

National curriculum tests

# Key stage 1

## English reading

Administering the braille (UEB) version of the key stage 1 English reading test (Paper 1)

## 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 1 English reading sample test**

The key stage 1 English reading sample 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: combined reading prompt and answer booklet**

The following information explains how to administer the braille (UEB) key stage 1 English reading sample test Paper 1. There is information on GOV.UK about administering braille tests to pupils. If you have any questions you should check with your headteacher or key stage 1 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.

<p><b>Format</b></p>	<ul style="list-style-type: none"> <li>● This test consists of a combined reading and question booklet.</li> <li>● There is a printed transcript of the booklet to help administrators.</li> <li>● It is expected that the test will take approximately 30 minutes (plus up to 100% additional time).</li> <li>● It is at your discretion to choose when or if pupil(s) require a break during the test or whether, if appropriate, to stop the test early.</li> <li>● In this booklet the text and corresponding questions have been presented as facing pages wherever possible.</li> <li>● You must not refer to the standard test questions when administering this test.</li> </ul>
<p><b>Equipment</b></p>	<p>Pupils will need the equipment specified below:</p> <ul style="list-style-type: none"> <li>● a suitable way of recording their answers (such as braille, blue / black pen, dark pencil or word processor) and a pencil sharpener and rubber where applicable</li> <li>● braille paper (if the pupil is brailleing their responses).</li> </ul> <p>No additional equipment is allowed.</p>
<p><b>Assistance</b></p>	<p>You may help pupils to identify and interpret any pictorial information within the test, but you must be careful that nothing you say or do during the test could be interpreted as giving pupils an advantage. You may 'stop the clock' while pupils examine any of these in the test.</p> <p>The English reading test must not be read to individuals or to a group, except for the practice text and practice questions.</p> <p>If a pupil asks a question about test content, you must not explain subject-specific terms or expressions. The examples below illustrate how to deal with a common situation.</p> <p><b>Q.</b> I don't understand the question.  <b>A.</b> Read the question again and pay attention to the key words that tell you what to do.</p> <p>If any everyday context or words related to a question are unfamiliar to a pupil, you may describe the related context.</p>
<p><b>Guidance for specific questions</b></p>	<p>For question 20, there are 4 sentence cards provided. Cut out the cards beforehand and give them to the pupil when they reach this question.</p> <p>Help the pupil to order these sentences to match the events in the story – they can place them on the table in front of them in their chosen order.</p> <p>You must tell them that the first card is: <b>They went in a boat.</b></p>
<p><b>Before the test begins</b></p>	<ul style="list-style-type: none"> <li>● Cut out the set of ordering cards for question 20.</li> <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>● Ensure each pupil has 1 copy of the combined reading prompt and answer booklet.</li> <li>● Check that seating is appropriately spaced.</li> </ul>
<p><b>Introducing Paper 1 of the reading test</b></p>	<p>It is recommended that you spend at least 5 minutes introducing each section of the KS1 reading booklet Paper 1 to the pupils.</p> <p>The Paper contains lists of 'Useful words' and a number of practice pages, designed to help the pupils into each text and to introduce the question formats they will be required to answer throughout. These are designed to be read by the teacher with the pupils. Meanings of the useful words should be discussed with the group and they should be helped to recognise the words.</p> <p>The practice page at the beginning of each section also provides the opportunity to discuss setting and characters in the case of fiction, and content and context in the case of non-fiction. In the UEB version, one of the 'Useful words' on page 9 has been changed from horizon to distance in order to match the amended text on page 14. When discussing this word with braillists the test administrator should explain it in the context of 'in the distance'.</p> <p>Test administrators will need to build in time to go through these practice pages with the pupils at specific intervals throughout the 30 minutes (plus any additional time allowed) spent on the Paper.</p> <p>Explain to the pupils at the start of the administration that you will spend some time going through the useful words and the practice pages for the first text in the booklet with them, and, after that, they will need to answer the questions quietly on their own. Tell the pupils to stop answering questions when they reach the end of that text and put their pens / pencils down. Explain that you will then go through the useful words and practice questions for the second text.</p> <p>Explain to the pupils that there will be a number of different ways to answer including:</p> <ul style="list-style-type: none"> <li>● writing the question number and their answer</li> <li>● writing the question number and their chosen letter.</li> </ul> <p>Ask the pupils if they have any questions about how to answer questions.</p> <p>Ask the pupils to look at the 'Useful words' on page 1 of the braille booklet.</p> <p>Talk about the letters and the sounds in each of the words, to ensure that the pupils will recognise each of them when they meet them in the text. Ensure that the pupils understand the meaning of the vocabulary in the list.</p>

**Introducing  
Paper 1  
of the  
reading test  
(continued)**

## **The World of Ants**

Since braillists will not be able to see ants in the real world, you may explain to them that: 'Ants are very small insects that live in groups in the ground. Ants are usually smaller than your fingernail and measure between 2mm and 25mm in length. They have six legs and move very quickly.'

Now direct the pupils to pages 2 and 3 of the braille booklet. Explain that there is information about ants and some questions on the facing page.

Tell them that you will read the information on this page to them and then you will explain how they should answer the questions.

Read the text about ants on braille page 2 and the questions on page 3 aloud (also on pages 2 and 3 in the transcript booklet):

**Practice A:** *What kind of animal is an ant?*

Explain that they will need to write A and then their answer. Allow the pupils time to think. Discuss their suggestions and explain that in this case they only need to write one word and that word is in the text.

The correct answer is 'an insect'. Explain where the answer is located in the text and how they would write their answer.

Tell the pupils to look at question B and read it aloud.

**Practice B:** *Find and copy two places you might see ants.*

Explain that they will need to write two answers for question B. Allow the pupils time to think. Discuss their suggestions and allow them to write their answers down.

Any two of the following would be required: 'garden', 'park', or 'pavement'.

'Underground' is also an acceptable answer.

Tell the pupils to continue reading the information and answering the questions on pages 4 to 9 on their own. Remind them to think carefully about the answers they write on the answer lines and which boxes they tick.

Tell the pupils they will have up to 20 minutes (this takes into account the 100% additional time allowance) to finish reading the information and to answer the questions.

After approximately 20 minutes, ask pupils to turn to page 9 of the booklet.

<p><b>Introducing Paper 1 of the reading test (continued)</b></p>	<p><b>Monster and Frog at Sea</b></p> <p>Ask the pupils to look at the ‘Useful words’ on page 9.</p> <p>Talk about the letters and the sounds in each of the words, to ensure that the pupils will recognise each of them when they meet them in the text. Ensure that the pupils understand the meaning of the vocabulary in the list.</p> <p>Now direct the pupils to braille page 10 of the booklet (page 5 in the transcript booklet). Explain that there is a story, <i>Monster and Frog at Sea</i>, on the top half of the page and questions below. Tell them that you will read the story on page 10 to them and then you will explain how they should answer the questions.</p> <p>Read the story on page 10 aloud to the pupils and discuss it with them.</p> <p>Tell the pupils to look at practice question C and read it aloud.</p> <p><b>Practice C:</b> <i>What kind of day was it?</i></p> <p>Explain that they will need to write C and the word or letter they think is the right answer.</p> <ul style="list-style-type: none"> <li>A. cloudy</li> <li>B. sunny</li> <li>C. cold</li> <li>D. wet</li> </ul> <p>Allow the pupils time to think about the answer and then discuss the options with them. Encourage the pupils to read through all the choices again before making a decision. Tell the pupils to write the word or letter they think is correct.</p> <p>The correct answer is ‘sunny’.</p> <p>Tell the pupils to look at question D and read it aloud.</p> <p><b>Practice D:</b> <i>What was Monster doing?</i></p> <p>The correct answers are ‘laying on the sand’ or ‘sunbathing’.</p> <p>Explain that answers that refer to him being at the seaside would not be correct as this isn’t something he is doing.</p> <p>Explain that they will need to write their answer after the letter ‘D’. Allow the pupils time to think. Discuss their suggestions. Let the pupils record their answer on their braille paper.</p> <p>Tell the pupils to continue reading the story and answering the questions on pages 12 to 26 on their own. Remind them to think carefully about the answers they write.</p> <p>Tell the pupils they will have up to 40 minutes (includes the 100% additional time allowance) to finish the booklet on their own.</p>
<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 are not corrected or amended.</li> </ul>
<p><b>Marking the test</b></p>	<ul style="list-style-type: none"> <li>● Use the standard mark scheme to mark this test.</li> </ul>

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Electronic version product code: STA/15/7385/PKe ISBN: 978-1-78315-958-1

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