

New GaPS

(Progress in Grammar, Punctuation
and Spelling Assessments)



Ages 5–11

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About New GaPS

These termly, standardised assessments for Years 1 to 6 are designed to benchmark performance and track progress against national averages in grammar, punctuation and spelling.

- Standardised on more than **7,000 learners during the 2023/2024** academic year. Cohort selected to be nationally representative for the UK.
- Test outcomes provide **GPV Age** (grammar, punctuation and vocabulary) and **Spelling Age** for a truer understanding of learners' GPS strengths.
- Assessments work carefully alongside the **National Test Framework** to reflect the curriculum being taught and help prepare learners for GPS SATs.
- Question phrasing, types and coverage designed to **match National Tests**.
- Free online **gap analysis and reports** available in Boost Insights, our digital assessment and reporting tool.
- **Curriculum maps** outline content covered in every test to ensure relevant material has been taught before each assessment is administered.
- Free downloadable **mark schemes, test guidance and spelling audio files**.

Key Information

Age range covered:
5 to 11 years.

Number of assessments:
One test per term for each year group from Years 1 to 6.

Ideal testing time:
Second half of each term.

Price:
£21.00 per 10-copy test paper pack.
£2.10 per digital test credit.

Measuring attainment and progress

New GaPS assessments enable schools to build a **comprehensive profile** of each learner's attainment and progress in GPS by converting their raw scores into a range of other measures.

Easily generate the following metrics with learners' assessment results:

- **Standardised score**

See whether a learner's attainment is above or below the national average for their year cohort.

- **GPV Age**

(Grammar, Punctuation and Vocabulary)

Get a quick measure of attainment against the age at which the this performance is typical.

- **Spelling Age**

As with the GPV Age, measure a learner's attainment in spelling against the typical age for that performance.

- **Hodder Scale Score**

An independent scale designed to measure progress and estimate future performance of learners working outside of their age range.

- **Age-standardised score**

See how the learner is performing against other children of the same age, calculated in years and months.

- **Strand/topic analysis**

(including strand national average)

Pinpoint strengths and weaknesses across the curriculum to inform future teaching.

- **Facility value**

See the percentage of learners who answered each specific question correctly in the standardisation trial.

- **Performance indicators**

Identify whether learners are working at, above or towards the expected standard for their year.



Assessment coverage

New GaPS assesses the 2014 National Curriculum and the assessable elements of the 2015 English grammar, punctuation and spelling test frameworks published by the Standards and Testing Agency for National Curriculum Tests.

Current and previous year content

The assessment maps (pages 20–25) break down the content in each assessment, showing what is taken from the current year group, and which questions tests previous learning.

Autumn tests will usually contain more content from previous year groups than Spring and Summer, to ensure that **demand builds appropriately** and learners are only ever tested on **Content they have been taught**. This enables valid results.

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 easily analyse performance in each content domain and spot both strengths and areas in need of intervention.

Content Domain References

Key Stage 1	
S	Spelling
G1	Grammatical terms / word clauses
G2	Functions of sentences
G3	Combining words, phrases and clauses
G4	Verb tenses and consistency
G5	Punctuation
G6	Vocabulary

Key Stage 2	
S	Spelling
G1	Grammatical terms / word clauses
G2	Functions of sentences
G3	Combining words, phrases and clauses
G4	Verb tenses and consistency
G5	Punctuation
G6	Vocabulary
G7	Standard English and informal vocabulary

Marks

Marks

Marks

Marks

- Marks**

Marks

Marks

Marks

Analysing test data with **Boost** Insights

Save time and gain actionable insights into your learners' progress and performance data.

With your New GaPS purchase, all staff members in your school gain **free access** to Boost Insights, our assessment data analysis platform:

- Run **instant gap analysis** to identify areas of strength and weakness among groups and individual learners for effective targeted teaching.
- Compare attainment in your school with national (UK) averages.
- Effortlessly **track progress over time** with learner progress reports and compare group performances across multiple tests.
- Download **clear visual reports** to share with teachers, senior leaders, MAT leaders, governors, inspectors and parents.



“ I feel like I can have the whole school attainment at my fingertips ”

Deputy Head Teacher, Dairy Meadow Primary School

Instant reporting at your fingertips.

Find the insights you need with reports for individuals, classes, custom groups, schools and MATs in Boost Insights.



School Overview

Compare attainment across year groups throughout your school.



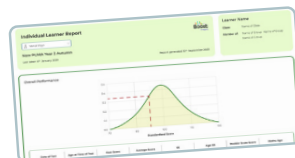
MAT/School Group Comparison

Compare the performance of multiple schools on a specific test suite.



Question-level Analysis

Analyse gaps in learning at a question and strand level.



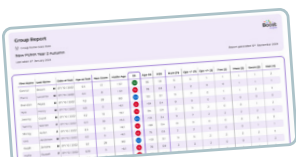
Individual Learner Report

Analyse the performance of a single learner on a specific test.



Learner Progress Report

Compare the performance of one learner across multiple tests.



Group Report

View the overall, average and strand performance of a group on a specific test.



Age Performance Review

Compare the age performance of a group on a specific test.



Test Performance Comparison

Compare the performance of a group on two tests with side-by-side results.



Group Average Review

Compare the average of a group across multiple test suites for an academic year.

Intervention Reports are only available with an active subscription to Shine Interventions. See page 26 for more information.



Individual Intervention Report

Identify knowledge gaps for a single learner and access Learning Sequences.



Grouped Intervention Report

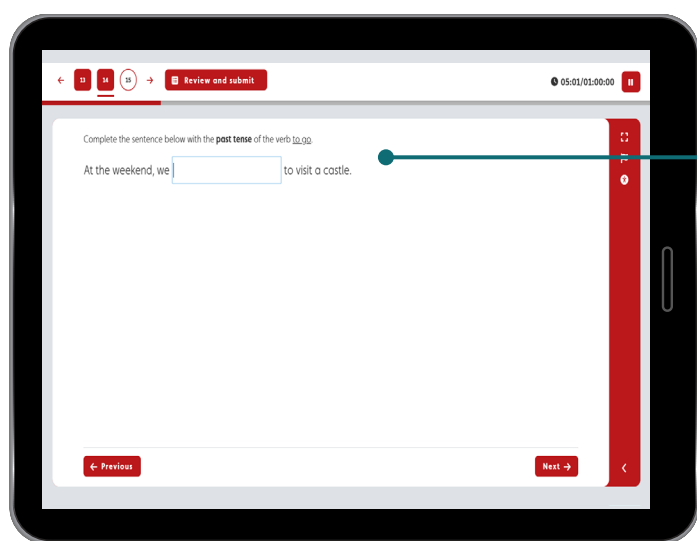
Identify learners with key knowledge gaps and access Learning Sequences.

Interactive assessments

Skip the marking and cut the admin.

New GaPS is also available in an online, interactive format. Assess all the same content and run the same reports, with no time spent marking!

- Assign tests to individuals, groups or whole classes via Boost Insights.
- Adjustable settings allow you to choose whether or not to display a test timer on learners' screens and allocate **extra time** for those who need it.
- **Supporting audio** for spelling sections throughout as well Years 1 and 2 grammar sections.



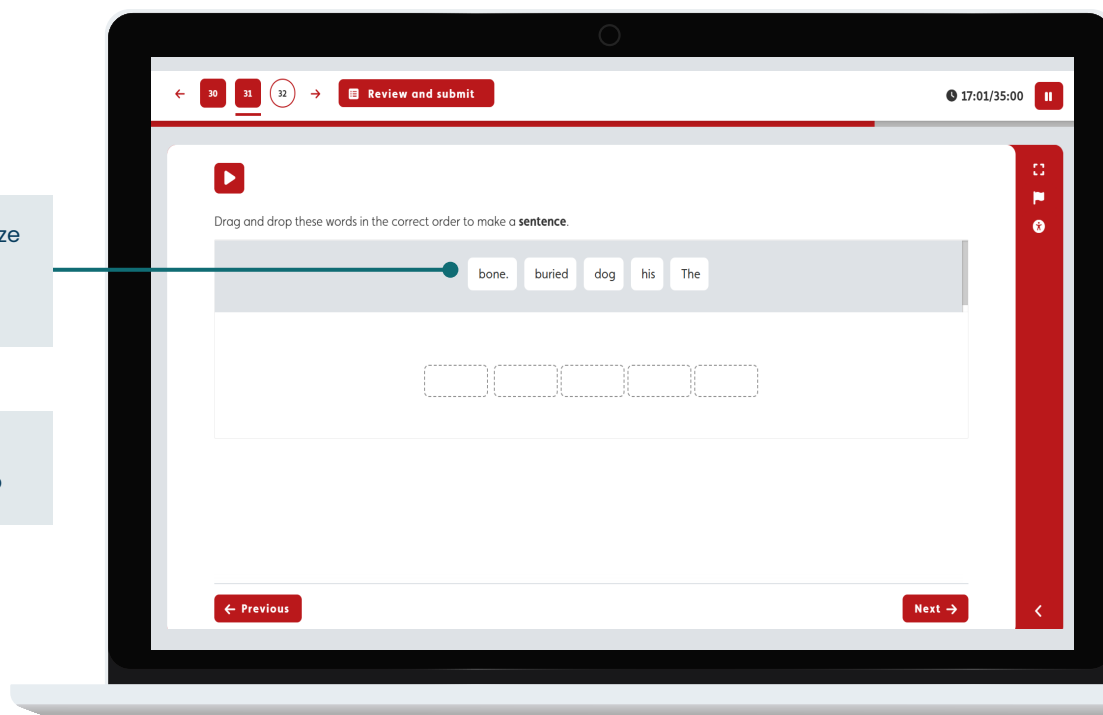
Interactive answering

Review learners' marks and answers once completed

Navigation buttons allow pupils to workthrough assessments

Adjustable font size for learners with sight difficulties

Suitable for iPad, laptop or desktop



Section A: Spelling

P. The _____ started to grow.

1. The cup is _____ full.

2. Every _____ should be kept safe.

3. I _____ my school is great.

4. It is _____ when it snows.

5. Our paintings were left to _____.

6. It is very _____ to share our toys.

7. Water can turn into _____.

8. Josh won the skipping _____.

9. Ella was _____ the ball into the goal.

10. Sam _____ his broken model.

Practice questions
in Y1 and Y2
assessments
to help learners
acclimatise to
assessment
settings

Section B: Grammar, punctuation and vocabulary

Practice question

- P. Tick the sentence below that is punctuated correctly.

Tick **one**.

- | | |
|--------------------------------|--------------------------|
| jack made toast for breakfast. | <input type="checkbox"/> |
| Jack made toast for breakfast | <input type="checkbox"/> |
| Jack made toast for breakfast. | <input type="checkbox"/> |
| jack made toast for breakfast | <input type="checkbox"/> |

23 Tick to show if each noun is **singular** or **plural**.

One has been done for you.

Noun	Singular	Plural
cats		<input checked="" type="checkbox"/>
bag		
pencils		

Clear space for marking with content domain reference

24 Tick the **punctuation mark** that goes at the end of the sentence below.

What was that terrible noise

Tick **one**.

- .

☐
- ?

☐
- ,

☐
- !

☐

25 Which sentence below is written in the **past tense**?

Tick **one**.

- Tim made a chocolate cake.

☐
- Tim is going to make a chocolate cake.

☐
- Tim loves eating chocolate cake.

☐
- Tim is making a chocolate cake.

☐

36 Tick the **three adjectives** that describe the lizard.

dry


jumps

green

runs

hops

scaly



☐ G

37 Tick to show whether **each** sentence is in the **past tense** or the **present tense**.

One has been done for you.

Sentence	Past tense	Present tense
Bogdan sat on the chair.	✓	
Grandad drives the car.		
Noah walks to school.		
Polly made a drink.		

☐ G

- 4** Draw lines to match each **sentence** below with the type of sentence it is.

One has been done for you.

Sentence	Type
Can I play with you	command
What a good idea that is	exclamation
We are playing hide and seek	question
Run away and hide	statement

A range of question types reflect those in National Tests and engage learners

- 5** Which sentence below uses **commas** correctly?

Tick **one**.

- Would you like, cheese tomato, cucumber and chicken in the sandwich? ☐
- Would you like cheese, tomato, cucumber and chicken in the sandwich? ☐
- Would you like, cheese, tomato cucumber and chicken in the sandwich? ☐
- Would you like, cheese, tomato cucumber and chicken in the sandwich? ☐

- 6** Write a **full stop**, a **question mark** or an **exclamation mark** to complete each sentence below.

What a nasty bruise you have ☐

Who did it ☐

The boy ran away ☐

Sample page: Year 3 Autumn, Section A

- 14** Add a **full stop** and a **capital letter** to mark the two sentences below.

The town is very busy they will come back later.



- 15** Circle the **two verbs** in the sentence below.

He has blue shoes with studs for playing hockey.



- 16** Draw lines to match each **prefix** below to the correct word so that you make a new word.

Prefix

super

anti

auto

Word

graph

hero

freeze



Section B: Spelling

26. Shania hopped _____ on one leg.
27. You will need to get up _____ tomorrow.
28. It is _____ to brush your teeth.
29. The glove was _____ than his hand.
30. You can _____ a tower of bricks.
31. The volcano had been _____ for hundreds of years.
32. It was so cold I could see my _____ .
33. The _____ cooked a wonderful meal.
34. William found it _____ that Mr Brown always wore a hat.
35. An old-fashioned word for a car is _____ .

Scripted spelling sections are read aloud by teachers, or via audio on interactive tests

- 42 Change the underlined verb in the sentence below so the whole sentence is in the **present tense**.

We leave home first thing in the morning and arrived late at night.

G

- 43 Tick **one** box in **each** row to show if the statement about the **apostrophe** is true or false.

Sentence	The apostrophe's position shows that ...	True	False
The cats' bowl was empty.	there is only one cat.		
The boys' changing room is locked.	there is more than one boy.		
The flower's petals had opened.	there is only one flower.		

P

- 44 Label the clauses by writing **M** for **main clause** and **S** for **subordinate clause** in the correct boxes.

If we hurry, we will catch the last train.

Let's go to the swimming pool before it gets too busy.

G

Section A: Grammar, punctuation and vocabulary

1 Draw lines to match the parts of the **three questions** below.

One has been done for you.

What are	we going?
When does	they doing?
Who will	it start?
Why are	we meet?



2 Circle the **three** words in the sentence below that should have **capital letters**.

he knows that madrid is the capital city of spain.



3 Draw lines to match each word below to its correct **suffix** to make a new word.

Word	Suffix
enjoy	ation
joy	ment
relax	ful



32 Which of the sentences below should contain an **apostrophe**?

Tick **one**.

The head teacher was very proud of all the pupils.

☐

Pupils are forbidden to enter the laboratory without a teacher.

☐

The pupils parents were invited to attend the celebrations.

☐

The pupils on the football team should leave lessons to get ready.

☐☐
P

33 Circle the **relative pronoun** in the sentence below.

These shoes, which no longer fit me, can be given away.

☐
G

34 Insert **brackets** in the correct places in the sentence below.

Miss Hussein the head teacher of the school welcomed all the parents.

☐
P

35 Insert the correct **pronoun** to complete the sentences below.

I have invited all my friends to come to play. _____
will be here at 4 p.m.

☐
G

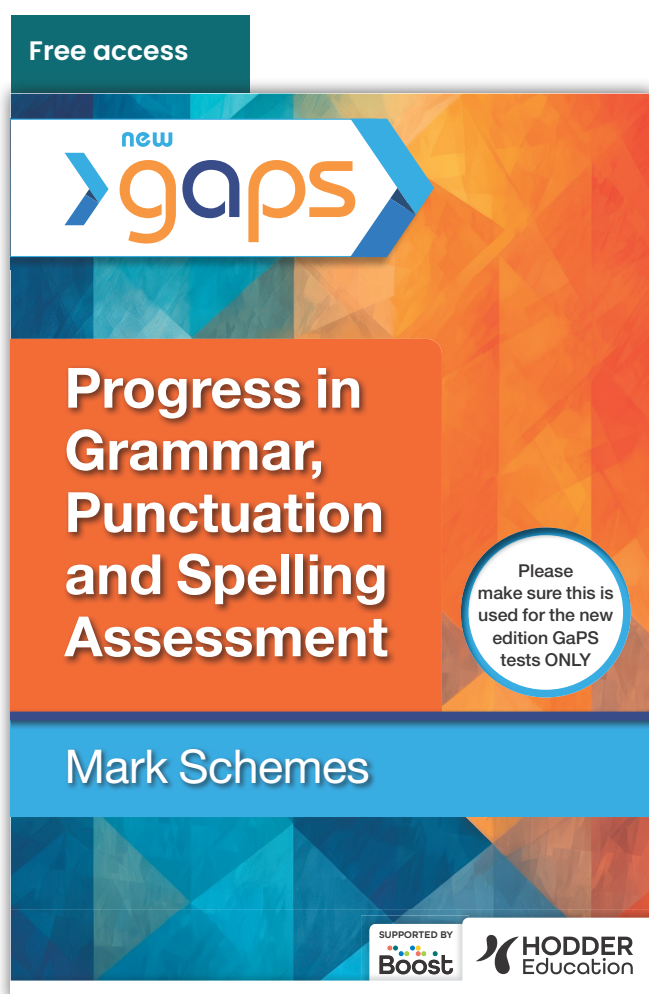
End of section

Test Guidance and Mark Schemes

Assessment resources to support all staff.

Free resources provide clear and thorough support to ensure optimal use of New GaPS in your school, including guidance on administering, marking and analysing assessment results.

- **Test Guidance** is given on interpreting test scores and outcomes, including summative measures, diagnostic and formative profiles, and performance predictions. Technical information is also provided on how we ensure the reliability and validity of these outcomes.
- **Mark Schemes** provide correct answers to each question, alongside the strand reference and facility range.
- **Resources** are available online or to download from your Assessment Resources section in Boost Insights. New GaPS offers audio files for the spelling questions, and a correlation report showing the assessment's validity against SAT results.



Free access

new gaps

4 Obtaining and interpreting test scores

Summative measures

Raw scores

A learner's raw score is the total mark on a particular test. As an overview, you can evaluate how well a learner has done by comparing their raw score to Table 4.1. This shows average raw scores from our national representative sample for each New GaPS test by term and sex. You may also compare your class average raw scores to these averages, as shown in the tables beneath each term's mark scheme.

Table 4.1: Average raw scores for each test by term and sex in the standardisation trial

	Autumn test			Spring test			Summer test		
	Female	Male	Total	Female	Male	Total	Female	Male	Total
New GaPS 1	21.5	19.7	20.6	20.7	18.6	19.7			
New GaPS 2	17.1	16.0	16.5	21.7	20.3	20.9			
New GaPS 3	19.8	18.7	19.2	22.5	21.1	21.8			
New GaPS 4	25.7	24.6	25.1	26.6	25.4	26.0			
New GaPS 5	30.1	27.9	29.0	29.9	27.2	28.5			
New GaPS 6	34.0	31.0	32.5	34.8	31.8	33.2			

In addition to raw scores, the results obtained from New GaPS will also enable you to report learner performance in terms of:

- age-standardised score (see tables in Chapter 6);
- standardised score (see tables in Chapter 6);
- percentile (Table 4.3 on page 43);
- GPV and spelling ages (Table 4.4 on pages 44–48);
- performance indicators (see Table 1.2 on page 9);
- the Hodder Scale (see Table 4.5 on pages 51–53).

Age-standardised scores, standardised scores and confidence bands

Both types of standardised score obtained from New GaPS are standardised to a mean score of 100, immediately showing whether a learner is above or below average as compared to the New GaPS national standardisation sample. Age-standardised scores can be used to compare how a learner is performing against other learners of the same age (in months) from the cohort taking the same test. For example, a learner who has a *standardised score* of 100 (i.e. who is at the mean average score of the whole cohort that took the test, including both older and younger learners), could have a higher *age-standardised score*, such as 110, if above average for their particular age (or the converse).

Standardised scores can be used to compare how a learner is performing against all other learners taking the same test, that is with other learners or schools doing the same test.

Please note that age-standardised and standardised scores are quite different measures and are calculated differently. Therefore it is not appropriate to relate a learner's age-standardised score to their standardised score.

40 4 Obtaining and interpreting test scores

Assessment maps

Our free online assessment maps allow you to check the content 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 assessment by strand, content domain and description. Common exception words in each test are also listed. Maps are available online or to download from your Assessment Resources section in Boost Insights.

New GaPS 1 Autumn

Strand	Content Domain	Content Assessed
Grammar	G2 G3	Questions Sentences
Punctuation	G5	Capital letters Question marks
Vocabulary	G6	Letter Words Suffixes
Spelling rules	S1 S2 S4 S6	The sounds /f/ and /s/ spelt <i>ff</i> and <i>ss</i> The /ŋ/ sound spelt <i>n</i> before <i>k</i> The /v/ sound at the end of words Adding the ending <i>-ing</i> to verbs where no change is needed in the root word
Phonics	S8	Vowel digraphs and trigraphs: <i>ai, ay, a-e</i> <i>ee, ea, e-e</i> <i>oa, ow, o-e</i> <i>ue, oo, u-e</i> <i>oi, oy</i> <i>ow, ou</i>
Spelling word list	S37	my, was, today, said

New GaPS 2 Autumn

Strand	Content Domain	Content Assessed
Grammar	G1 G2 G3 G4	Adjectives Statements Commands Sentences Noun phrases Co-ordinating conjunctions Simple past and simple present Tense consistency
Punctuation	G5	Capital letters Full stops Question marks Exclamation marks
Vocabulary	G6	Suffixes
Spelling rules	S2 S3 S6 S9 S14 S15 S22 S23 S26 S29 S35	The /ŋ/ sound spelt <i>n</i> before <i>k</i> – <i>tch</i> Adding the endings – <i>ed</i> and – <i>ing</i> Words ending – <i>y</i> The /dʒ/ sound spelt – <i>dge</i> or sometimes spelt as <i>g</i> elsewhere in words before <i>i</i> The /s/ sound spelt <i>c</i> before <i>e</i> The /aɪ/ sound spelt – <i>y</i> at the end of words Adding – <i>es</i> to nouns and verbs ending in – <i>y</i> Adding – <i>ed</i> to words of one syllable ending in a single consonant letter after a single vowel letter The /i:/ sound spelt – <i>ey</i> Words ending in – <i>tion</i>
Common exception word list (used in test)	S37	child, cold, kind, clothes

New GaPS 3 Autumn

Strand	Content Domain	Content Assessed
Grammar	G1	Nouns
	G2	Verbs
		Conjunctions
	G3	Prepositions
		Statements
	G4	Questions
		Commands
		Exclamations
		Sentences and clauses
		Subordinating conjunctions
		Simple past and simple present
		Present and past progressive
Punctuation	G5	Capital letters
		Full stops
		Question marks
		Exclamation marks
		Commas in lists
		Apostrophes
Vocabulary	G6	Prefixes
		Suffixes
Spelling rules	S17	The /r/ sound spelt <i>wr</i> at the beginning of words
	S39	The /i/ sound spelt <i>y</i> other than at the end of words
	S40	The /ʌ/ sound spelt <i>ou</i>
	S48	Words with the /k/ sound spelt <i>ch</i>
		Words with the /eɪ/ sound spelt <i>ei</i>
Common exception word list (used in test)	S37	grass, group, fruit, busy, learn, consider, heard, parents, sentence, quarter, caught, weight, straight, disappear

New GaPS 4 Autumn

Strand	Content Domain	Content Assessed
Grammar	G1	Verbs Adjectives Conjunctions Pronouns Adverbs
	G2	Adverbials Questions Commands Exclamations
	G3	Noun phrases Subordinating conjunctions and subordinate clauses
	G4	Simple past and simple present Verbs in the perfect form Tense consistency
	G7	Standard English
Punctuation	G5	Capital letters Full stops Question marks Exclamation marks Commas in lists Inverted commas Apostrophes
Vocabulary	G6	Prefixes Suffixes Word families
Spelling rules	S7 S41 S43 S47 S49 S50 S51	Adding <i>-er</i> to adjectives where no change is needed in the root word (Year 2) Prefixes The suffix <i>-ly</i> Endings that sound like /ʃən/, spelt <i>-tion</i> Words with the /f/ sound spelt <i>ch</i> Words ending with the /k/ sound spelt <i>-que</i> Words with the /s/ sound spelt <i>sc</i>
Common exception word list (used in test)	S37	early, important, build, breath, strange, imagine, extreme, circle, increase, believe, guide

New GaPS 5 Autumn

Strand	Content Domain	Content Assessed
Grammar	G1 G3 G4 G7	Nouns Verbs Adjectives Pronouns Relative pronouns Adverbs Adverbials Prepositions Determiners Relative clauses Subordinating conjunctions and subordinate clauses Simple past and simple present Verbs in the perfect form Modal verbs Tense consistency Standard English
Punctuation	G5	Capital letters Question marks Commas in lists Commas to clarify meaning Commas after fronted adverbials Inverted commas Apostrophes Punctuation for parenthesis
Vocabulary	G6	Prefixes Suffixes Word families
Spelling rules	S41 S44 S45 S46 S47 S48 S55 S59	Prefixes (Years 3 and 4) Words with endings sounding like /ʒə/ Endings that sound like /ʒən/ The suffix -ous Endings that sound like /fən/, spelt -tion Endings that sound like /fən/, spelt -cian Words with the /k/ sound spelt ch Words ending in -ent Words ending in -ance Words containing the letter string ough
Common exception word list (used in test)	S37	category, language, develop

New GaPS 6 Autumn

Strand	Content Domain	Content Assessed
Grammar	G1	Adjectives Pronouns Relative pronouns Adverbs Adverbials Prepositions Determiners Subject and object
	G2	Questions Commands Exclamations
	G3	Relative clauses Noun phrases Subordinate conjunctions and subordinate clauses
	G4	Modal verbs Tense consistency
	G7	Standard English
Punctuation	G5	Capital letters Commas in lists Commas to clarify meaning Inverted commas Apostrophes Punctuation for parenthesis Semi-colons
Vocabulary	G6	Synonyms and antonyms Prefixes Word families
	G7	Formal and informal vocabulary
Spelling rules	S38 S39 S40 S41 S43 S44 S45 S46 S47 S48 S50 S51 S55 S58 S59 S60 S61	Adding suffixes beginning with vowel letters to words of more than one syllable The /i/ sound spelt y other than at the end of words The /ʌ/ sound spelt ou Prefixes The suffix -ly Words with endings sounding like /tʃə/ Endings that sound like /ʒən/ The suffix -ous Endings that sound like /ʃən/, spelt -ssion Words with the /s/ sound spelt sc Words with the /k/ sound spelt ch Words ending with the /g/ sound spelt -gue Words ending in -ent Words with the /i:/ sound spelt ei after c Words containing the letter string ough Words with 'silent' letters (i.e. letters whose presence cannot be predicted from the pronunciation of the word) Homophones and other words that are often confused
Common exception word list (used in test)	S37	Parliament, environmental

Unlock targeted interventions

Effectively plug knowledge gaps with **Shine Interventions**:
diagnostically driven by your learners' New GaPS results.

- **Intervention Reports** instantly pinpoint areas of weakness and **identify learners** whose assessment results indicate an intervention is needed.
- Learners are grouped according to **learning area**, covering all related sub-strands of grammar, punctuation, spelling and vocabulary.
- Links to suggested interventions (known as **Learning Sequences**) are provided for each learning area, designed to address that specific knowledge gap.
- Interventions include a **Modelled Response** session followed by a **Supported Independent Practice** session, with a range of fiction and non-fiction texts to engage learners.

Example of Year 1 Grammar Learning Sequence

★ Shine GPS Grammar, Feeding the Pets

Feeding the Pets

by Kate Ruttle

Mum said, "You have a lot of pets. You must help me to feed them."

Mark got a pink tin. He fed the dog.

"But it was my turn," wailed Sam.

Rob got a big box. He fed the hens.

"When is it my turn?" wailed Sam.



1. Tick the **noun** that completes the sentence.

Mum said, "You need to feed the _____."

Tick (✓) **one**.

- | | |
|-------------------------------|-------------------------------|
| <input type="checkbox"/> in | <input type="checkbox"/> pets |
| <input type="checkbox"/> have | <input type="checkbox"/> but |

2. Tick the **noun** that completes the sentence.

Mark had a _____ of dog food.

Tick (✓) **one**.

- | | |
|-------------------------------|-------------------------------|
| <input type="checkbox"/> hen | <input type="checkbox"/> pool |
| <input type="checkbox"/> pets | <input type="checkbox"/> tin |

3. Underline the **noun** in this sentence.

He had a tin.

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You may photocopy this page. 1

“ Shine has reduced workload by providing high quality interventions ”

Deputy CEO, Diocese Sheffield Academies Trust (DSAT)

Ready when you are

Each Learning Sequence includes Learner Worksheets with supporting **Prepare, Do, Review** documentation and step-by-step **Teaching Notes** to ensure successful delivery from all staff members, regardless of subject knowledge.

- **Prepare, Do, Review** guidance includes suggested timings, teaching tips, potential stumbling blocks and a summary of skills practised, including content domains.
- **Learner worksheets** allow you to check each child's understanding.
- **Teaching Notes** are designed to facilitate 'pick up and go' sessions with teaching assistants. Steps and Checks guide discourse and provide prompts to observe whether objectives have been met.
- **Record and Impact Forms** help to track and evidence learners' progress and the impact of interventions.

Example Teaching Notes from a Year 1 Grammar Learning Sequence

★ Shine GPS Year 1 (Autumn), Grammar, Feeding the Pets

Answer the questions

If using the online modelling responses software, remember to copy and paste textual evidence for your answer.

When marking all questions, ignore minor copying errors and accept letter reversals in spelling.

In Year 1, read the black part of each question aloud to the pupils and discuss what the question is asking them to do. As far as possible, except when working through model questions, encourage the pupils to read the green text aloud. The green text should be accessible to pupils who:

- know the most common sound associated with each letter of the alphabet
- can read words containing graphemes: *ai, ee, igh, oa, oo, ar, or, ur, oi, ow, air, ear, ure, sh, ch, th, ng*
- can read familiar words including some adjacent consonants (e.g. *black, sleep*)
- can recognise the words: *of, the, you, have, was, said*.

	Steps	Check pupils' understanding
1 (G1.1)	<p>Tick the noun that completes the sentence. Mum said, "You need to feed the _____."</p> <p>Tick (✓) one.</p> <p><input type="checkbox"/> in</p> <p><input type="checkbox"/> have</p> <p><input type="checkbox"/> pets</p> <p><input type="checkbox"/> but</p>	
Answer and marks	<p>✓ pets (1 mark)</p>	
Model	<p>Ask pupils to tell you what they think a noun is. Ask each of them to say a noun from the text. Challenge the others in the group to listen to the answers given and agree whether each word is a noun.</p> <p>Read the question together and clarify the expectation.</p> <p>Can pupils predict what the missing word might be? Encourage them to talk about how they decided what the word should be. (What kind of word might come after <i>feed the</i> in this sentence?)</p> <p>Together, read the options given. Discuss whether each word is a noun. (The only noun is 'pets'.)</p>	<p>Check pupils can tell you what a noun is. Their definition might include:</p> <ul style="list-style-type: none"> • it is a naming word • it is the name of a thing or type of thing (e.g. object, place, person, feeling) • it often follows words like <i>a, some</i> or <i>the</i> • it may follow an adjective (describing word). <p>Pupils can identify a noun.</p> <p>Pupils can use the strategy of gap filling to decide which word makes sense.</p>

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