

National curriculum tests

# Key stage 2

## English grammar, punctuation and spelling

Administering the Modified Large Print (MLP) version of the key stage 2 English grammar, punctuation and spelling test  
Paper 1: questions

## **SAMPLE MODIFIED TEST**

Published December 2015

These test administration instructions reflect guidance for the live test in 2016.

As this document supports the sample test materials, any guidance on security and maladministration procedures is not applicable.

Some of the documents or procedures mentioned in these instructions, such as when the test must be administered, the opening instructions and the completion of the attendance register, will be applicable to a live test scenario only.

Further information is available on GOV.UK at [www.gov.uk/sta](http://www.gov.uk/sta).

**For test administration**

**2016 Key stage 2 English grammar, punctuation and spelling sample test**

The key stage 2 English grammar, punctuation and spelling test consists of 2 papers. The papers must be administered in order. Pupils may have a break between the papers. However, test packs must not be opened until the pupils are in the test room ready to complete the test.

**Paper 1: questions**

The following information explains how to administer the MLP key stage 2 English grammar, punctuation and spelling sample test Paper 1: questions. There is information on GOV.UK about administering MLP tests to pupils. If you have any questions you should check with your headteacher or key stage 2 test co-ordinator before the test begins.

Please make sure you follow these instructions correctly in order to ensure that the test is properly administered.

<b>Format</b>	<ul style="list-style-type: none"> <li>● This component consists of a single test paper.</li> <li>● It is expected that the test will take approximately 45 minutes, plus up to 100% additional time, to complete the test paper.</li> </ul>
<b>Equipment</b>	<p>Pupils will need the equipment specified below:</p> <ul style="list-style-type: none"> <li>● blue / black pen or dark pencil</li> <li>● rubber (optional). If rubbers are not provided, tell pupils that they should cross out any answers they wish to change.</li> </ul> <p>Pupils will not be allowed the equipment below:</p> <ul style="list-style-type: none"> <li>● dictionaries</li> <li>● electronic spell checkers</li> <li>● bilingual word lists.</li> </ul>
<b>Assistance</b>	<p>You must ensure that nothing you say or do during a test could be interpreted as giving pupils an advantage.</p> <p>You may explain or rephrase a question provided you do not give away subject-specific information. For example, if a question asks to “insert a pair of commas”, ‘insert’ may be explained but not ‘commas’.</p> <p>You must not give alternative explanations, e.g. explain ‘inverted commas’ as ‘speech marks’, or name punctuation.</p> <p>The notes for readers in the English grammar, punctuation and spelling test gives examples of how to read particular types of question in Paper 1: questions.</p> <p>If a pupil asks a question about test content, you must not explain subject-specific terms or expressions.</p> <p>The examples below illustrate how to deal with some common situations.</p> <p><b>Q.</b> I don’t understand the question.  <b>A.</b> Read the question again and underline key words that tell you what to do.</p> <p><b>Q.</b> What does ‘comma’ mean?  <b>A.</b> I can’t tell you, but think hard and try to remember. We can talk about it after the test.</p> <p>If any everyday context or words related to a question are unfamiliar to a pupil, you may describe the related context.</p>
<b>Guidance for specific questions</b>	<p>No specific guidance is required for this component.</p>

<p><b>Before the test begins</b></p>	<ul style="list-style-type: none"> <li>● Review the list of pupils with particular individual needs, e.g. so you know how much additional time pupils are allowed or whether they may need rest breaks. Ensure you know how to administer these access arrangements correctly. Please refer to the Access Arrangements Guidance available online at GOV.UK.</li> <li>● Check that there are enough administrators to maintain adequate supervision for the test. You should consider the possibility of at least 1 test administrator needing to leave the room with a pupil.</li> <li>● Ensure you understand how to deal with issues during the tests.</li> </ul>
<p><b>How to deal with issues during the test</b></p>	<p>It is impossible to plan for every scenario. Whatever action you take, pupil safety must always be your first consideration.</p> <p>In the following circumstances, you will need to stop the test either for an individual pupil or for the whole cohort:</p> <ul style="list-style-type: none"> <li>● test papers are incorrectly collated or the print is illegible</li> <li>● an incorrect test has been administered</li> <li>● a fire alarm goes off</li> <li>● a pupil is unwell</li> <li>● a pupil needs to leave the test room during the tests</li> <li>● a pupil is caught cheating.</li> </ul> <p>If you need to stop the test:</p> <ul style="list-style-type: none"> <li>● make a note of the time</li> <li>● make sure pupils are kept under test conditions and that they are supervised - if they have to leave the room, ensure they don't talk about the test</li> <li>● speak to your test co-ordinator or a senior member of staff for advice on what to do next.</li> </ul> <p>You should brief your headteacher on how the incident was dealt with, once the test is over.</p>
<p><b>What to do at the start of the test</b></p>	<ul style="list-style-type: none"> <li>● Check that pupils don't have mobile phones or disruptive items.</li> <li>● Check that spacing is appropriate and that no pupil can see another pupil's answer booklet.</li> <li>● Ensure each pupil has 1 MLP copy of Paper 1: questions.</li> </ul>
<p><b>What to say at the start of the test</b></p>	<p>It is important to brief pupils fully at the start of each test. You should use these instructions to introduce Paper 1: questions.</p> <ul style="list-style-type: none"> <li>● This is the key stage 2 English grammar, punctuation and spelling test Paper 1: questions.</li> <li>● You should have Paper 1: questions in front of you.</li> <li>● You will need a blue / black pen or a dark pencil and you may use a rubber for this test. (If rubbers are not provided, you should tell the pupils that they may cross out any answer that they wish to change.)</li> <li>● Write your name and school name on the front of your test paper. (If any pupil's name differs to the name provided during pupil registration, instruct the pupil to write both names on the paper.)</li> <li>● Open your test paper to page 3. I will read the instructions to you.</li> <li>● In this booklet, your grammar, punctuation and vocabulary are tested.</li> <li>● There are different types of question for you to answer in different ways.</li> <li>● The space for your answer shows you what type of answer is needed.</li> <li>● For some questions you do not need to do any writing.</li> <li>● Read the instructions carefully so that you know how to answer each question.</li> </ul>

<p><b>What to say at the start of the test</b> (continued)</p>	<ul style="list-style-type: none"> <li>● Some questions have a line or a box for your answer. This shows that you need to write a word, a few words or a sentence.</li> <li>● The number under each line at the side of the page tells you the maximum number of marks for each question.</li> <li>● You will have 45 minutes, plus your additional time allowance of up to 100%, to answer the questions in this booklet.</li> <li>● You should try to answer all of the questions. If you can't answer a question, move on to the next one and return to it later.</li> <li>● Pay particular attention to any instructions within test questions.</li> <li>● If you want to change your answer, rub it out or put a line through the response you don't want the marker to read.</li> <li>● Remember to check your work carefully.</li> <li>● Are there any questions you want to ask me now?</li> <li>● I will tell you when you have 5 minutes left. I will tell you when the test is over and to stop writing.</li> <li>● You may now start the test.</li> </ul>
<p><b>What to do at the end of the test</b></p>	<ul style="list-style-type: none"> <li>● If any pupil needs a transcript, complete it with the pupil at the end of the test under test conditions. Particular care should be taken to ensure accurate transcriptions are made and the pupil's answers, including spelling, are not corrected or amended.</li> <li>● Ensure that you inform your senior member of staff / test co-ordinator if you have made a transcript, or if a pupil has used a scribe, word processor or other electronic or technical device. This is so that they can complete the appropriate online notification.</li> <li>● Make sure you have collected every test. Return them immediately to the senior members of staff who are responsible for collating the tests.</li> <li>● Do not look at, annotate or review pupils' answers in any way (unless it is necessary to make a transcript). If you amend or tamper with pupils' answers, it will be considered maladministration and results could be annulled.</li> <li>● Do not keep or photocopy tests for any reason.</li> </ul>

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