

# Grammar, Punctuation and Spelling



## Progress Tests

**Second Edition**

Year

**6**

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Series Editor: Maddy Barnes

# 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 their pupils' performance against the grammar, punctuation, vocabulary and spelling requirements of the 2014 National Curriculum Programme of Study for English in Years 2 to 6.

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. For Year 1, there is a single set of progress tests for English.

The tests are written to the same framework as the 2014 *Grammar, Punctuation and Spelling Progress Tests*, with carefully chosen question types to bring them further in line with the Key Stage 1 and Key Stage 2 national tests.

The half-termly *Grammar, Punctuation and Spelling Progress Tests (Second Edition)* assess pupils across a range of skills in grammar, punctuation, vocabulary and spelling and offer teachers a clear indication of how well pupils are doing in every year group, identifying gaps in pupils' knowledge and understanding to help inform teaching.

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

- new questions in grammar, punctuation and spelling to assess how pupils are performing against age-related expectations
- complex multiple-choice questions to familiarise pupils with the question types they can expect in the national tests
- 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?

The results data from the tests can be used 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. This data can then be used 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)).

## 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](http://mark.rsassessment.com).

For support with using MARK, visit [www.rsassessment.com/support](http://www.rsassessment.com/support) or email [onlinesupport@rsassessment.com](mailto:onlinesupport@rsassessment.com).

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

The tests are written to cover 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:

	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Grammar, punctuation and vocabulary</b>	10	20	20	20	20
<b>Spelling</b>	20	20	20	20	20

The content and style of the tests mirror 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 59.

Full details of which content domain each question assesses can be found in the Coverage grid on page 73.

### *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 performance

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

- working towards
- expected
- exceeding.

The thresholds for each year group are as follows:

Performance thresholds			
	Working towards	Expected	Exceeding
<b>Year 2</b>	GPV 0–5	6–8	9–10
	Spelling 0–11	12–16	17–20
<b>Year 3</b>	0–11	12–16	17–20
<b>Year 4</b>	0–11	12–16	17–20
<b>Year 5</b>	0–11	12–16	17–20
<b>Year 6</b>	0–11	12–16	17–20

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 group, 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

- 1 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.
- 2 Hand out the papers and ensure pupils are seated appropriately so that they can't see each other's papers.
- 3 Pupils will need pens or pencils and erasers. Encourage pupils to cross out answers rather than rub them out.
- 4 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 Key Stage 2 national tests.

### ***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. However, pupils should be encouraged 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, the teacher 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.

You could also consider using the PDF version of the tests available via your My Rising Stars account ([www.risingstars-uk.com/user](http://www.risingstars-uk.com/user)). You can project the PDF on a whiteboard to support a whole class or group to take the tests. You may choose to refer to the words on the whiteboard and read them aloud so pupils can follow them on the screen and on their own test paper, and then write their answers on their papers individually.

### ***Marking the tests***

Use the detailed mark scheme and your professional judgement to award marks. Do not award half marks. For multiple-choice questions, accept positive indications of the correct answer, such as crosses, as long as the correct answer is clearly identifiable.

It is useful to use peer marking of test questions from time to time. Pupils should exchange test sheets and mark them as you read out the question and answer. You will need to check that pupils are marking accurately. This approach also provides an opportunity to recap on any questions that pupils found difficult to answer.

### ***Feeding back to pupils***

Once the test has been marked, use a five-minute feedback session with the pupils to help them review their answers. Wherever possible, encourage pupils to make their own corrections as in this way they will become more aware of their own strengths and weaknesses. Agree with each pupil what they did well in the test and what the targets are for them to improve. A template 'Pupil progress' sheet is provided on page 10 for this purpose.

## **Content domain tables**

<b>G1</b>	<b>G2</b>	<b>G3</b>	<b>G4</b>	<b>G5</b>	<b>G6</b>	<b>G7</b>
Grammatical terms / word classes	Functions of sentences	Combining words, phrases and clauses	Verb forms, tense and consistency	Punctuation	Vocabulary	Standard English and formality

# Pupil progress sheet

Name: _____	Class: _____	Date: _____
Test name: _____	Test number: _____	My mark: _____

What I did well in the test:

---

---

---

What I need to do to improve:

1 \_\_\_\_\_

2 \_\_\_\_\_

3 \_\_\_\_\_



# Pupil progress sheet

Name: _____	Class: _____	Date: _____
Test name: _____	Test number: _____	My mark: _____

What I did well in the test:

---

---

---

What I need to do to improve:

1 \_\_\_\_\_

2 \_\_\_\_\_

3 \_\_\_\_\_

# Year 6

## Autumn test 1

<b>Name:</b>	<b>Class:</b>	<b>Date:</b>
--------------	---------------	--------------

1 Which sentences below are punctuated correctly?

Tick **two**.

The plane will take off very soon, please fasten your seatbelts.

I need a pencil. Will you lend me one?

Many people keep dogs as pets. I have four of them.

Susie wants to be a doctor. When she grows up.

G5

1 mark

2 Tick the boxes to show where **inverted commas** should be used in the sentences below.

How can I help? asked the shop assistant.

David shouted, I can see you hiding behind the tree.

G5

1 mark

3 Circle all the **verbs** in the sentence below.

In the wild, kangaroos live in groups and graze on open land.

G1

1 mark

4 Tick **one** box to show the **adverbial** in the sentence below.

If you look underneath the bed, you will find your other shoe.

G1

1 mark

/ 4

Total for this page

5 Which of the sentences below contains a **relative clause**?

Tick **one**.

Lemons, which generally grow in warm climates, can be grown indoors in the UK.

Oranges are delicious and nutritious.

My favourite fruit is an apple but I'm also fond of pears.

Although strawberries can be difficult to grow, they are a summer treat.

G3  
1 mark

6 Which of the underlined verbs below is written in the **present perfect tense**?

↓  
If you have finished all your homework, we can go to the park. Anna is   
  
   
↓ ↓  
bringing her dog and I know you will enjoy that.

G4  
1 mark

7 a) Write a sentence using the word **copy** as a **noun**.

Remember to punctuate your answer correctly.

\_\_\_\_\_

b) Write a sentence using the word **copy** as a **verb**.

Remember to punctuate your answer correctly.

\_\_\_\_\_

G1  
2 marks

8 Write the name of the **punctuation mark** circled in the sentence below.

Can you help me to find Simon (')s cat?

\_\_\_\_\_

G5  
1 mark

/ 5  
Total for this page



9 Circle all the **adjectives** in the passage below.

The astronauts landed on the stony surface of the Moon.  
Dusty clouds formed with each careful footstep they made.

G1  
1 mark

10 Circle all the **prepositions** in the sentence below.

Please save half of the birthday cake and put it in a box  
so we can take it to your grandfather's house.

G1  
1 mark

11 What is the **function** of the underlined part of the sentence below?

Adam stared longingly at the beautiful blue ocean.

Tick **one**.

- main clause
- noun phrase
- pronoun
- subject

G3  
1 mark

12 In which sentence below is the action **most likely** to happen?

Jenna could win if she runs her fastest.

My Australian uncle will arrive in England tomorrow.

It might rain later so let's take our umbrellas.

You may catch a cold if you don't dry your hair before  
going outside.

Tick **one**.





G4  
1 mark

/ 4  
Total for  
this page

**13** Rewrite the sentence below using **Standard English**.

Remember to punctuate your answer correctly.

I can give you some of them sweets.

\_\_\_\_\_

G7  
1 mark

**14** Insert **commas** in the sentence below.

Our sweatshirts come in dark blue with a white logo purple  
with yellow black with grey or red with blue.

G5  
1 mark

**15** Correctly insert a pair of **brackets** in the sentence below.

Towns in England with Roman remains Colchester, Bath  
and Chester are popular with tourists.

G5  
1 mark

**16** What is the **function** of the underlined word in the sentence below?

We all know when Joe has arrived because he always slams the door.

Tick **one**.

adverbial

conjunction

determiner

pronoun

G1  
1 mark

/ 4  
Total for  
this page

**17** Circle the **determiners** in the sentence below.

We didn't see any meerkats at the animal park because there was a storm and they don't like rain.

G1  
1 mark

**18** Which sentences below contain **co-ordinating conjunctions**?

Tick **two**.

The plane's arrival was delayed by an hour.

We had walked all day and we were very tired.

Ella can't sing but she does play the piano beautifully.

My hamster plays on its wheel in the daytime although it does prefer the night.

G3  
1 mark

**19** Tick **one** box in each row to show whether the sentence contains verbs in the **present progressive form** or the **past progressive form**.

Sentence	Present progressive form	Past progressive form
The photographers were following a herd of elephants in the hope of some good pictures.		
Everyone was hoping for a sunny day for the party.		
Our neighbours are building a pool in their garden.		
Zarah is beginning her ballet classes soon.		

G4  
1 mark

/ 20  
Total for this test

# Year 6 Autumn spelling test 1: *Teacher's script*

This test should take approximately 15 minutes to complete. Tell the pupils you are going to read out 20 sentences to them. Each sentence has a word missing on their answer sheet. Tell the pupils 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 pupils as below. At the end of the test, read out all 20 sentences again.

- 1 **Spelling one:** the word is **knives**.  
Put the **knives** in the drawer.  
The word is **knives**.
- 2 **Spelling two:** the word is **sphere**.  
Planet Earth is not a perfect **sphere**.  
The word is **sphere**.
- 3 **Spelling three:** the word is **ice**.  
I like to have **ice** in my drinks.  
The word is **ice**.
- 4 **Spelling four:** the word is **gnaw**.  
A rat will **gnaw** through wooden floors.  
The word is **gnaw**.
- 5 **Spelling five:** the word is **level**.  
Take care because this floor is not **level**.  
The word is **level**.
- 6 **Spelling six:** the word is **flies**.  
There are a lot of **flies** by the lake.  
The word is **flies**.
- 7 **Spelling seven:** the word is **referred**.  
This poem is the one I **referred** to earlier.  
The word is **referred**.
- 8 **Spelling eight:** the word is **mystery**.  
It was a **mystery** where the cake had gone.  
The word is **mystery**.
- 9 **Spelling nine:** the word is **incomplete**.  
The puzzle will be **incomplete** if we can't find the missing piece.  
The word is **incomplete**.
- 10 **Spelling ten:** the word is **advantageous**.  
You will find it **advantageous** to practise with your whole team.  
The word is **advantageous**.
- 11 **Spelling eleven:** the word is **chorus**.  
I am singing in the **chorus**.  
The word is **chorus**.
- 12 **Spelling twelve:** the word is **unique**.  
This is a **unique** opportunity for you.  
The word is **unique**.
- 13 **Spelling thirteen:** the word is **religious**.  
A church is a **religious** building.  
The word is **religious**.
- 14 **Spelling fourteen:** the word is **beneficial**.  
Regular exercise is **beneficial** to your health.  
The word is **beneficial**.
- 15 **Spelling fifteen:** the word is **recently**.  
We have **recently** come back from our holiday.  
The word is **recently**.
- 16 **Spelling sixteen:** the word is **edible**.  
Are these berries **edible**?  
The word is **edible**.
- 17 **Spelling seventeen:** the word is **relieve**.  
Try closing your eyes to **relieve** your headache.  
The word is **relieve**.
- 18 **Spelling eighteen:** the word is **bough**.  
A **bough** is another name for the branch of a tree.  
The word is **bough**.
- 19 **Spelling nineteen:** the word is **solemn**.  
Archie had a **solemn** expression when he heard the sad news.  
The word is **solemn**.
- 20 **Spelling twenty:** the word is **aisle**.  
There is an **aisle** between the rows of seats on a bus.  
The word is **aisle**.

# Autumn spelling test 1

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 Put the \_\_\_\_\_ in the drawer.   
1 mark
- 2 Planet Earth is not a perfect \_\_\_\_\_ .   
1 mark
- 3 I like to have \_\_\_\_\_ in my drinks.   
1 mark
- 4 A rat will \_\_\_\_\_ through wooden floors.   
1 mark
- 5 Take care because this floor is not \_\_\_\_\_ .   
1 mark
- 6 There are a lot of \_\_\_\_\_ by the lake.   
1 mark
- 7 This poem is the one I \_\_\_\_\_ to earlier.   
1 mark
- 8 It was a \_\_\_\_\_ where the cake had gone.   
1 mark
- 9 The puzzle will be \_\_\_\_\_ if we can't find the missing piece.   
1 mark
- 10 You will find it \_\_\_\_\_ to practise with your whole team.   
1 mark

/ 10  
Total for this page

11 I am singing in the \_\_\_\_\_.

  
1 mark

12 This is a \_\_\_\_\_ opportunity for you.

  
1 mark

13 A church is a \_\_\_\_\_ building.

  
1 mark

14 Regular exercise is \_\_\_\_\_ to your health.

  
1 mark

15 We have \_\_\_\_\_ come back from our holiday.

  
1 mark

16 Are these berries \_\_\_\_\_?

  
1 mark

17 Try closing your eyes to \_\_\_\_\_ your headache.

  
1 mark

18 A \_\_\_\_\_ is another name for the branch of a tree.

  
1 mark

19 Archie had a \_\_\_\_\_ expression when he heard the sad news.

  
1 mark

20 There is an \_\_\_\_\_ between the rows of seats on a bus.

  
1 mark  
/ 20

Total for this test

# Answers and mark schemes

## Autumn test 1

	Answer	Mark	Domain	Extra information
1	I need a pencil. Will you lend me one? <input checked="" type="checkbox"/> Many people keep dogs as pets. I have four of them. <input checked="" type="checkbox"/>	1	G5.2 G5.3	Award 1 mark for both correct. Accept any clear indication of the correct answers.
2	<input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> ↓ ↓ ↓ ↓ How can I help? asked the shop assistant. <input type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> ↓ ↓ ↓ ↓ David shouted, I can see you hiding behind the tree.	1	G5.7	Award 1 mark for all correct. Accept any clear indication of the correct answers.
3	In the wild, kangaroos (live) in groups and (graze) on open land.	1	G1.2	Award 1 mark for both correct. Accept any clear indication of the correct answers.
4	<input type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> ↓ ↓ ↓ ↓ If you look, underneath the bed, you will find, your other shoe.	1	G1.6a	Accept any clear indication of the correct answer.
5	Lemons, which generally grow in warm climates, can be grown indoors in the UK. <input checked="" type="checkbox"/>	1	G3.1a	Accept any clear indication of the correct answer.
6	<input checked="" type="checkbox"/> <input type="checkbox"/> ↓ ↓ If you <u>have finished</u> all your homework, we <u>can go</u> to the park. <input type="checkbox"/> <input type="checkbox"/> ↓ ↓ Anna is bringing her dog and I <u>know you will enjoy</u> that.	1	G4.1b	Accept any clear indication of the correct answer.
7	Pupil's own answers. Examples: a) I need a new copy of this book. b) Please don't copy my work.	2	G1.1 G1.2	Award 1 mark for each part correct. Accept minor slips in spelling. The word may only be used in the form given in the question.
8	apostrophe	1	G5.8	Word should be correctly spelled.
9	The astronauts landed on the (stony) surface of the Moon. (Dusty) clouds formed with each (careful) footprint they made.	1	G1.3	Award 1 mark for all correct. Accept any clear indication of the correct answers.
10	Please save half (of) the birthday cake and put it (in) a box so we can take it (to) your grandfather's house.	1	G1.7	Award 1 mark for all correct. Accept any clear indication of the correct answers.
11	noun phrase <input checked="" type="checkbox"/>	1	G3.2	Accept any clear indication of the correct answer.

	Answer	Mark	Domain	Extra information															
12	My Australian uncle will arrive in England tomorrow. <input checked="" type="checkbox"/>	1	G4.1c	Accept any clear indication of the correct answer.															
13	I can give you some of those/these/the sweets.	1	G7.1	Answers should be correctly punctuated and spelled using lower-case letters.															
14	Our sweatshirts come in dark blue with a white logo, purple with yellow, black with grey or red with blue.	1	G5.5	Award 1 mark for both correct.  The commas should be of a suitable size and correctly oriented.															
15	Towns in England with Roman remains (Colchester, Bath and Chester) are popular with tourists.	1	G5.9	Award 1 mark for both correct.															
16	pronoun <input checked="" type="checkbox"/>	1	G1.5	Accept any clear indication of the correct answer.															
17	We didn't see (any) meerkats at (the) animal park because there was (a) storm and they don't like rain.	1	G1.8	Award 1 mark for all correct.  Accept any clear indication of the correct answer.															
18	We had walked all day and we were very tired. <input checked="" type="checkbox"/> Ella can't sing but she does play the piano beautifully. <input checked="" type="checkbox"/>	1	G3.3	Accept any clear indication of the correct answer.															
19	<table border="1"> <thead> <tr> <th>Sentence</th> <th>Present progressive form</th> <th>Past progressive form</th> </tr> </thead> <tbody> <tr> <td>The photographers were following a herd of elephants in the hope of some good pictures.</td> <td></td> <td>✓</td> </tr> <tr> <td>Everyone was hoping for a sunny day for the party.</td> <td></td> <td>✓</td> </tr> <tr> <td>Our neighbours are building a pool in their garden.</td> <td>✓</td> <td></td> </tr> <tr> <td>Zarah is beginning her ballet classes soon.</td> <td>✓</td> <td></td> </tr> </tbody> </table>	Sentence	Present progressive form	Past progressive form	The photographers were following a herd of elephants in the hope of some good pictures.		✓	Everyone was hoping for a sunny day for the party.		✓	Our neighbours are building a pool in their garden.	✓		Zarah is beginning her ballet classes soon.	✓		1	G4.1d	Award 1 mark for all correct.  Accept any clear indication of the correct answers.
Sentence	Present progressive form	Past progressive form																	
The photographers were following a herd of elephants in the hope of some good pictures.		✓																	
Everyone was hoping for a sunny day for the party.		✓																	
Our neighbours are building a pool in their garden.	✓																		
Zarah is beginning her ballet classes soon.	✓																		



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