



Progress in Grammar, Punctuation and Spelling Assessment (GAPS)

Your guide to using these termly tests
for Year 1 to Year 6

Includes:

- Curriculum maps
- Sample pages and mark schemes
- Sample reports

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RS ASSESSMENT
FROM **HODDER EDUCATION**



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About GAPS

Termly tests that empower you to reliably benchmark performance and track progress against national averages in grammar, punctuation and spelling. Standardised on over 6,000 pupils in 2016/2017.

- › Confidently assess each of the content domains in every termly test and generate diagnostics about strengths and weaknesses to inform teacher planning.
- › Save time with papers that are quick and simple to administer and mark, carefully written to ensure a steady progression in demand. Also available in online, auto-marked, interactive format.
- › Trusted by over 6,000 schools to measure performance and identify gaps in learning from Year 1 to Year 6.
- › Written by established authors who have years of teaching and test-writing experience and who are passionate about providing high-quality, diagnostic information to assist teachers and support children’s learning.

GAPS key information

Age range covered: 5 to 11 years.

Number of tests: 1 test per term for each year group from Years 1 to 6 (Autumn, Spring and Summer).

Ideal testing time: Towards the end of each term.

Content assessed: KS1 and KS2 National Curriculum for English grammar, punctuation and spelling, structured to assess all assessable elements of the National Curriculum content domains.

Curriculum maps: Outline content covered in every test and provides a common exception word list.

GAPS is also available in online, auto-marked, interactive format.





Assessing attainment and progress

GAPS enables schools to build a comprehensive profile of each pupil's attainment and progress in grammar, punctuation and spelling. These include:

- › **Standardised score**
 See whether the pupil's attainment is above or below the national average for their year cohort.
- › **Age-standardised score**
 See how the pupil is performing against other pupils of the same age, calculated in years and months.
- › **GPS age**
 Get a quick measure of attainment against the age at which the pupil's performance is typical.
- › **Strand/topic analysis (including strand national average)**
 See strengths and weaknesses across the curriculum to inform future teaching.
- › **Facility value for every question**
 See the percentage of pupils who answered each question correctly in the standardisation trial.
- › **Hodder Scale Score**
 Measure pupil progress with this independent scale. Useful for tracking progress and estimating future performance of children who are working outside of their age range, but continue to make small increments of progress for their year.
- › **Performance indicators**
 These allow you to identify whether pupils are working at the expected standard for their year.



Using tests to guide planning, teaching and intervention

GAPS comes with free access to MARK, our online assessment and reporting tool designed to save you time.

- › Quickly analyse gaps in learning to inform targeted teaching.
- › Enter paper test scores into online marksheets.
- › Effortlessly generate reports for individuals, classes, schools and tailored groups to view and compare pupil progress and attainment.
- › Easily download visual reports that can be shared as PDFs with teachers, senior leaders, MAT leaders, governors, parents and Ofsted.



Using GAPS

- › Use with your Year 1 to Year 6 pupils towards the end of each term.
- › Clear marking guidance is provided in the mark schemes in the manuals.
- › Raw scores can be converted to other measures, such as standardised scores, using the mark scheme and test guidance. Marks can also be entered into the online marksheets on MARK, enabling you to generate reports automatically.

Curriculum maps

The free online curriculum maps allow you to check what content is covered in each termly test, so that you can build this into your planning at the beginning of the year and ensure everything has been taught in class before the tests are administered. They show a breakdown of areas covered in each test, by content domain. They also include a helpful list of common spelling exception words, and also phonics covered in Year 1 tests.

The structure of the tests

Papers	Sections	Price	Timings	Marks	
Years 1-2: Autumn, Spring and Summer	Section A: Grammar, Punctuation and Vocabulary	£17.50	20 minutes	20 marks	FREE access to MARK
	Section B: Spelling		15-20 minutes	20 marks	
Years 3-4: Autumn, Spring and Summer	Section A: Grammar, Punctuation and Vocabulary	£17.50	25 minutes	25 marks	
	Section B: Spelling		15-20 minutes	25 marks	
Years 5-6: Autumn, Spring and Summer	Section A: Grammar, Punctuation and Vocabulary	£17.50	30 minutes	35 marks	
	Section B: Spelling		15-20 minutes	20 marks	



What do the tests cover?

GAPS tests assess the 2014 National Curriculum and the content domain-assessable elements of the 2015 English grammar, punctuation and spelling test frameworks published by the Standards and Testing Agency for National Curriculum Tests. The GAPS tests provide thorough coverage of the National Curriculum 2014 Programme of Study for each year. This has been assured by systematically sampling Key Stage 1 and Key Stage 2 performance descriptors for English using the 2015 test frameworks and being informed by the Key Stage 1 and Key Stage 2 National Tests. Care has been taken to ensure that overall the balance of questions reflect the styles and balance of types of questions now found in the Key Stage 1 and Key Stage 2 SATs.

Demand

The tests have been designed to assess this progressively more difficult content and to build upon assessments from the previous terms and years. The maps are designed to cover all necessary content in a meaningful progression so that pupils are at the expected point in their learning when they reach the end of Key Stage.

Content domains

The curriculum is broken down into the National Test content domains for Key Stage 1 and Key Stage 2. The balance of content domains tested reflects the National Tests, and teachers can use our free online assessment and reporting tool, MARK, to analyse performance in each content domain and spot both strengths and areas in need of intervention.

KS1/2

Strand reference	
G	Grammar
P	Punctuation
V	Vocabulary
S	Spelling

How were the tests developed?

Our standardised tests go through the stages outlined below, to ensure that the content and outcomes are valid and reliable.

› Stage 1: Initial test construction

- Construction of curriculum maps by primary experts with experience teaching and writing for the National Tests.
- Test development including item-writing and collation by primary experts to accurately reflect curriculum maps.

› Stage 2: Trialling

- Recruitment of a pool of trial schools who agree to administer the draft tests on the pupils in their school.
- Careful selection of trial schools to ensure a nationally representative sample, based on 3 key criteria: geographical representation, disadvantage and performance. We ensure that our trialling sample is representative of the national average in these areas.
- Trialling of these initial tests takes place with thousands of pupils at the time the tests will be taken in the second half of each term. The same pupils take all three tests across the year to ensure reliable progress outcomes can be delivered.

› Stage 3: Post-trial review

- Review of pupil performance on every single question. The test construction is reviewed and, where necessary, items are reviewed in line with feedback from triallists.
- Review of all test data by expert statisticians. This enables standardised scores, age-standardised scores and reading ages to be created, alongside facility values (which allow you to see which questions pupils performed well on and which they found more challenging during the trialling). The Hodder Scale, our independent decimal scale, allows fine monitoring of progress and estimation of future performance.

› Stage 4: Publication of test papers and test guidance for use in schools

- Final papers containing tried-and-tested questions are published.
- Manuals are published alongside the papers: these contain all data from the trials and guidance on how schools and teachers should administer the tests and interpret the results.
- Online reports are made available on MARK, enabling teachers to input their own pupils' marks and generate a variety of attainment and progress reports for their classes and individual pupils.

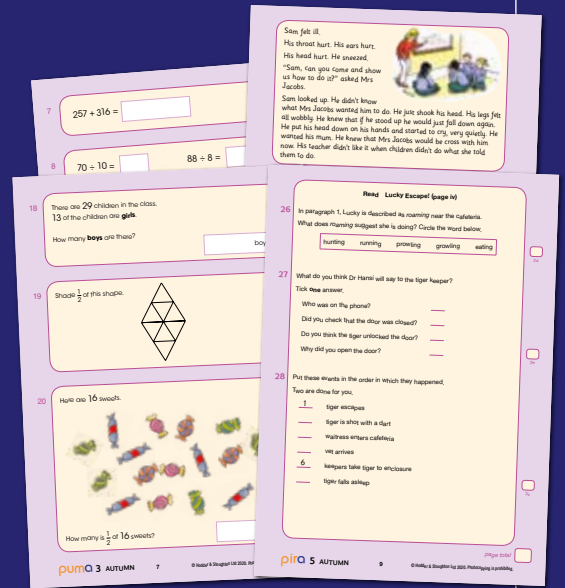
Complement your use of GAPS with...

new
pira
primary

new
puma
primary

Termly reading and maths tests that empower you to reliably benchmark performance and track progress against national averages. Standardised on over 10,000 pupils in 2019/2021. Available in paper and online, auto-marked, interactive format.

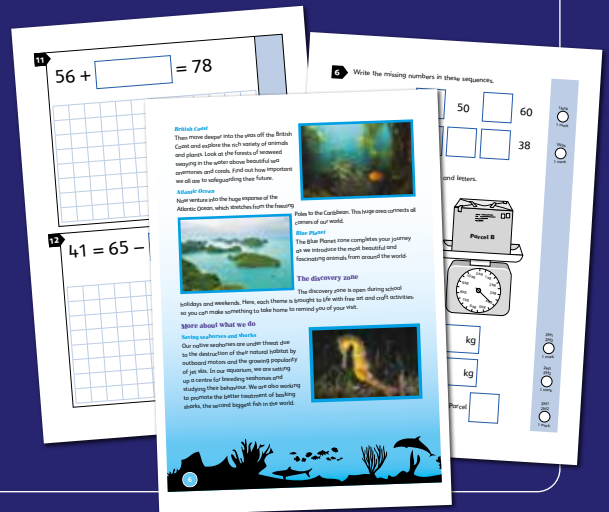
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 **NTS**
Assessments

We offer termly National Test-style standardised assessments, too! Familiarise your pupils with National Test-style reading and maths papers whilst confidently measuring termly performance against thousands of pupils nationally.

[Risingstars-uk.com/nts](https://www.risingstars-uk.com/nts)





GAPS Standardised Tests Curriculum Map

Content and technical terms to be taught for spelling, grammar, punctuation and vocabulary

Year 1: Autumn	
Grammar	Noun (object/ person) Adjective (describing word) Question Sentence
Punctuation	Punctuation Capital letters for the personal pronoun and for names Full stop Question mark
Vocabulary	Letter, word
Spelling rules	The sounds /f/, /l/, /s/, /z/ and /k/ spelt ff, ll, ss, zz and ck The /ŋ/ sound spelt n before k (e.g. think) -tch (e.g. rich, catch) The /v/ sound at the end of words (e.g. give, have) Adding -ing, -ed and -er to verbs where no change is needed (e.g. hunting, hunted, hunter)
Phonics	Vowel di and trigraphs: ai, ay, a_e (e.g. rain, play, came) ee, ea, e_e (e.g. see, sea scene) ie, igh, i_e (e.g. pie, high, bike) oa, ow, o_e (e.g. soap, crow, nose) ue, oo, u_e (e.g. blue, moon, cube) oi, oy (e.g. coin, boy) ow, ou (e.g. clown, cloud)
Spelling word list	the, a, do, to, today, of, said, says, are, were, was, is, his, has, I, you, they, be, he, me, she, we, no, go, so, by, my
Year 1: Spring	
Grammar	Nouns (object/ person) Adjectives (describing word) Verbs (doing/ being/ having) Questions Commands Exclamations Sentences Co-ordinating conjunctions: Join sentences using 'and'
Punctuation	Punctuation Capital letters for the personal pronoun and for names Full stops Question marks Exclamation marks
Vocabulary	Plural noun suffixes Suffixes with no change to root word -ed, -ing, and -er
Spelling rules	As term 1 and ... Using k for the /k/ sound (eg kit, skin) Adding the endings -ing, -ed and -er to verbs where no change is needed in the root word (e.g. hunting, hunted, hunter) Adding -er and -est to adjectives where no change is needed (eg quicker, quickest) Words ending -y (eg very, funny)
Phonics	Vowel di and trigraphs: ar (eg start) or, ore, aw, au (eg for, core, claw, author) ur, ir, er /ɜ:/ (eg hurt, bird, her) air, ear /ɛə/ (eg fair, bear) ear, eer, ere (hear, deer, here)
Spelling word list	Common exception words as term 1 and here, there, where, love, come, some, one, once, ask, friend, school, put, push, pull, full, house, our, when
Year 1: Summer	
Grammar	Nouns (object/ person) Adjectives (describing word) Verbs (doing/ being/ having) Questions Commands Exclamations Sentences Co-ordinating conjunctions
Punctuation	Punctuation Capital letters for the personal pronoun and for names Full stops Question marks Exclamation marks

Year 5: Autumn	
Grammar	Determiners Nouns Adjectives Adverbs/adverbials Verbs Tenses Perfect form Prepositions Modal verbs Subordination Choice of noun/pronoun for cohesion Conjunctions of time Expanded noun phrase Standard English did/done; were/was Statement Relative pronoun (who, which, where, when, whose, that) Relative clause Modal verbs Prefixes Vocab questions Sentences x1 item Commands Exclamations
Punctuation	Commas to clarify meaning/ambiguity Commas after fronted adverbials and in lists Commas in lists !.? and capitals Inverted commas All apostrophes Brackets for parenthesis
Vocabulary	Homophones and other words that are often confused Aloud/allowed; farther/further; guessed/guest; heard/herd; steel/steal; cereal/serial; desert/dessert Word families Synonyms and antonyms
Spelling rules	Verb prefixes: mis, over, re, dis, de Verb forming suffixes: ate, ify, ise Spelling words with: <ul style="list-style-type: none"> • ant/ent; ance/ence (e.g. observant, observance (also observation); innocent, innocence) • ough Prefixes Words with endings sounding like /ʒə/ or /tʃə/ e.g. measure Endings that sound like /ʃun/ e.g. division The suffix -ous Endings that sound like /ʃun/ spelt -tion, -sion, -ssion Words with the /k/ sound spelt ch
Spelling word list/ common exception words	ough- rough, tough, cough, plough, thorough, although, thoroughly, enough, dough, borough, fought ant/ent/ance/ence- excellent, apparent, confident, assistant, tolerant, frequent, restaurant, independent, reference, obedient, relevant, confidence, hindrance, assistance, innocence, interference, frequently, apparently, independence, tolerance, relevance, obedience, preference, existence, conscience, convenience, development, pollinate, classify, stabilize, exercise, separate
Year 5: Spring	
Grammar	Tenses Perfect form Prepositions Determiners Relative clauses Noun phrases Choice of nouns/ pronouns for cohesion Relative pronouns (who, which, where, when, whose, that) Nouns Adjectives Adverbs Adverbials Verbs Statements Commands Exclamations Fronted adverbials Conjunctions of time Modal verbs Standard English: did/ done; were/was Subordination Prefixes Vocab questions – no content ref.

Punctuation	Commas to clarify meaning/ ambiguity Commas after fronted adverbials Commas in lists Capitals Full stops Questions Exclamation marks Apostrophes Inverted commas Commas and dashes for parenthesis
Vocabulary	Word families Prefixes Homophones and near homophones
Spelling rules	Adding suffixes beginning with vowel letters to words of more than one syllable Prefixes Words with endings sounding like /ʒə/ or /tʃə/ Endings that sound like /ʃən/ spelt <i>-tion, -sion, -ssion, -cian</i> Words ending in <i>-ant, -ance, -ancy, -ent, -ence, -ency</i> Words ending in <i>-able, -ible, -ably, -ibly</i> Words containing the letter string <i>ough</i> ible/able; ibly/ably: considerable, available, changeable, enjoyable, terribly, incredibly, possible, possibly, reasonable, vegetable, changeable, dependable, adorable, applicable, noticeable, terrible, sensible, incredible, sensibly Silent letters: island, doubt
Spelling word list- common exception words	Temperature, stomach, according, desperate, equipment, environment, government, development, material, experiment
Year 5: Summer	
Grammar	Nouns Adverbs Adverbials Verbs Adjectives Determiners Prepositions Conjunctions of time Subordination Perfect form of verbs Modal verbs Choice of noun or pronoun Expanded noun phrases Tense consistency Relative clause where relative pronoun may be omitted Possessive pronouns Relative pronouns Standard English Sentence types Vocab questions – no content ref.
Punctuation	Commas to clarify meaning/ambiguity Commas after fronted adverbials Commas in lists Capitals Full stops Questions Exclamation marks Inverted commas All apostrophes Brackets, commas and dashes for parenthesis
Vocabulary	Word families Synonyms and antonyms Homophones and near homophones Suffixes Prefixes
Spelling rules	Prefixes Words with 'silent' letters (i.e. letters whose presence cannot be predicted from the pronunciation of the word) Adding suffixes beginning with vowel letters to words of more than one syllable Homophones and other words that are often confused Homophones/ confusable words: <i>lead/ led; past/ passed; draught/ draft; wary/ weary; whose/ who's</i> <i>ei after c: deceive, conceive, perceive</i>
Spelling word list- common exception words	Attached, bruise, symbol, signature, individual, occurred, exist, develop, decent, weary, accommodate, secretary, sincere, suggest, marvellous, interfere, physical, category, proceed, soldier, twelfth, language, definite, community, identity, immediate, advise, draught, bargain, curious, familiar, explain, programme, occasion, ordinary, purpose, different, favourite, develop

4 Tick the sentence that is a **question**.

Tick **one**.

I can swim.

Can you see it?

The frog was green.

It is a hot day.

G

5 Circle the **capital letter** in the sentence below.

W e w e n t t o t h e p a r k .

P

Large pupil-friendly font at KS1.

6 Circle the **noun** in the sentence below.

The t e n t i s g r e e n .

G


Page totals for ease of marking.

Section B: Spelling

1 The cup is _____ full.

Each test includes a separate section on spelling, containing 20 words.

2 Rama can _____ a ball.

3 I _____ my school is great.

4 It is _____ when it snows.

5 Our paintings were left to _____.

Each spelling section is supported by a transcript of the sentences and missing words to spell.

20 Circle the correct **conjunction** to join the two **clauses** in this sentence.

because if or so

Are you good at swimming _____ are you better at skating?

G

21 Replace the underlined word with a **homophone** (word which sounds the same but is spelled differently).

The first one has been done for you.

Do you have an e-male address? mail

Our sunflowers have groan a lot this year. _____

Shall we meat at the station on Sunday? _____

Each test includes a section covering grammar, punctuation and vocabulary.

V

22 Write **three punctuation marks** in the boxes to finish punctuating the sentence.

“Can we take Lees bike to the park, if hes good?”



P

23 Join pairs of **verbs** with the same meaning.

One has been done for you.

have done	•	ate
has eaten	•	did
has gone	•	saw
have seen	•	went

A variety of question types.

G

Section B: Spelling

Each test includes a separate section on spelling.

1 The _____ is not always the best.

2 The fire was burning in the _____ .

3 What did you _____ ?

4 Tell me what you _____ .

5 Can you _____ me?

6 Ayla _____ stroked the kitten.

7 The _____ person won a prize.

8 Can you _____ your phone number?

9 My grandad grew the _____ pumpkin.

10 It is always _____ to learn.

7 Tick **one** box in **each** row to show if the **noun** is **countable** or **not countable**.

One has been done for you.

Noun	Countable	Not countable
book	<input checked="" type="checkbox"/>	<input type="checkbox"/>
knowledge	<input type="checkbox"/>	<input checked="" type="checkbox"/>
sheep	<input type="checkbox"/>	<input checked="" type="checkbox"/>
imagination	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Questions sample all of the content from the programme of study for English and tests assess the content domain-assessable elements of the 2015 English grammar, punctuation and spelling test frameworks.

G

8 Add a word to the sentence below to change it to the **past perfect tense**.

Ania _____ played outside for an hour before dinner.

G

9 Tick the words that mean the same as eventually.

They eventually found the art gallery.

Tick **one**.

with no problem

all of a sudden

very quickly

in the end

Every question is mapped to grammar, punctuation, vocabulary or spelling, allowing question and strand-level reporting.

V

10 Insert **commas** to correctly punctuate the sentence below.

At the back of the cupboard, Sarah found some glitter
several pipe cleaners a tube of blue paint and a small
brush.

P

10 Complete the sentence below with the **present perfect form** of the verb to go.

They don't want to visit the castle because they _____ there before.

G

11 What does the word these refer to in the sentence below?

When my brother and I go camping with our cousins, we will take a tent and mats. As well as these, we will need sleeping bags.

Tick **one**.

- my brother and I
- our cousins
- a tent and mats
- sleeping bags

Skills and content get progressively more difficult over the terms and years, and build upon assessments from previous terms and years.

G

12 Insert an **adverb** formed from the adjective enthusiastic to complete the sentence below.

The children ran _____ round the track.

G

13 Circle **one** word in **each** underlined pair to complete the sentences correctly.

She put the bridal / bridle on her pony.

Mum is going to alter / altar my costume for me.

V

14 Insert a **dash** in the correct place in the sentence below.

Travelling to London was a long, hard journey the longest I had ever been on.

P



Free online assessment and reporting tool with every GAPS purchase

MARK (My Assessment and Reporting Kit) is trusted by over 6,000 schools for valid, easy-to-use assessment reporting and used by teachers to analyse over 4 million papers.

- ▶ Quickly analyse gaps in learning to inform targeted teaching.
- ▶ Effortlessly generate reports for individuals, classes, schools and tailored groups to view and compare pupil progress and attainment.
- ▶ Easily download visual reports that can be shared as PDFs with teachers, senior leaders, MAT leaders, governors, parents and Ofsted.

What information do the reports provide?

Individual Pupil Report

View the performance of an individual pupil on their most recently taken test

Pupil Progress Report

Compare the performance of one pupil across a number of tests

Group Listing Report

View the performance of one group on a specific test

Group Comparison Report

View the performance of different groups on a specific test

Gap Analysis

Quickly analyse gaps in learning to inform targeted teaching

Group Progress Report

Compare the performance of a group of pupils across a number of tests

Group Analysis Report

View pupils' scores together and compare against the class average



Over **1 million** registered students



More than **5 million** tests marked



Over **6,000** institutions registered



More than **800,000 reports** downloaded

Most popular reports:

1. **37,000+** individual pupil reports
2. **29,000+** academic year, class or group listing reports
3. **17,000+** pupil progress reports pulled

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9781471886836	MARK	FREE			
Access to MARK for gap analysis, reports and interactive tests					
Progress in Grammar, Punctuation and Spelling Assessment (GAPS)					
9781471884849	GAPS Year 1 Autumn Tests 10-copy pack	£17.50			
9781471884870	GAPS Year 1 Spring Tests 10-copy pack	£17.50			
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9781471885037	GAPS Key Stage 1 Manual	£45.00			
9781471885044	GAPS Key Stage 2 Manual	£55.00			
Subtotal					
P&P					£3.50
Grand Total					