

National curriculum tests

# Key stage 1

## English reading

Administering the modified large print (MLP) 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 modified large print (MLP) key stage 1 English reading sample test Paper 1. 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 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>● 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>● Minor changes have been made to the layout and wording of some questions in the reading answer booklet, compared with the standard version of the test. The layout of the reading booklet may also vary.</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>● blue / black pen or dark pencil</li> <li>● rubber (optional). If rubbers are not provided, you should tell pupils that they may cross out any answers they wish to change.</li> </ul> <p>Pupils may use monolingual English electronic spell checkers or highlighter pens if this is normal classroom practice.</p> <p>You may give pupils additional paper if they request it.</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.</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 underline key words that tell you what to do.</p>
<p><b>Guidance for specific questions</b></p>	<p>For question 20, the test administrator may help pupils to locate the event labelled number 1 in the list.</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 spacing is appropriate and that no pupil can see another pupil's answer booklet.</li> <li>● Ensure each pupil has 1 copy of the combined reading prompt and answer booklet.</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.</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 types of question to answer including:</p> <ul style="list-style-type: none"> <li>● writing an answer on a line</li> <li>● putting a tick in a box next to the answer they think is correct</li> <li>● putting ticks in a table to show if an answer is true or false</li> <li>● drawing a line to match boxes</li> <li>● filling in information in a table</li> <li>● filling in a missing word in a sentence / finishing a sentence.</li> </ul> <p>Ask the pupils if they have any questions about the list above.</p> <p>Tell the pupils to write their name on the front of the booklet.</p> <p>Ask the pupils to look at the 'Useful words' on page 3 of the MLP 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 many MLP users 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 page 4 of the booklet. Explain that there is information about ants on the top half of the page and some questions below.

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 page 4 (of the MLP booklet) aloud to the pupils. Tell the pupils to look at question A and read it aloud:

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

Explain that they will need to write their answer for question A on the answer line provided. 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. Let the pupils fill in the answer in their booklets.

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

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, one on each answer line provided. 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.

**Do not accept** 'in a hole'.

Explain that this is not acceptable as it is taken from the illustration, not the text.

Tell the pupils to continue reading the information and answering the questions on pages 6 and 7 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 11 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 11.</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 page 12 of the booklet. Explain that there is a story, Monster and Frog at Sea, on the top half of the page and questions below. Tell them that you will read the story on page 12 to them and then you will explain how they should answer the questions.</p> <p>Read the story on page 12 aloud to the pupils and discuss it with them.</p> <p>Tell the pupils to look at 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 put a tick in the box that they think is the right answer.</p> <p><input type="checkbox"/> cloudy</p> <p><input type="checkbox"/> sunny</p> <p><input type="checkbox"/> cold</p> <p><input type="checkbox"/> wet</p> <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 put a tick in the correct box in their answer booklet.</p> <p>The correct answer is ‘sunny’. Pupils need to tick the correct box.</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 for question D on the answer line provided. Allow the pupils time to think. Discuss their suggestions. Let the pupils fill in the answer in their booklets.</p> <p>Tell the pupils to continue reading the story and answering the questions on pages 15 to 27 on their own. Remind them to think carefully about the answers they write on the answer lines and which boxes they tick.</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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