**Introduction**

**Why use Grammar, Punctuation and Spelling Progress Tests (Second Edition)?**

The *Grammar, Punctuation and Spelling Progress Tests* were first developed to support teachers to assess the progress their pupils are making against the grammar, spelling, vocabulary and punctuation requirements of the 2014 National Curriculum Programme of Study for English in Years 2 to 6. Separate progress tests are available to cover the requirements for reading. For Year 1, there is a single set of progress tests for English. All *Progress Tests* are designed to support effective classroom assessment and are easy to use and mark.

The *Grammar, Punctuation and Spelling Progress Tests (Second Edition)* offer a brand new set of questions to identify gaps in learning and assess pupils’ performance against age-related expectations.

The half-termly tests are written to the same framework as the 2014 *Grammar, Punctuation and Spelling Progress Tests*, with carefully chosen question types to familiarise children with the types of questions used in the Key Stage 2 national tests.

Pupils are assessed across a range of skills in grammar, punctuation, vocabulary and spelling. This offers you a clear indication of pupils’ knowledge and understanding to help inform your teaching.

The *Grammar, Punctuation and Spelling Progress Tests (Second Edition)* include:

•

All new questions in grammar, punctuation and spelling to assess how children are performing against age-related expectations.

Complex multiple choice questions to familiarise children with the question types they can expect in the national tests.

An additional focus on word classes and punctuation to help you identify and address gaps throughout the year.

•

•

All the tests have been:

* written by primary English assessment specialists
* reviewed by primary English curriculum and assessment experts.

**How do the tests track performance?**

You can use the results data from the tests to identify gaps in learning and track pupils’ performance. The results show whether pupils are working towards, meeting or exceeding the expected standard for their year group. You can then use this data alongside other evidence to enable effective planning of future teaching and learning, for reporting to parents and as evidence for Ofsted inspections.

PDF versions of the tests are available via your My Rising Stars account [(www.risingstars-uk.com/user).](http://www.risingstars-uk.com/user%29)

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Introduction

**Online analysis and reports**

You also have access to online analysis and reports via MARK (My Assessment and Reporting Kit).

MARK enables you to:

•

•

•

gain valuable insight into individual and group performance view gap analysis at a glance

generate reports in a few clicks.

To unlock access to MARK, visit [www.risingstars-uk.com/mark.](http://www.risingstars-uk.com/mark) You can then log into MARK at any time by visiting: mark.rsassessment.com. For support with using MARK, visit [www.rsassessment.com/support](http://www.rsassessment.com/support) or email onlinesupport@risingstars-uk.com.

**About the Grammar, Punctuation and Spelling Progress Tests (Second Edition)**

The tests are written to match the requirements of the programme of study for the 2014 National Curriculum, including the appendices for English. For each half term, there is a grammar, punctuation and vocabulary test and a separate spelling test. The number of marks for each test is as follows:

The content and style of the tests mirrors that of the national tests that pupils will take at the end of Key Stages 1 and 2.

The tests assess across a range of skills as exemplified by the English grammar, punctuation and spelling test framework for Key Stages 1 and 2. For further information on the content domains, turn to page 58.

Full details of which content domain each question assesses can be found in the coverage grid on page 72.

*Test demand*

Test demand increases both within the tests and across the year, which means that tests at the beginning of the year are easier than those at the end of the year.

In the grammar, punctuation and vocabulary tests, questions become more demanding in terms of response type, progressing from simple ‘tick/circle the correct response’ to requiring pupils to give an explanation of an answer. The questions for grammar, punctuation and vocabulary are distributed throughout each test rather than in blocks within a test.

*Tracking progress*

The marks pupils score in the tests can be used as one piece of evidence to track how they are progressing against the expected standard for their year group. The marks for each test have been split into three performance thresholds:

* working towards
* expected
* exceeding.

5

**Year 2**

**Year 3**

**Year 4**

**Year 5**

**Year 6**

**Grammar, punctuation and vocabulary**

10

20

20

20

20

**Spelling**

20

20

20

20

20

Introduction

The thresholds for each year group are as follows:

The table gives performance thresholds for each test, which you can use to see how well each pupil is doing in each test. If pupils are reaching the expected standard for their year, they will be consistently scoring in the middle zone of marks in the tests. The higher the mark in the zone, the more secure you can be that they are meeting the expected standard for their year group. Because the tests become progressively harder throughout the year, you will not necessarily see an increase in an individual pupil’s marks each time they take a test.

**How to use the Grammar, Punctuation and Spelling Progress Tests (Second Edition)**

*Preparation and timings*

Make enough copies of the test(s) for each pupil to have their own copy. Note that the spelling test script containing the instructions for teachers is provided separately.

Hand out the papers and ensure pupils are seated appropriately so that they can’t see each other’s papers.

Pupils will need pens or pencils and erasers. Encourage pupils to cross out answers rather than rub them out.

There are no time limits for the tests but normal practice is to allow a minute per mark for written tests. Teachers may, however, prefer to administer the tests in chunks for younger pupils and to allow breaks. Help with reading may be given using the same rules as when providing a reader with the DfE KS2 tests.

**1**

**2**

**3**

**4**

*Supporting pupils during the tests*

Before the test, explain to the pupils that the test is an opportunity to show what they know, understand and can do. They should try to answer all the questions but should not worry if there are some they can’t do.

Many pupils will be able to work independently in the tests, with minimal support from a teacher or teaching assistant. Encourage pupils to ‘have a go’ at a question, or to move on to a fresh question if they appear to be stuck, to ensure that no pupil becomes distressed.

It is important that pupils receive appropriate support, but are not unfairly advantaged or disadvantaged. Throughout the tests, therefore, you may read, explain or sign to a pupil any parts of the test that include instructions, for example by demonstrating how to circle an answer.

6

**Performance thresholds**

**Working towards**

**Expected**

**Exceeding**

**Year 2**

GPV 0–5

6–8

9–10

Spelling 0–11

12–16

17–20

**Year 3**

0–11

12–16

17–20

**Year 4**

0–11

12–16

17–20

**Year 5**

0–11

12–16

17–20

**Year 6**

0–11

12–16

17–20

Introduction

**Content coverage Year 4**

The Grammar, Punctuation and Spelling Tests (Second Edition) have been written to cover the content requirements of the Programmes of Study for the 2014 National Curriculum. There is a separate test for each half term. A summary of the content of each test is outlined below.

8

Autumn test 1

* Recognise adverbs, nouns and adjectives
* Use commas in lists
* Recognise verbs in the present, past simple and perfect form
* Use full stops, capital letters and question marks correctly
* Expand noun phrases
* Recognise suffixes and prefixes
* Recognise different sentence types
* Use subordinating clauses and conjunctions
* Recognise main clauses
* Use prepositions
* Recognise coordinating conjunctions
* Use prefixes
* Use the present and past progressive form

Autumn test 2

* Use capital letters and full stops
* Use commas in lists
* Use inverted commas
* Recognise different sentence types
* Use prefixes
* Recognise nouns, verbs and adverbs
* Recognise main and subordinate clauses
* Use prepositions correctly
* Use determiners correctly
* Understand different use of apostrophes
* Use commas after fronted adverbials
* Recognise noun phrases
* Use coordinating conjunctions
* Use present and past progressive forms
* Recognise verbs in the present and past simple
* Use pronouns correctly
* Subordinating clauses and conjunctions

Spring test 1

* Use capital letters
* Use subordinating clauses and conjunctions
* Recognise main clauses
* Recognise noun phrases
* Use verbs in the present and past simple
* Use commas after fronted adverbials
* Coordinating conjunctions
* Recognise prepositions
* Recognise adverbials, adverbs and verbs in the perfect form
* Use pronouns, nouns, adjectives and verbs in sentences
* Use suffixes
* Recognise determiners
* Use inverted commas correctly
* Use commas in lists
* Understand different sentence types and structure

Introduction

9

Spring test 2

* Use of apostrophes
* Recognise adverbs
* Recognise present and past progressive
* Recognise nouns and verbs in sentences
* Use prefixes
* Recognise pronouns
* Understand different sentence types
* Recognise determiners
* Understand the use of commas in lists
* Recognise inverted commas
* Use full stops and capital letters
* Use verbs in present and past simple
* Recognise subordinate clauses and coordinating conjunctions
* Recognise noun phrases
* Recognise main clauses
* Use commas after fronted adverbials
* Recognise prepositions and adverbials

Summer test 1

* Recognise prepositions
* Use coordinating conjunctions
* Use pronouns and adverbials correctly
* Use commas after fronted adverbials
* Use apostrophes correctly
* Understand how suffixes change nouns to adjectives
* Recognise adverbs
* Recognise nouns, adjectives and verbs and their function in sentences
* Recognise determiners
* Use inverted commas correctly
* Recognise Standard English
* Use commas in lists
* Use full stops and question marks in sentences
* Recognise sentence types
* Recognise if verbs are in the present, past simple and perfect form
* Use capital letters
* Recognise noun phrases
* Recognise main and subordinating clauses and conjunctions

Summer test 2

* Recognise determiners
* Recognise and use inverted commas
* Use commas in lists
* Understand suffixes and prefixes
* Use correct punctuation in sentences
* Recognise different sentence types
* Recognise verbs in present and past simple
* Recognise apostrophes to mark contracted forms
* Recognise noun phrases
* Recognise main clauses
* Recognise prepositions
* Recognise coordinating conjunctions
* Recognise pronouns
* Recognise verbs and adjectives
* Use commas after fronted adverbials
* Recognise Standard English
* Use subordinate clauses and conjunctions in sentences
* Recognise adverbials



Year 4

Summer test 1

**1**

What is the function of the words circled in the sentences below?

The cat rolled the ball under the cupboard.

I put my new fish in the tank with the others.

Tick **one**.

adverb noun preposition

verb

**2**

Tick **one** box in each row to show which **conjunction** completes each

sentence.

**3**

Correctly add the **pronouns** from the box to the sentences below.

We visited lots of castles on holiday.

My neighbours have built a treehouse in garden.

When Tom has finished lunch, he is going to help Annie practise spellings.

43

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his her their our

**Sentence**

**and**

**but**

I can run fast I’m not very good in races.

In autumn, leaves begin to fall the days become

cooler.

Cats don’t like water they can swim.

**Name:**

**Class:**

**Date:**

G1

1 mark

G3

1 mark

G1

1 mark

Total for this page

/ 3

Year 4

*Summer test 1*

**4**

Which sentence below has the **adverbial** underlined?

Tick **one**.

Ollie and Sam agreed to meet by the school gates. Ollie and Sam agreed to meet by the school gates. Ollie and Sam agreed to meet by the school gates.

Ollie and Sam agreed to meet by the school gates.

**5**

Insert a **comma** to complete the sentence below.

At the edge of the pond a duckling was looking for its mother.

**6**

Circle the words that should have **apostrophes** in the sentence below.

Im not sure how to use this computer and I

to help me.

cant

find

anyone

**7**

Which **suffix** will make these nouns into adjectives?

Tick **one**.

-er

-ful

-ing

-ness

**8**

Circle the **two adverbs** in the sentence below.

The train is coming now so we will have to

get a sandwich later.

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wonder

fear

G1

1 mark

G5

1 mark

G5

1 mark

G6

1 mark

G1

1 mark

Total for this page

/ 5



Year 4

*Summer test 1*

**9**

Write (**A**) **adjective**, (**N**) **noun** or (**V**) **verb** in the boxes to show the function of the words in the sentence below.

With an enormous breath, Connor blew out all the candles on the birthday cake.

**10**

What type of word is underlined in the sentences below?

Let’s climb the tree.

Shall we have a drink?

Tick **one**.

adjective determiner pronoun

verb

**11**

Tick **two** boxes to show where the **inverted commas** should go.

Angus called, Hurry up. We’re over here .

**12**

Underline the word that is **not Standard English** in the sentence below.

Ashley done her picture using her new colouring pens.

45

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G1

1 mark

G1

1 mark

G5

1 mark

G7

1 mark

Total for this page

/ 4

Year 4

*Summer test 1*

**13**

Insert **two commas** into the sentence below.

Dogs need to go for several walks have two meals a water and a comfortable place to sleep each day.

bowl of clean

**14**

Which passage below is correctly punctuated?

Tick **one**.

Your name is Ali, isn’t it? Would you like to sit with me. Your name is Ali. Isn’t it? Would you like to sit with me? Your name is Ali, isn’t it. Would you like to sit with me?

Your name is Ali, isn’t it? Would you like to sit with me?

**15**

Tick **one** box in each row to show whether the sentence is a **statement** or

a **command**.

**16**

Tick **one** box in each row to show whether the verb is written in the

**present tense** or the **past tense**.

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**Sentence**

**Present tense**

**Past tense**

The cows all stood under a tree to avoid

the rain.

We play outside a lot in the summer.

On Fridays, we usually have a pizza

for lunch.

**Sentence**

**Statement**

**Command**

Find your shoes quickly please.

We found a lost dog yesterday.

When you find your picture, bring it to me.

G5

1 mark

G5

1 mark

G2

1 mark

G4

1 mark

Total for this page

/ 4

Year 4

*Summer test 1*

**17**

Which **verb tense** is used in the sentence below?

My grandfather has lived in this village all his life.

Tick **one**.

present tense past tense

present perfect tense

past progressive tense

**18**

Circle the words that should have **capital letters** in the sentences below.

I live at 29 high street, carlton.

On tuesdays, I usually go to the swimming pool. Corgis are the favourite dogs of queen elizabeth.

**19**

Underline the **noun phrase** in each of the sentences below.

I found a brand new football.

The goalposts on the field have been broken.

**20**

Label each part of the sentences below as **main clause** (**M**) or

**subordinate clause** (**S**).

As soon as the cakes have cooled, you can have one.

Find a partner if you would like to play the next game.

Even though the match has started, you’re welcome to join in.

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G4

1 mark

G5

1 mark

G3

1 mark

G3

1 mark

Total for this test

/ 20

**Year 4 Summer spelling test 1:** *Teacher’s script*

This test should take approximately 15 minutes to complete. Tell the children you are going to read out 20 sentences to them. Each sentence has a word missing on their answer sheet. Tell the children to listen carefully to the missing word and fill it in, making sure they spell it correctly. You will read the word, then the word within a sentence, then repeat the word a third time. Now read out each question to the children as below. At the end of the test, read out all 20 sentences again.

**1**

**12**

**Spelling one**: the word is **knives**. Put the **knives** and forks in the drawer please.

The word is **knives**.

**Spelling two**: the word is **white**. I love the snow when it is fresh and **white**.

The word is **white**.

**Spelling three**: the word is **postbox**. Put the letter in the **postbox**.

The word is **postbox**.

**Spelling four**: the word is **giant**. I saw a **giant** spider run across the floor.

The word is **giant**.

**Spelling five**: the word is **ice**. We are doing an experiment with **ice** today.

The word is **ice**.

**Spelling six**: the word is **wrong**.

If you know it is **wrong**, don’t do it. The word is **wrong**.

**Spelling seven**: the word is **towel**. Don’t leave your **towel** on the floor. The word is **towel**.

**Spelling eight**: the word is **nostril**. The monster only had one **nostril**. The word is **nostril**.

**Spelling nine**: the word is **flies**. A lot of **flies** were buzzing around the dustbin.

The word is **flies**.

**Spelling ten**: the word is **beautiful**. Today is a **beautiful** day.

The word is **beautiful**.

**Spelling eleven**: the word is **preferred**. Ashley **preferred** swimming to cycling. The word is **preferred**.

**Spelling twelve**: the word is **country**. Would you rather live in a town or in the **country**?

The word is **country**.

**Spelling thirteen**: the word is

**autograph**.

I have an **autograph** from a famous astronaut.

The word is **autograph**.

**Spelling fourteen**: the word is

**admiration**.

My parents were full of **admiration**

for me when I received an award. The word is **admiration**.

**Spelling fifteen**: the word is

**adventure**.

Let’s read an **adventure** story. The word is **adventure**.

**Spelling sixteen**: the word is

**courageous**.

The sailor was very **courageous**

in the storm.

The word is **courageous**.

**Spelling seventeen**: the word is

**tension**.

I love the **tension** of a good drama. The word is **tension**.

**Spelling eighteen**: the word is

**chemist**.

We need to buy plasters from the

**chemist** shop.

The word is **chemist**.

**Spelling nineteen**: the word is fascinating.

What a **fascinating** idea you have! The word is **fascinating**.

**Spelling twenty**: the word is **veins**. I can see the **veins** in my wrist.

The word is **veins**.

**2**

**13**

**3**

**14**

**4**

**15**

**5**

**16**

**6**

**7**

**17**

**8**

**18**

**9**

**19**

**10**

**11**

**20**

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Year 4

Summer spelling test 1

**1**

Put the and forks in the drawer please.

**2**

I love the snow when it is fresh and .

**3**

Put the letter in the .

**4**

I saw a spider run across the floor.

**5**

We are doing an experiment with today.

**6**

If you know it is , don’t do it.

**7**

Don’t leave your on the floor.

**8**

The monster only had one .

**9**

A lot of were buzzing around the dustbin.

**10**

Today is a day.

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You need to add the missing words to these sentences. Your teacher will read out each missing word and then the whole sentence and will then read that missing word again. You should listen carefully and then write the word in the space.

Make sure you spell each word correctly.

1 mark

1 mark

1 mark

1 mark

1 mark

1 mark

1 mark

1 mark

1 mark

1 mark

Total for this page

/ 10



Year 4

*Summer spelling test 1*

**11**

Ashley swimming to cycling.

**12**

Would you rather live in a town or in the ?

**13**

I have an from a famous astronaut.

**14**

My parents were full of for me when I received an award.

**15**

Let’s read an story.

**16**

The sailor was very in the storm.

**17**

I love the of a good drama.

**18**

We need to buy plasters from the shop.

**19**

What a idea you have!

**20**

I can see the in my wrist.

50

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1 mark

1 mark

1 mark

1 mark

1 mark

1 mark

1 mark

1 mark

1 mark

1 mark

Total for this test

/ 20

Year 4

*Answers and mark schemes: Summer test 1*

Summer test 1

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**Answer**

**Mark**

**Domain**

**Extra information**

**1**

adverb noun

preposition 

verb

1

G1.7

Accept any clear indication of the correct answer.

**2**

1

G3.3

Award 1 mark for all correct.

Accept any clear indication of the correct answers.

**3**

We visited lots of castles on **our** holiday.

My neighbours have built a treehouse in **their** garden. When Tom has finished **his** lunch, he is going to help Annie practise **her** spellings.

1

G1.5

Award 1 mark for all correct.

Words must be spelled correctly using lower-case letters.

**4**

Ollie and Sam agreed to meet by the school gates. Ollie and Sam agreed to meet by the school gates. Ollie and Sam agreed to meet by the school gates.

Ollie and Sam agreed to meet by the school gates. 

1

G1.6a

Accept any clear indication of the correct answer.

**5**

At the edge of the pond**,** a duckling was looking for its mother.

1

G5.6b

Comma should be of a suitable size and correctly oriented.

**6**

Im, cant

1

G5.8

Award 1 mark for both correct.

Accept any clear indication of the correct answers.

**7**

-er

-ful 

-ing

-ness

1

G6.3

Accept any clear indication of the correct answer.

**8**

now, later

1

G1.6

Award 1 mark for both correct.

Accept any clear indication of the correct answers.

**9**

With an enormous breath, Connor blew out all the candles

**A V N**

on the birthday cake.

1

G1.1 G1.2 G1.3

Award 1 mark for all correct. Accept lower-case letters.

**10**

adjective determiner  pronoun

verb

1

G1.8

Accept any clear indication of the correct answer.

**Sentence**

**and**

**but**

I can run fast I’m not very good in races.



In autumn, leaves begin to fall the days become cooler.



Cats don’t like water they can swim.



Year 4

*Answers and mark schemes: Summer test 1*

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**Answer**

**Mark**

**Domain**

**Extra information**

**11**

 

Angus called, Hurry up. We’re over here .

1

G5.7

Award 1 mark for both correct.

Accept any clear indication of the correct answer.

**12**

Ashley done her picture using her new colouring pens.

1

G7.1

**13**

Dogs need to go for several walks**,** have two meals**,** a bowl of clean water and a comfortable place to sleep each day.

1

G5.5

Comma should be of a suitable size and correctly oriented.

**14**

Your name is Ali, isn’t it? Would you like to sit with me. Your name is Ali. Isn’t it? Would you like to sit with me? Your name is Ali, isn’t it. Would you like to sit with me?

Your name is Ali, isn’t it? Would you like to sit with me? 

1

G5.2 G5.3

Accept any clear indication of the correct answer.

**15**

1

G2.1 G2.3

Award 1 mark for all correct.

Accept any clear indication of the correct answers.

**16**

1

G4.1a

Award 1 mark for all correct.

Accept any clear indication of the correct answers.

**17**

present tense past tense

present perfect tense 

past progressive tense

1

G4.1b

Accept any clear indication of the correct answer.

**18**

high, street, carlton tuesdays

queen, elizabeth

1

G5.1

Award 1 mark for all correct.

Accept any clear indication of the correct answers.

**19**

I found a brand-new football.

The goalposts on the field have been broken.

1

G3.2

Award 1 mark for both correct.

Accept any clear indication of the correct answers.

**20**

As soon as the cakes have cooled, you can have one.

**S M**

Find a partner if you would like to play the next game.

**M S**

Even though the match has started, you’re welcome to join in.

**S M**

1

G3.1 G3.4

Award 1 mark for all correct. Accept lower-case letters.

**Sentence**

**Present tense**

**Past tense**

The cows all stood under a tree to avoid the rain.



We play outside a lot in the summer.



On Fridays, we usually have a pizza for lunch.



**Sentence**

**Statement**

**Command**

Find your shoes quickly please.



We found a lost dog yesterday.



When you find your picture, bring it to me.





Year 6 *Spring test 2: Part A (fiction)*

**Rising Stars UK Ltd**

**Pupil Progress Report**

Name:

Class:

Date:

**Abrihm Begum**

**Mathematics Progress Tests Second Edition**

**Last taken 9th October 2017**

**What’s**

**Report generated 24th October 2017**

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**Pupil details**

**Intake year: 2012-2013**

**Class: Year 4**

**1** What does *we both live for Friday* suggest about Ms Warner and Georges?

2d

**Overall performance**

1 mark

*Key*

Maths HT Y 4 Summer 1

**included?**

100%

**2** What does the cafeteria smell of before lunch? Give **one** thing.

Maths HT Y 4 Summer 2

75%

Maths HT Y 4 Autumn 1

2b

Maths HT Y 4 Autumn 2

1 mark

Maths HT Y 4 Spring 1

50%

Maths HT Y 4 Spring 2

25%

**3** Why is Mom *extra sensitive* about Georges?

2b

0%

1 mark

Paper

**Strand performance**

**4** What does Mom do to try to help Georges?

Give **two** things.

100%

**1**

75%

2b

**2** 1 mark

50%

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