

# NAPLAN — Year 5 Literacy

## Set 4 — Sample Language conventions test answers

### About the sample Language conventions test

The formats and response types in these practice items for spelling, grammar and punctuation are similar to those used in the real tests. To prepare students for the test, be sure they understand that:

- spelling questions are in two proofreading formats and in both cases the target word is presented with a misspelling
- the grammar and punctuation questions are about formal, written Australian English, not oral speech habits. When they are told to “correctly complete” a sentence, students must think about conventional grammar, vocabulary and punctuation.

Teachers in all subject areas should note the types of spelling skills that are involved in the spelling questions and use standard teaching and assessing practices to target these. In particular, they should use dictation exercises rather than NAPLAN format involving correction of intentionally misspelled words and they should use writing tasks in which the vocabulary and spelling demands are highlighted and assessed. Similarly for grammar and punctuation, teachers should take note of the skills involved in this sample test then derive more holistic lessons in which grammar and punctuation are taught and assessed as part of authentic tasks of written communication and formal oral expression.

Teachers can administer the words on the spelling component of this test as dictation. The common errors students make in the dictated format can be compared with errors students make when the words are administered in the test format. The error patterns can guide the teaching of relevant spelling strategies including:

- identifying the meaning components in compound words as in item 2 *girlfriend*/ girl+friend
- identify homonyms in the context of use as in item 10 *mist*/ missed, item 7 *board*/ bored or item 15 *their*/there.
- identify patterns of use of vowel patterns in multi-syllable words, e.g. item 19 *hevily*/ heavily
- adding a tense and plural ending to a base word, e.g.
  - no change to base word as in item 10 *miss*/ *missed*
  - /y/ to /i/ as in the distracter for item 14 *baby*/ babies and in the target word *ferry*/ferries
  - doubling final consonant as in the distracter for item 11 *swim*/*swimming*
- building on understandings of adding tense and plural endings to form generalisations for adding affixes, e.g.
  - no change to the base word as in item 16 *meteor*/ *meteorite*
  - consonant alternation patterns as in item 6 *reflect*/ *reflection*; drop e and add *ion* as in item 12 *celebration*/ *celebration*
  - /e/-drop as in the distracter for item 20 *broke*/ *broken*
  - /y/ to /i/ as in item 19 *heavy*/ *heavily*
  - doubling of final consonant as in item 11 *real*/ *really*
  - adding a prefix as in item 14 *desintrested*/disinterested.
- forming generalisations about syllable patterns
  - closed syllable patterns as in item 3 *sus*/*pect*; item 18 *ferry*/ *ferries* and item 20 *an*/*noyed* (vc/cv) or item 13 *pu*/*blish* (v(c)/cv)
- forming generalisations about spelling patterns of vowels in unstressed syllables, e.g.
  - /r/ controlled vowels as in item 1 *propor*/ *proper* and item 4 *seprate*/ *separate*

## Answers

<b>Spelling</b>	1 proper; 2 girlfriends; 3 suspect; 4 separate; 5 receive; 6 reflection; 7 bored; 8 neither; 9 realise; 10 missed; 11 really; 12 celebration; 13 publish; 14 disinterested; 15 There; 16 meteorite; 17 excellent; 18 ferries; 19 heavily; 20 annoyed
<b>Grammar and Punctuation</b>	21 C; 22 C; 23 C; 24 A; 25 A; 26 B; 27 D; 28 D; 29 A; 30 C; 31 C; 32 A; 33 C; 34 B; 35 B; 36 A; 37 B; 38 C; 39 B; 40 D; 41 D; 42 B; 43 D; 44 C; 45 D

## References

Bear, DR, Invernizzi, M, Templeton, S & Johnston, F 2008, *Words their way: Word Study for phonics, Vocabulary and spelling instruction* (4th ed), Pearson, Upper Saddle River.

Ganske, K, 2008, *Mindful of words: Spelling and vocabulary explorations 4-8*, The Guilford Press, New York.

## Resources

Resources on the QSA website that may be useful include:

- *Spelling Yrs 1–9: scope and sequence guide* — [www.qsa.qld.edu.au/7284.html](http://www.qsa.qld.edu.au/7284.html)
- *A framework for describing spelling items* — [www.qsa.qld.edu.au/1443.html](http://www.qsa.qld.edu.au/1443.html)
- *Grammar Yrs 1–9: scope and sequence guide* — [www.qsa.qld.edu.au/7284.html](http://www.qsa.qld.edu.au/7284.html)
- *Teachers' notes: Notes on grammar* — [www.qsa.qld.edu.au/1443.html](http://www.qsa.qld.edu.au/1443.html).