SiL

SiL Testing System©

Our motto: "Sharing is Learning"

A test that's:

- **Designed by the graduates of University of Oxford**
- **Completely designed & processed in the UK**
- **Hand-marked by our own team of specialists**

MADE IN BRITAIN

FIVE REASONS TO TAKE THE SIL TEST

SiL

ENGLISH SUBJECT TEST

1 COMPREHENSIVE

The SiL English Subject Test covers 3 main areas of English Language - Reading, Grammar and Vocabulary; the texts used for reading are carefully designed to include as great a variety of text types as possible

2 DETAILED FEEDBACK

Unlike many other assessments which just issue a certificate or medal, our SiL Subject Test comes with an additional result slip for each participating student, detailing the answers and the language aspects tested

3 DESIGNED BY TEACHERS

The SiL Subject Test is meticulously designed by teachers with 20+ years of combined front-line teaching experience, It's also endorsed by many in-service educators from schools across the world

4 ALIGNED TO THE BRITISH NATIONAL CURRICULUM

The SiL Test is based upon the National Curriculum Objectives of the UK, with many of the key language focuses for each Key Stage touched upon across all 3 aspects (Reading, Grammar and Vocabulary)

5 A GOOD CHALLENGE

While having Year Level-matching questions, we also include advanced question types in the SiL Test, this in a way can challenge students' understanding of more difficult language items or vocabulary, and can help find the higher achievers of the batch.

English - Year 1 Curriculum

SiL

Based on UK's National Curriculum Objectives (Statutory Requirements)

*(This curriculum framework is for reference only, the actual **SiL Test** will cover more than the content stated here, and some of the questions are intentionally designed to be slightly more advanced than the corresponding year level, this is to help identify the high achievers in the group, and to determine where all participants' strengths lie in terms of Reading, Grammar and Vocabulary)*

Aspects/Categories	Details
Word:	• Regular plural noun suffixes **–s** or **–es** (e.g., **dog/dogs**, **wish/wishes**) and their effects on meaning. • Suffixes added to verbs without spelling changes to root words (e.g., **helping**, **helped**, **helper**) • How the prefix ***un-*** changes the meaning of verbs and adjectives (e.g., **unkind**, **untie**).
Sentence:	• Combining words to form sentences. • Joining words and clauses using ***and***.
Text:	• Sequencing sentences to form **short narratives**.
Punctuation:	• Separating words with spaces. • Using **capital letters, full stops, question marks, and exclamation marks** to demarcate sentences. • Capitalizing names and the personal pronoun "**I**".
Key Knowledge:	• Recognizing the **basic building blocks of sentences**: nouns, verbs, and determiners (e.g., "**the cat sat**"). • Understanding th… meaning • Bui…
Vocabulary:	

CURRICULUM FRAMEWORKS THAT THE TEST IS BASED ON

–DETAILING THE DIFFERENT ASPECTS/CATEGORIES THAT THE TEST MIGHT COVER

–BASED UPON THE BRITISH NATIONAL CURRICULUM

ALL AVAILABLE ON OUR OFFICIAL WEBSITE

En…lis…

Ba…

*(…or reference only, the actual **SiL Test** will … …cabulary appearing in our test … more advanced tha… shown in the list below)*

Word	Sample Sentence	Word	Sample Sentence
…areness	***Self-awareness*** helps you understand the impact of your actions.	serendipitous	Their ***serendipitous*** meeting at a shop led to a lifelong friendship.
…tical	The discussion is purely ***theoretical*** and not based on real events.	diplomatic	The ***diplomatic*** leader handled the situation with care and tact.
…ent	She proved to be a ***competent*** leader during the crisis.	blunt	He was ***blunt*** and told her exactly what he thought.
…te	Don't ***exaggerate*** the facts; keep your report honest.	contemplative	I went for a long, ***contemplative*** walk by the river.
…e	Her ***innovative*** solution to the problem won first place.	discerning	She has great taste and is a ***discerning*** judge of good design.
…g	He presented a ***compelling*** argument that convinced everyone.	sycophant	The ***sycophant*** always agreed with his boss to gain favour.
	To fully understand the quote, you need to consider its ***context***.	perfunctory	His ***perfunctory*** reply showed he wasn't interested in the issue.
…e	The teacher asked us to ***critique*** the author's style.	lucid	He is able to recognize his wife in his ***lucid*** moments.
…her	It is difficult to ***decipher*** his handwriting.	opulent	The ***opulent*** mansion was filled with luxurious furniture.
…ivotal	The discovery of antibiotics was a ***pivotal*** moment in medical history.	disparate	The two opinions were ***disparate*** and seemed completely opposite.
…farious	The villain had ***nefarious*** plans to take over the kingdom.	definitive	The doctors gave the patient a ***definitive*** diagnosis.
…ullient	His ***ebullient*** personality brightened up the room.	lugubrious	The movie had a ***lugubrious*** tone that made everyone feel sad.
…cessant	The ***incessant*** noise next door made her difficult to concentrate.	facetious	It's a ***facetious*** question, but he answers seriously.
…thargic	After the long journey, I felt ***lethargic*** and just wanted to rest.	avoidant	He was ***avoidant*** and didn't like to confront issues directly.
…plendent	The park is filled with the ***resplendent*** colours of autumn leaves.	sublime	The view of the mountains at sunrise was truly ***sublime***.
…oactive	The ***proactive*** student took steps to prepare for the test early.	isolated	The ***isolated*** village had no access to modern amenities.
…undane	His conversation was ***mundane*** and his interests rather narrow.	malevolent	The ***malevolent*** villain wanted to destroy the peaceful village.
…phemeral	The beauty of the sunrise was ***ephemeral***, disappearing quickly.	observant	Her ***observant*** eye takes in every single detail of the scene.
	…eered and clapped during the parade.	catalyst	The speech acted as a ***catalyst*** for change in the city.
	…***whimsical*** show aimed at children.	deliberate	This is a ***deliberate*** attempt to provoke conflict between them.
	…***e*** attitude and likes to seek revenge.	indigenous	The tribe has preserved its ***indigenous*** traditions till now.
	…uying habits led to overspending.	empirical	The research was based on ***empirical*** data collected in trial groups.
	…***haphazard*** fashion, it needs big changes.	hierarchy	The company followed a strict ***hierarchy*** of leadership.
	…sphere of the park helped me relax.	cognitive	Studying improves ***cognitive*** abilities like memory and focus.

SAMPLE WORD LIST (WITH SOME COMMON & ADVANCED VOCAB.)

SAMPLE PAPERS (AVAILABLE ONLINE)

Part A. (READING)

Kelly is watching the news. Read the news report and answer Questions 1-6.

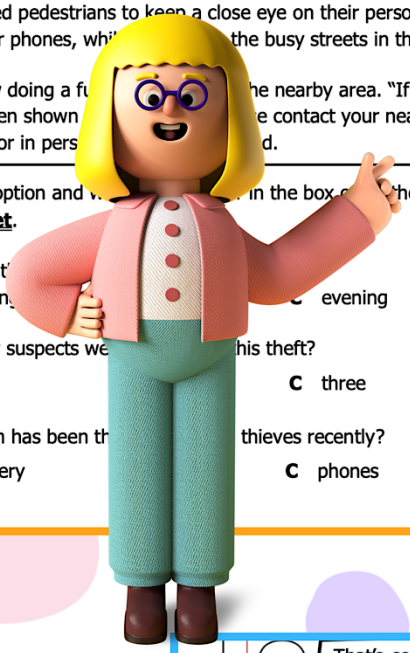
Earlier this morning, someone was attacked outside a train station. It's the train station in the CBD during rush hour, so as you can imagine, there were many people around.

A middle-aged woman, Mrs. Nelson, was robbed and mildly injured. Her silver necklace and mobile phone were stolen. Mrs. Nelson recalled during the interview that "it was in the blink of an eye, and as soon as I realized that my stuff was gone, the thieves were nowhere to be seen." She first started yelling "thieves, thieves…" The people around her all turned their heads to see what's going on.

She then noticed that three suspicious men wearing face masks were starting to run towards the other end of the street. She then kept on screaming. Some pedestrians did run and try to help her catch the men, but they were too quicl jumping onto a van after turning into a side street.

The police arrived within a couple of minutes. They had asked the witnessed the whole incident, as well as Mrs. Nelson herself, for n police officers noted that similar theft cases of smart phones have the same region, and they believed they were all done by the sam They suggested pedestrians to keep a close eye on their personal especially their phones, whi… the busy streets in the C

Police are now doing a fu… he nearby area. "If any these three men shown … e contact your neares phone at 999 or in pers… d.



Pick the best option and w… in the box … the lir **Answer Sheet**.

1. When did t…
   A morning … **C** evening
2. How many suspects we… his theft?
   A one **C** three
3. Which item has been th… thieves recently?
   A jewellery **C** phones

Part E. (Vocabulary)

This part is all about Vocabulary. It is going to cover mainly the meaning and spelling of some commonly seen/used words, as well as those that are a bit more challenging. Let's give it a go and pick the best option for each question.

34. Dora walked _____ on the award ceremony's red carpet, it's her first red carpet appearance in three years.
    A gracefully **B** very **C** closely **D** occasionally

35. All students are encouraged to **partecipat** in the school's annual sports day to showcase their sports talent.
    (Instruction: you need to fix the spelling of the underlined word)

36. "I am writing this letter of _____ to show my appreciation for the excellent service provided by the whole team when I was hospitalized in your ward."
    A complaint **B** apology **C** commendation **D** resignation

37. How many misspelled words are there in the following short paragraph?
    (Instruction: answer by writing **ONLY** the **number**)

"Florence was standing in the canten, she looked lost and seemd unsertain as to what to do nest. It's her firs day at this school after all. Her classmate, Rainbow, gave her a smile of reasureance, and helped

That's sound quite good. A healthy choice as well, having some meat as well as some greens. I know Terry'll like the white sauce!

I always like the white sauce. Let's put a lot in the spaghetti!! I think I can eat 2 bowls tonight!

Terry, have you finished your cello lesson at Miss Mabel's place? And when are you expecting to reach home?

9 Reasoning and background knowledge

I've just finished the session. I sha… catch the next bus, and if the traffic is smoot… be a 40-minute ride.

40 minutes, let's see, so is it ok if we are planning to have dinner at 6:45pm?

10 Making inferences

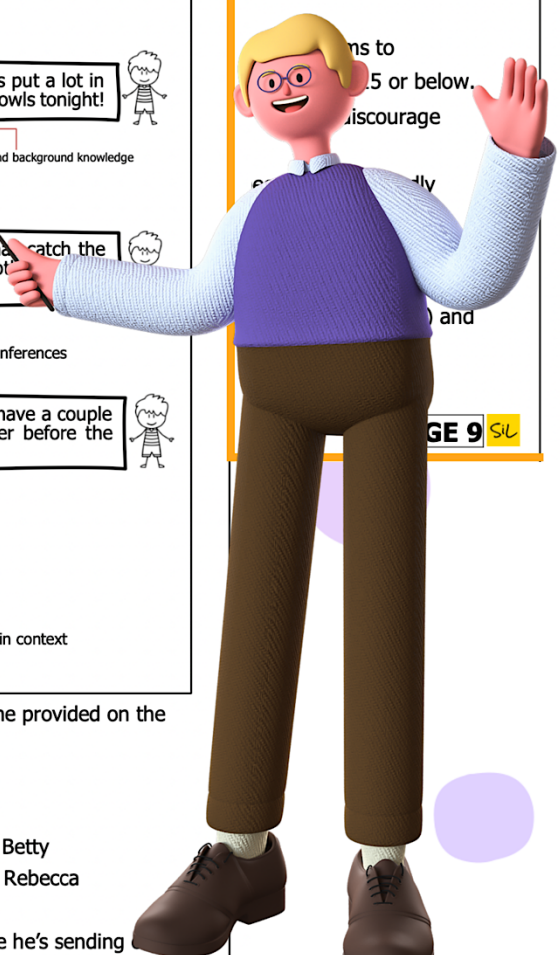
I shall be home by then, and I'll have a couple of minutes to get a quick shower before the meal, which is good.

7 Making inferences

Becca, you need anything from the market? I remember you said we're running a bit low in stock for the kitchen towel and washing detergents.

Indeed, we'd need those two. And if you happen to spot lemons, please get half a dozen, I am planning to make a lemon tart for dessert.

11 Vocab. in context



…ms to …5 or below. …iscourage … …dly …) and

…GE 9 SiL

Pick the best option and write your answer in the box or on the line provided on the

…y first names of Terry's Dad and Mum?

… Fiona **B** Dad: Simon; Mum: Betty

… Jada **D** Dad: Steven; Mum: Rebecca

… of the supermarket that Dad's in at the time he's sending

& DETAILED ANSWER KEYS (WITH EXPLANATION)

CERTIFICATE ISSUED (WITH DIFFERENT LEVELS OF AWARDS)

SiL

a Testing System Designed by
Graduates of University of Oxford
and endorsed by in-service educators across the world

ENGLISH

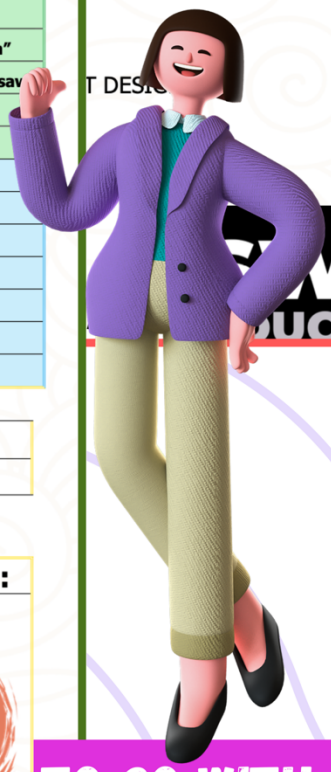
BRONZE

CATHY SIMPSON

Year 2

FRANCIS SCHOOL

28	A	D	(G) Past simple of an irregular verb: leave → left
29	C	C	(G) Punctuation: correct use of possessive apostrophe
30	A	B	(G) Prefixes: adding the prefix "-re" to words to give meaning of "again"
31	D	C	(G) Subject-verb agreement + Tense: Leslie and Jordan were...when I sav
32	C	C	(G) Contraction: could not → couldn't
33	D	D	(G) Identifying the correct sentence structure
34	C	C	(V) Common vocab. (adjective): frosty
35	Cylests	Cyclists	(V) Spelling of common vocab. (noun): Siclelists → Cyclists
36	A	A	(V) Common vocab. (adjective): punctual
37	7	8	(V) Spelling: spotting the misspelled words of common vocab.
38	B	A	(V) Advanced topic-related vocab. for KS1 (noun): binoculars
39	re	ra	(V) Advanced vocab. for KS1 (adjective): adorable
40	enroment	environment	(V) Advanced topic-related vocab. for KS1 (noun): environment



Reading Score	Grammar Score	Vocabulary Score	Overall Score
9 / 16	11 / 17	2 / 7	22 / 40

Your strengths:	Area(s) that you can work on:
GRAMMAR	VOCABULARY, READING
Especially performing well in the following areas: - (G) Comparative adjectives - (G) Identifying noun + sentence Type & structure	Especially need some more work done in the following areas: - (R) Making inferences + Vocab. in context - (V) Spelling + Advanced vocab.

TO GO WITH A DETAILED RESULT SLIP

(WHICH LISTS OUT ALL THE ASPECTS TESTED + STRENGTHS + AREAS NEED TO WORK ON)

Sol. A. Y.

Solomon A.Y.

SiL

DETAILED SCHOOL REPORT PROVIDED

School Report for SiL Test (Subject: English)

Overview of Students' Performance

Recap/Basic info. of the test:

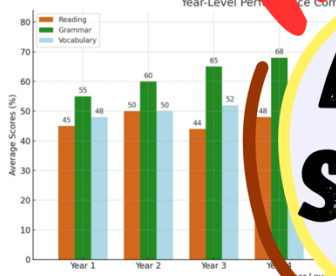
The SiL English Test was administered to Year 1 through Year 8 students of the **ABCDEF Academy**, evaluating their proficiency in **Reading**, **Grammar**, and **Vocabulary**. Designed to identify high achievers, the test included not just general level-matching questions, it also involved questions that were more advanced than the expected level for each year group across all the 3 domains. The assessment was scored out of a total of 40 points: **Reading** contributed 16 points, **Grammar** contributed 17 points, while **Vocabulary** contributed 7.

VOCABULARY

READING

...s of **ABCDEF Academy** demonstrated relative strength in **Grammar**, with most ye... ...els scoring close to or above **70%** in this area. However, **Reading** and **Vo...ulary** ...d challenges, with average scores below **60%** across the school. This su... **a r... for enhanced focus o... reading skills and expanding stu... lex...l range**.

Year-Level Perf... ...ce Compa...



Performance Highlights by Year Levels

1. **Best-Performing Year Levels and Classes:**

YEAR 6 GRAMMAR

Year 6 students achieved the highest average scores in **Grammar**, with an average of **80%**. For example, in a grammar-focused question on subject-verb agreement ("Each of the players ___ (to be) ready for the game, and they did turn out to do a superb job!"), **90%** of Year 6 students correctly chose **"was"**.

YEAR 8 VOCABULARY

Year 8 students excelled in **Vocabulary**, with **68%** achieving full marks in context-based questions, such as identifying the meaning of **"avoidance"** by choosing the right option for the blank: "The teacher's looking for correct tense use, an objective point of view and the _____ of overgeneralization."

2. **Weaker-Performing Year Levels and Classes:**

YEAR 3 READING

Year 3 struggled the most in Reading, with an **average score of 44%**. In one inferential question ("Who will be the target audience of this advertisement?"), only **40%** of Year 3 students inferred the correct answer ("children"), while 50% chose "parents", despite the ...that the closing line of the text has provided a hint: "looking ...rd to greeting you and your parents at ...world-class th... park."

...wi... Vocabulary, scoring an ... when asked to identify ... in the blank with the ...e: "During the long ___ to another city." ...' instead of "travel". ...s some work on, with ...ssfully corrected the ..."

PAGE 2

APPLICABLE TO SCHOOL ENTRIES ONLY

OVERALL STRENGTHS

1. **Grammar**:

◊ **Tenses**: Students across all year levels **displayed strong command over fundamental grammar rules**. For example, in a question requiring **Year 3** students to choose the correct verb tense in "The policemen _____ (arrest) the thieves who stole phones from the pedestrians in the city." **85%** correctly selected "***have arreted***". A more advanced question that appeared in the **Year 7** paper got a similarly high correct answer rate, at **83.5%**; in the question, students had to pick the correct tense that suggests the highest number of times that the calls were made...most were able to pick the "***present perfect continuous tense***".

◊ **Sentence Structure/Pattern**: "**Putting sentence in correct order" exercises were a strong point**, with students effectively identifying and restructuring the sentence to make it sensible and grammatically correct (like this one from Year 4: "Dan was carefully looking into all the evidence that he'd gathered so far.").

2. **Basic Reading Comprehension**:

◊ Students **excelled at identifying explicit details in texts**, i.e. Retrieval of ger... ...s, that has been spelled out in th... appearing as it is in the

OVERA... WEAKNE...

1. **In-depth / Advanc...**

◊ **Inferential S... ...ny struggled w... ...ential qu...** For exam... ...uestion "Wha... nature ... ...s of The Big C... **only 3.2...** of **Year 4** students i... from the first few lines of the text t... a "***department stall***", while 50% se... a surface-level option.

◊ **Summarizing and Determinati... Tone/Intent**: Most KS2-3 students ... it challenging to **evaluate the to... intent of an author**. For instance ... **25%** of **Year 8** students identifi... ***persuasive tone in a passage*** ... environmental protection. As for Y... when it comes to summarizing, **only** ... of the students could successfully f... ***the 2 points that were brought*** ... relation to: "Why has the number ... particular species been reduced?

2. **Vocabulary**:

◊ **Word Range**: Common mistakes in... **confusion between similar** ... such as "**underscore**" and "**und...**". The **grasp of advanced voca... in the respective key stages** i... a bit shaky, some might know how to use the words but failed to spell them out correctly, for instance "dumbfounded" in Year 7, "participate" in Year 5.

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CURRICULUM & PEDAGOGY

1. **Reading**:

...roduce more **inferential** and **critical reading exercises**. For example, use ...led questions like, "***What can you infer about the*** ...(This especially applies to KS2-3)

Provide **explicit instruction on analyzing authorial intent and tone** using engaging texts like opinion articles.

Incorporate a **broader range of genres of texts**, including biographies, news articles, and poetry, to improve adaptability to different styles.

2. **Grammar**:

Provide more opportunities for **applied grammar practice in creative and academic writing tasks**. For example, stud... like, "***She don't like apples that much.***"

Focus on **peer review sessions** where stud... punctuation issues in each other's work, this ... for writing tasks.

3. **Vocabulary**:

Develop a **structured vocabulary progra...** For instance, practise advanced words in mul... "***exuberant celebration***").

Use **interactive tools** like flashcards and vocabulary games to enhance retention.

Encourage **journaling** where students use new vocab. in meaningful sentences.

A GENERAL ANALYSIS ON THE PERFORMANCE OF ALL STUDENTS FROM THE SCHOOL BY YEAR LEVELS AND BY THE LANGUAGE ITEMS TESTED

Sol. A. Y

Solomon A.Y.
FOUNDER AND CHIEF TEST DESIGNER

The team of SiL Testing System

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FOR SCHOOLS WITH 100 OR MORE STUDENTS PARTICIPATING IN THE SIL TEST,
A VIRTUAL DEBRIEFING CAN BE ARRANGED IN LATE JUN–JULY TO DISCUSS ABOUT THE "WHATS" & "HOWS" IN TERMS OF AREAS THAT STUDENTS NEED IMPROVEMENT ON

SiL

SiL Testing System©

Our motto: "Sharing is Learning"

ENGLISH SUBJECT TEST

Test Fee:

CHECK WITH THE SCHOOL'S COORDINATOR

The school shall adjust and show the price at local currency

For:

Years 1-9 Students

https://SharingisLearning.com

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