

National curriculum tests

Key stage 1

English grammar, punctuation and spelling

Administering the Modified Large Print
(MLP) version of the key stage 1 test
Paper 1: spelling

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.

For test administration

2016 Key stage 1 English grammar, punctuation and spelling sample test

The key stage 1 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. The transcript for administration is included in these instructions.

Paper 1: spelling

The following information explains how to administer the MLP key stage 1 English grammar, punctuation and spelling sample test Paper 1: spelling. 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>Format</p>	<ul style="list-style-type: none"> ● This component consists of an answer booklet for pupils to write the 20 missing words into the sentences. ● Test administrators can use the transcript at the end of this document to read aloud to pupils. ● It is expected that the test will take approximately 15 minutes, plus up to 100% additional time (not strictly timed). ● It is at your discretion to choose when or if pupils require a break during the test or whether, if appropriate, to stop the test early.
<p>Equipment</p>	<p>Pupils will need the equipment specified below:</p> <ul style="list-style-type: none"> ● blue / black pen or dark pencil ● rubber (optional). If rubbers are not provided, tell pupils that they should cross out any answers they wish to change. <p>Pupils will not be allowed the equipment below:</p> <ul style="list-style-type: none"> ● dictionaries, electronic spell checkers or bilingual word lists.
<p>Assistance</p>	<p>Pupils should not require any assistance during the administration of Paper 1: spelling. You must ensure that nothing you say or do during the test could be interpreted as giving pupils an advantage.</p> <p>You should take care not to overemphasise spelling when reading out the words that pupils need to spell.</p>
<p>Guidance for specific questions</p>	<ul style="list-style-type: none"> ● No additional guidance is needed for this component.
<p>Before the test begins</p>	<ul style="list-style-type: none"> ● 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. ● 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. ● Ensure you understand how to deal with issues during the tests.
<p>How to deal with issues during the test</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"> ● test papers are incorrectly collated or the print is illegible ● an incorrect test has been administered ● a fire alarm goes off ● a pupil is unwell

<p>How to deal with issues during the test (continued)</p>	<ul style="list-style-type: none"> ● a pupil needs to leave the test room during the tests ● a pupil is caught cheating. <p>If you need to stop the test:</p> <ul style="list-style-type: none"> ● make a note of the time ● 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 ● speak to your test co-ordinator or a senior member of staff for advice on what to do next <p>You should brief your headteacher on how the incident was dealt with, once the test is over.</p>
<p>What to do at the start of the test</p>	<ul style="list-style-type: none"> ● Check that spacing is appropriate and that no pupil can see another pupil's answer booklet. ● Ensure each pupil has 1 MLP copy of Paper 1: spelling.
<p>What to say at the start of the test</p>	<p>It is important to brief pupils fully at the start of each test. You should use these instructions to introduce Paper 1: spelling.</p> <p>The wording of these instructions can be adapted, provided the meaning is retained.</p> <p>You should use words and phrases familiar to the pupils, and you may repeat them as many times as necessary to ensure that the pupils understand what to do.</p> <p>Explain to the pupils that this is the key stage 1 English grammar, punctuation and spelling test Paper 1: spelling. Explain that the test will take around 15 minutes, plus up to 100% additional time allowance, but is not strictly timed.</p> <p>Tell the pupils that they should have Paper 1: spelling in front of them.</p> <p>Explain to the pupils that they will need a blue / black pen or dark pencil and rubber (optional) for this test.</p> <p>Tell the pupils to write their names on the front of their answer booklet.</p> <p>Explain to the pupils that, if they want to change an answer, they should rub it out or put a line through the response they don't want to be marked.</p> <p>Tell the pupils they should work on their own, meaning they should think of their own answers and not discuss them with others.</p> <p>Explain to the pupils that you are going to read out some sentences. Ask them to look at the sentences in their booklet. Explain that they are the same but with some words missing. Explain that, when you come to a space, they should wait for you to tell them the word and they should then write it in the space.</p> <p>Ask the pupils to turn to page 2. Explain that there is a practice spelling question which you will do together.</p> <p>Tell the pupils to listen carefully. Explain that you will read out the word that they need to spell correctly. You will then read the whole sentence, followed by the word again. The pupils need to write the word into the blank space in the sentence.</p> <p>Here is the practice question.</p> <p style="padding-left: 20px;">Practice: <i>The word is tree.</i></p> <p style="padding-left: 20px;"><i>There was a big tree in the garden.</i></p> <p style="padding-left: 20px;"><i>The word is tree.</i></p> <p>Check that all pupils have understood that 'tree' should be written in the first blank space.</p> <p>Explain that you will now read the rest of the sentences and the missing words as per the script on the next page.</p>

Notes for use of this script

The task should take up to **30 minutes** to complete (15 minutes plus up to 100% additional time), although you should allow the pupils as much time as they need to complete it.

Please read out the instructions as stated below. Once you have read out the instructions, you should ask the pupils whether they have any questions.

Listen carefully to the instructions I am going to give you.

I am going to read 20 sentences to you. Each sentence has a word missing in your answer booklet. You should listen carefully to the missing word and fill this in, making sure you spell it correctly.

I will read the word, then the word within a sentence, then repeat the word.

Do you have any questions?

Once the pupils' questions have been answered, the twenty spellings should be read as follows:

1. Give the spelling number
2. Say: *The word is...*
3. Read the context sentence
4. Repeat: *The word is...*

Leave at least a 12-second gap between spellings.

The target words may be repeated if needed.

Spelling

Spelling 1: The word is **pack**.

I need to **pack** my holiday suitcase.

The word is **pack**.

Spelling 2: The word is **sky**.

The **sky** is dark at night.

The word is **sky**.

Spelling 3: The word is **shell**.

The snail hid inside its **shell**.

The word is **shell**.

Spelling 4: The word is **baby**.

My friend has a new **baby** sister.

The word is **baby**.

Spelling 5: The word is **phone**.

After tea I will **phone** Grandma.

The word is **phone**.

Spelling 6: The word is **eyes**.

My friend has brown **eyes**.

The word is **eyes**.

Spelling 7: The word is **flying**.

A flock of geese is **flying** overhead.

The word is **flying**.

Spelling 8: The word is **plank**.

The swing was made from a **plank** of wood.

The word is **plank**.

Spelling 9: The word is **money**.

The class learnt about **money** in maths.

The word is **money**.

Spelling 10: The word is **talk**.

I like to **talk** to my friends at playtime.

The word is **talk**.

Spelling 11: The word is **rides**.

My sister **rides** her horse every weekend.

The word is **rides**.

Spelling 12: The word is **pear**.

I had a **pear** to eat at playtime.

The word is **pear**.

Spelling 13: The word is **glove**.

I lost one **glove** when building a snowman.

The word is **glove**.

Spelling 14: The word is **lazy**.

My **lazy** cat likes to sleep all day.

The word is **lazy**.

Spelling 15: The word is **match**.

My shoes **match** my red dress.

The word is **match**.

Spelling 16: The word is **office**.

My mum works in an **office**.

The word is **office**.

Spelling 17: The word is **ladder**.

The fireman had a long **ladder**.

The word is **ladder**.

Spelling 18: The word is **bounces**.

The ball **bounces** higher on the hard ground.

The word is **bounces**.

Spelling 19: The word is **gentle**.

The nurse was **gentle** with my sore arm.

The word is **gentle**.

Spelling 20: The word is **stories**.

My teacher told us some funny **stories**.

The word is **stories**.

You should now read all twenty sentences again.

Give the pupils the opportunity to make any changes they wish to their answers.

At the end of the test say: *This is the end of the test. Please put down your pen or pencil.*

What to do at the end of the test	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.
Marking the tests	Use the key stage 1 sample test mark schemes to mark the test, following both the general guidance and any specific guidance for each question. There are no mark scheme amendments. Be sympathetic to the fact that the handwriting of children with visual impairment may be of inconsistent size and formation.

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