

National curriculum tests

# Key stage 1

## English grammar, punctuation and spelling

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

**Paper 2: questions**

The following information explains how to administer the MLP key stage 1 English grammar, punctuation and spelling sample test Paper 2: 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 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 component consists of a single MLP test paper.</li> <li>● It is expected that the test will take approximately 20 minutes, plus up to 100% additional time (not strictly timed), to complete the test paper.</li> <li>● 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.</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 will not be allowed the equipment below:</p> <ul style="list-style-type: none"> <li>● dictionaries, electronic spell checkers or bilingual word lists.</li> </ul>
<p><b>Assistance</b></p>	<p>You must ensure that nothing you say or do during the test could be interpreted as giving pupils an advantage.</p> <p>Administrators should ensure that pupils are able to locate all answer spaces correctly.</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 'commands' as 'instructions' 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 2: questions.</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 context or words related to a question are unfamiliar to a pupil, you may show them related objects or pictures, or describe the related context.</p>
<p><b>Guidance for specific questions</b></p>	<ul style="list-style-type: none"> <li>● No additional guidance is needed for this component.</li> </ul>

<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 MLP copy of Paper 2: 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 2: questions.</p> <p><b>The wording of these instructions can be adapted, provided the meaning is retained.</b></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 2: questions. Explain that the test will take around 20 minutes, with up to 100% additional time, but is not strictly timed.</p> <p>Tell the pupils that they should have Paper 2: questions test paper in front of them.</p> <p>Tell the pupils to write their names on the front of their test paper.</p> <p>Tell the pupils that they will need a blue / black pen or dark pencil and rubber (optional) for this test.</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>Ask the pupils to turn to page 2.</p> <p>Explain that there are 2 practice questions and that you will do the practice questions together with them.</p>

<p><b>What to say at the start of the test</b> (continued)</p>	<p><b>Practice question a</b></p> <p>Read the question to the pupils.</p> <p><i>Tick the word that completes the sentence.</i></p> <p>Then read the sentence.</p> <p><i>We were ___(blank)___ on our projects.</i></p> <p><i>Tick <b>one</b>.</i></p> <p>Then read the words out individually. Don't read them as part of the sentence.</p> <p><i>worked</i></p> <p><i>works</i></p> <p><i>working</i></p> <p><i>work</i></p> <p>Give pupils the opportunity to answer the question in their booklet. If any pupil is not sure what to do, explain what they need to do to answer the question.</p> <p><b>Practice question b</b></p> <p>Read the question to the pupils.</p> <p><i>Write one word on the line below to complete the sentence in the past tense.</i></p> <p>Then read the sentence.</p> <p><i>I ___(blank)___ to Scotland during the school holidays.</i></p> <p>Give pupils the opportunity to answer the question in their booklet.</p> <p>Explain to the pupils that there will also be other types of question. If the pupils are unsure how to answer tell them that they should ask.</p> <p>Explain to the pupils that when the test starts they should try to answer the questions by themselves.</p> <p>Tell the pupils to try to answer all of the questions. Explain that if they can't answer a question, they should move on to the next one and come back to it later.</p> <p>Tell the pupils to read each question carefully so that they know what it is asking.</p> <p>Explain 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>Remind the pupils to check their work carefully.</p> <p>Explain that, if they have any questions during the test, they should put their hand up and wait for someone to come over to them, but that you can't help them answer any of the test questions.</p> <p>Tell the pupils that they must not talk to each other.</p> <p>Ask the pupils if they have any questions they want to ask you now.</p> <p>Start the test.</p>
<p><b>What to do at the end of the test</b></p>	<p>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.</p>
<p><b>Marking the tests</b></p>	<p>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.</p> <p>Be sympathetic to the fact that the handwriting of children with visual impairment may be of inconsistent size and formation.</p>

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