2. By 2000, 75% of all 11-year-olds reached the required writing standards.
3. Junior boys’ spelling equals that of girls.
4. 93% of Key Stage pupils spelt words correctly.
5. The spelling of younger children is improving.
6. Writing standards were met by over half the students.
7. Junior girls are better at spelling than boys.
8. 80% of 11-year-olds failed to spell environment.