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Statutory guidance

# 2026 key stage 2 modified test administration guidance: administering modified large print versions

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This guidance will help you prepare to administer the modified large print (MLP) versions of the key stage 2 (KS2) tests. You should follow it to ensure pupils using

MLP versions of the tests can access them properly and are not at a disadvantage.

The information expands on the 'Test administration' section of the [2026 KS2 assessment and reporting arrangements \(ARA\)](#).

You should use this guidance together with the:

- [KS2 test administration guidance](#)
- MLP test administration instructions provided with the MLP test materials

The test administration instructions include information about what you should do before, during and after each test.

Schools may also want to use [past test papers](#) to help pupils prepare for the tests.

Headteachers are responsible for the test administration arrangements within their school. Failure to adhere to this guidance could lead to a [maladministration investigation](#).

# 1. Planning for the tests

## 1.1 Access arrangements

In addition to the [KS2 access arrangements guidance](#), you should follow the specific guidance below when administering MLP versions of the tests.

Adults providing support for an access arrangement must not be a relative, carer or guardian of the pupil.

Test administrators should note for their own records where an access arrangement was provided in the tests and, if appropriate, the name of the scribe, transcribe, reader, prompter, translator or word processor or other technical or electronic aid used by each pupil.

### **Additional time**

Pupils using MLP tests are automatically entitled to up to 100% additional time in the tests. You should use your discretion about whether to use the full amount of additional time, based on normal classroom practice, and tell the pupils before each test starts how much time they are allowed. Pupils who are automatically allowed additional time may also use other access arrangements if this reflects normal classroom practice.

### **Making further adaptations to the tests**

The Standards and Testing Agency (STA) has already made changes to the wording and layout of the standard test questions, where appropriate, to produce the MLP versions of the tests – for example, some tables, diagrams or charts may have been simplified.

If you make further adaptations to the MLP versions of the tests, you must take care to ensure the page layout and accuracy of the materials are not affected. If you adapt the corresponding text, questions or page references incorrectly, pupils may be disadvantaged. We are unable to compensate or give special consideration where schools have incorrectly modified test papers.

There may be questions in the mathematics tests that are unsuitable for further enlargement. We will inform schools of particular questions that should not be enlarged – for example, questions that require the pupil to measure length. For mathematics test papers, the modified test administration instructions will provide guidance if there are questions that are unsuitable for further enlargement.

### **Scribes**

If a scribe supports a pupil with a visual impairment, it must be clear to the marker which responses the pupil has written, and which the scribe has written.

All language, punctuation and phrasing must be the pupil's own. Particular care should be taken when scribing the English grammar, punctuation and spelling test papers.

The scribe must pause for the pupil to dictate relevant spellings in 'Paper 1: questions' and to dictate all spellings in 'Paper 2: spelling'. Most questions in Paper 1 require correct spelling to receive marks, especially questions assessing contracted forms, verb forms, plurals, prefixes and suffixes. In Paper 2, all questions require correct spelling to receive marks.

In the mathematics test, any diagram that has been scribed must show evidence of the pupil's work and must be clear to the marker which responses the pupil has written, and which the scribe has written.

At the end of each test, test administrators should make a note for their own record of which pupils used a scribe, including the name of the scribe and the test the scribe was used in, and give the information to their headteacher.

You do not need permission from STA or your local authority to use a scribe if it reflects normal classroom practice for the pupil. However, schools must notify STA where a pupil has been supported by a scribe by completing the 'Manage attendance register and notification of aid' forms, available in the 'Activities' tab on the [National Curriculum Assessments Portal \(NCA Portal\)](#), by Friday 22 May.

### **Word processors or other technical or electronic aids**

Pupils who normally use word processors or other technical or electronic aids in the classroom, including low-vision aids such as closed-circuit television or OCR scanners, may use these for the tests, provided the functionality does not give the pupil an advantage.

You do not need permission from STA or your local authority, but schools must notify STA if a pupil has used them by completing the 'Manage attendance register and notification of aid' forms, available in the 'Activities' tab on the [NCA Portal](#), by Friday 22 May.

### **Rest breaks**

Test administrators should consider using rest breaks for pupils who find it difficult to concentrate or who may experience fatigue.

Schools may want to split a test into sections for pupils who are using the MLP versions of the tests and who are known to need a rest break.

For each rest break, you should stop and restart the clock so that the pupil has the same overall test time.

Schools do not need to notify or receive approval from STA if they are using rest breaks, but the arrangement must reflect normal classroom practice. Schools must supervise pupils and keep them under test conditions during rest breaks. There must be no contact with pupils who have taken the test and no opportunity to discuss test content.

The pupils must complete the test on the same day they started it. You must send any partially completed test scripts for marking.

### **Additional paper**

Pupils may use additional paper, if required.

Before the pupil's test script is sent for marking, ensure any additional paper they used to record their answers is:

- labelled with the pupil's name, school name and school DfE number
- securely attached to the pupil's test script at the end of the test

### **Squared paper**

The MLP version of the mathematics test includes space for working out, but does not include gridlines. We discourage the use of additional squared paper, as pupils may lose marks if they make an error or omission when they transfer their working to the test paper.

However, if using squared paper is part of normal classroom practice, then it can be used as an access arrangement. Schools do not need to notify or receive approval from STA for this.

Before the pupil's test script is sent for marking, ensure the additional squared paper is:

- labelled with the pupil's name, school name and school DfE number
- securely attached to the pupil's test script at the end of the test

### **Highlighting questions**

You may highlight whole questions on the MLP papers – for example, with a highlighter pen – if this helps pupils to recognise the questions more easily. You must take care not to invalidate the test by drawing the pupil's attention to the correct response.

## **1.2 Equipment for the tests**

MLP versions of the tests are designed so that standard classroom equipment can be used. The test administration instructions provided with the MLP test materials will list specific equipment needed for each test.

## **1.3 Use of rooms for modified tests**

You should consider administering MLP versions of the tests to pupils in a separate

room from other pupils who are taking the tests.

The instructions and content of the MLP tests may be slightly different from the standard versions, and pupils using MLP tests are automatically entitled to up to 100% additional time. Pupils using MLP versions of the tests may also need more space to lay out their test papers and equipment.

Administering the tests in a separate room from the rest of the cohort will avoid distracting pupils who are using different versions of the tests.

## **2. Administering the tests**

### **2.1 When to open test materials**

The front of each test pack includes instructions detailing when the test materials can be opened to prepare for their administration.

You must not open test packs early to familiarise yourself with the test content.

### **2.2 Pupils' responses**

Pupils using MLP test papers will usually answer on the test paper, in the spaces provided, but they may also use separate sheets of paper, if required.

Before the pupil's test script is sent for marking, ensure any additional paper they used to record their answers is:

- labelled with the pupil's name, school name and school DfE number
- securely attached to the pupil's test script at the end of the test

### **2.3 Instructions for mathematics**

For specific questions within the MLP Mathematics Papers 2 and 3 (reasoning), models may be provided for pupils to handle or look at. The MLP test administration instructions will include guidance on how to use these.

## **2.4 Assistance**

You must ensure nothing you say or do during the tests could be interpreted as giving pupils an advantage – for example, indicating an answer is correct or incorrect, or suggesting the pupil look at an answer again.

# **3. Test administration on Monday 11 May**

## **3.1 English grammar, punctuation and spelling Paper 1: questions**

### **Format**

‘Paper 1: questions’ is a combined question and answer booklet.

Pupils will have 45 minutes to answer the questions, plus up to 100% additional time. The paper is worth 50 marks in total.

### **Equipment**

Each pupil will need a dark pencil or a blue or black pen.

Rubbers are allowed, but please encourage pupils to cross out answers they wish to change instead of rubbing them out.

If this is normal classroom practice, pupils may use:

- technical or electronic vision aids, including low-vision aids such as closed-circuit television or OCR scanners
- highlighter pens

Turn off any grammar and spell check functionality if pupils use an electronic aid to

record their answers.

Pupils are not allowed:

- a dictionary or thesaurus
- electronic spell checkers
- bilingual word lists or electronic translators

### **Assistance**

Administrators should ensure that pupils are able to locate all answer spaces correctly.

If a pupil requests it, you may read a question to them on a one-to-one basis.

You must not explain any subject-specific terminology. If any other word in a question is unfamiliar to a pupil, you may explain it or show them objects or pictures to help them understand.

You may also 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”, you may explain ‘insert’ but not ‘commas’.

If you use a reader, they must read the question to the pupil in full. Readers may also read any part of the pupil’s response back to them if the pupil requests this. You can also refer to the [notes for readers in the English grammar, punctuation and spelling tests](#), which give examples of how to read particular types of questions.

The following examples illustrate how to deal with some common situations:

Question: “I do not understand the question.”

Answer: “Read the question again and pay attention to words that tell you what to do.”

Question: “What does ‘adverb’ mean?”

Answer: “I cannot tell you, but think hard and try to remember. We can talk about it after the test.”

## 3.2 English grammar, punctuation and spelling Paper 2: spelling

### Format

'Paper 2: spelling' includes a test transcript and an answer booklet. The test administrator should read the test transcript, and the pupil should write 20 spellings in the answer booklet.

Pupils will have approximately 15 minutes to complete the test, plus up to 100% additional time, but it is not strictly timed. The paper is worth 20 marks in total.

The MLP version of the spelling test is administered in a similar way to the standard version. The modified test papers will include specific modified test administration instructions.

The answer lines in the spelling answer sheet are numbered. You should use these numbers to help pupils locate the correct line to write on before reading the sentence aloud, including the missing word for pupils to spell. Alternatively, pupils may write their answers in a numbered list on plain paper.

### Equipment

Each pupil will need a dark pencil or a blue or black pen.

Rubbers are allowed, but please encourage pupils to cross out answers they wish to change instead of rubbing them out.

If this is normal classroom practice, pupils may use:

- technical or electronic vision aids, including low-vision aids such as closed-circuit television or OCR scanners
- highlighter pens

Turn off any grammar and spell check functionality if pupils use an electronic aid to record their answers.

Pupils are not allowed:

- a dictionary or thesaurus
- electronic spell checkers
- bilingual word lists or electronic translators

## **Assistance**

Pupils should not require any assistance during the administration of 'Paper 2: spelling'.

You should take care not to overemphasise spelling when reading out the words that pupils need to spell.

# **4. Test administration on Tuesday 12 May**

## **4.1 English reading**

### **Format**

This test consists of a reading answer booklet and a separate reading booklet. All pupils must receive an unused reading booklet. Do not reuse reading booklets if you administer the test to groups of pupils at different times.

Pupils will have one hour to read the 3 texts in the reading booklet and complete the questions at their own pace, plus up to 100% additional time. They can approach the test as they choose – for example, by working through one text and answering the questions before moving onto the next. The paper is worth 50 marks in total.

Changes have been made to the layout and wording of some questions in the MLP reading answer booklet, compared with the standard version of the test. The layout of the reading booklet may also vary.

The number of marks and type of question are indicated within the test to help pupils judge how much to write.

You must not refer to the standard test paper when administering this test.

### **Equipment**

Each pupil will need a dark pencil or a blue or black pen.

Rubbers are allowed, but please encourage pupils to cross out answers they wish to change instead of rubbing them out.

If it is normal classroom practice, pupils may use:

- technical or electronic vision aids, including low-vision aids such as closed-circuit television or OCR scanners
- monolingual English electronic spell checkers, provided they do not give definitions of words
- highlighter pens

You may give pupils additional lined paper if they request it.

Pupils must not use a dictionary or thesaurus.

### **Assistance**

As the English reading test is assessing reading skills, you must not read it to individuals or to a group, except for the general instructions. However, you may read and rephrase, if necessary, the information provided in the test instructions on pages 2, 3 and 4 of the reading answer booklet to ensure all pupils understand them. No other part of the reading answer booklet or reading booklet may be read to pupils or rephrased.

You may help pupils to identify and interpret aspects of pictures, but you must not help with the reading of any text. Pupils with a severe visual impairment may need extra time to interpret pictures and diagrams. You may stop the clock while pupils examine them.

If a pupil asks a question about test content, you must not explain the meaning of any words or expressions.

The following example illustrates how to deal with a common situation:

Question: "I do not understand the question."

Answer: "Read the question again and pay attention to words that tell you what to do."

## **5. Test administration on Wednesday 13**

# May

## 5.1 Mathematics Paper 1: arithmetic

### Format

Paper 1 assesses arithmetic.

Pupils will have 30 minutes to answer the questions, plus up to 100% additional time. The paper is worth 40 marks in total.

You must not refer to the standard test questions when administering this test.

### Equipment

Each pupil will need a dark pencil or a blue or black pen.

Rubbers are allowed, but please encourage pupils to cross out answers they wish to change instead of rubbing them out.

If it is normal classroom practice, pupils may use:

- technical or electronic vision aids, including low-vision aids such as closed-circuit television or OCR scanners
- highlighter pens

Pupils are not allowed:

- calculators
- squared paper, unless used as an [access arrangement](#)
- tracing paper
- other mathematical equipment, such as angle measurers or mirrors

### Assistance

If a pupil requests it, you may read a question to them on a one-to-one basis.

If reading to a pupil, you can read words and numbers but not mathematical symbols. This is to ensure pupils are not given an advantage by having the function inadvertently explained by reading its name.

The following example illustrates how to deal with a common situation:

Question: “Do I need to multiply when I calculate 95% of 240?”

Answer: “I cannot tell you, but think hard and try to remember. We can talk about it after the test.”

## 5.2 Mathematics Paper 2: reasoning

### Format

Paper 2 assesses reasoning.

Pupils will have 40 minutes to answer the questions, plus up to 100% additional time. The paper is worth 35 marks in total.

Models may be provided within the MLP test administration pack for specific questions. If applicable, the MLP test administration instructions will include guidance on how to use these.

The paper may contain diagrams, graphs and pictures. Where necessary, we have simplified or adapted these for pupils with a visual impairment, but pupils might still need help locating the correct diagrams or clarifying their layout. Compared with standard versions of the tests, some non-essential diagrams, graphs and pictures may have been omitted.

Pupils will need to draw in response to some questions. Where this is the case, pupils should use the method they think is most suitable. If appropriate, the area covered by the shape may be shaded or marked so that the marker can clearly read it.

You must not refer to the standard test questions when administering this test.

### Equipment

Each pupil will need:

- a dark pencil or a blue or black pen
- a sharp, dark pencil for mathematical drawing

- a ruler, showing centimetres
- an angle measurer or protractor
- a mirror

Rubbers are allowed, but please encourage pupils to cross out answers they wish to change instead of rubbing them out.

If it is normal classroom practice, pupils may use:

- technical or electronic vision aids, including low-vision aids such as closed-circuit television or OCR scanners
- monolingual English electronic spell checkers
- bilingual word lists
- bilingual dictionaries or electronic translators, provided they only give word-for-word translations
- highlighter pens

Pupils are not allowed:

- calculators
- squared paper, unless used as an [access arrangement](#)
- tracing paper

## **Assistance**

If a pupil requests it, you may read a question to them on a one-to-one basis.

If reading to a pupil, you can read words and numbers but not mathematical symbols. This is to ensure pupils are not given an advantage by having the function inadvertently explained by reading its name.

At a pupil's request, you may point to parts of the test paper such as charts, diagrams, statements and equations, but you must not explain the information or help the pupil by interpreting it.

You must not explain any subject-specific terminology. If any context or words related to a question are unfamiliar to a pupil, you may provide explanations or show the pupil related objects or pictures to help them understand.

The following examples illustrate how to deal with some common situations:

Question: “What does ‘quadrilateral’ or ‘>’ or ‘<’ mean?”

Answer: “I cannot tell you, but think hard and try to remember. We can talk about it after the test.”

Question: “What is ‘0.6’?”

Answer: “That is nought point six.”

The MLP test packs include further guidance for any specific questions.

## 6. Test administration on Thursday 14 May

### 6.1 Mathematics Paper 3: reasoning

#### Format

Paper 3 assesses reasoning.

Pupils will have 40 minutes to answer the questions, plus up to 100% additional time. The paper is worth 35 marks in total.

Models may be provided within the MLP test administration pack for specific questions. If applicable, the MLP test administration instructions will include guidance on how to use these.

The paper may contain diagrams, graphs and pictures. Where necessary, we have simplified or adapted these for pupils with a visual impairment, but pupils might still need help locating the correct diagrams or clarifying their layout. Compared with standard versions of the tests, some non-essential diagrams, graphs and pictures may have been omitted from the MLP versions.

Pupils will need to draw in response to some questions. Where this is the case, pupils should use the method they think is most suitable. If appropriate, the area covered by the shape may be shaded or marked so that the marker can clearly read it.

You must not refer to the standard test questions when administering this test.

## **Equipment**

Each pupil will need:

- a dark pencil or a blue or black pen
- a sharp, dark pencil for mathematical drawing
- a ruler, showing centimetres
- an angle measurer or protractor
- a mirror

Rubbers are allowed, but please encourage pupils to cross out answers they wish to change instead of rubbing them out.

If it is normal classroom practice, pupils may use:

- technical or electronic vision aids, including low-vision aids such as closed-circuit television or OCR scanners
- monolingual English electronic spell checkers
- bilingual word lists
- bilingual dictionaries or electronic translators, provided they only give word-for-word translations
- highlighter pens

Pupils are not allowed:

- calculators
- squared paper, unless used as an [access arrangement](#)
- tracing paper

## **Assistance**

If a pupil requests it, you may read a question to them on a one-to-one basis.

If reading to a pupil, you can read words and numbers but not mathematical symbols. This is to ensure pupils are not given an advantage by having the function inadvertently explained by reading its name.

At a pupil's request, you may point to parts of the test paper such as charts, diagrams, statements and equations, but you must not explain the information or

help the pupil by interpreting it.

You must not explain any subject-specific terminology. If any other word in a question is unfamiliar to a pupil, you may explain it or show them related objects or pictures to help them understand.

The following examples illustrate how to deal with some common situations:

Question: “What does ‘quadrilateral’ or ‘>’ or ‘<’ mean?”

Answer: “I cannot tell you, but think hard and try to remember. We can talk about it after the test.”

Question: “What is ‘0.6’?”

Answer: “That is nought point six.”

The MLP test packs include further guidance for any specific questions.

## 7. After the tests

### 7.1 Packing and sending test scripts for marking

You can find full guidance on how to complete online attendance registers and pack test scripts, including modified test scripts, in the [returning test scripts guidance](#).

### 7.2 Amendments to mark schemes

In some cases, we make changes to the standard questions for the MLP version of a test. This may result in a change to the standard mark scheme for these questions.

These changes are recorded in the amendments to mark schemes for MLP tests, which will be available to download with the test materials from [GOV.UK](#) after the test

period.

## 8. Help and support

### General enquiries

For general questions about administering the KS2 tests, you can contact the national curriculum assessments helpline:

#### National curriculum assessments helpline

Call: 0300 303 3013

Email: [assessments@education.gov.uk](mailto:assessments@education.gov.uk)

Online: [NCA Portal](#) 'Support'

For enquiries relating to KS2 access arrangements to meet a pupil's specific needs, schools can use the 'Message us – access arrangements' form within the 'Test administration' tab on the [NCA Portal](#).

### Modified tests

You can find full details of which modified tests are available in the '2026 national curriculum tests' section (paragraph 5.5) of the [KS2 ARA](#).

Schools can discuss the suitability and order requirements of MLP versions of the KS2 tests by calling the national curriculum assessments helpline on 0300 303 3013 or emailing [MTH@iwanttoconnect.co.uk](mailto:MTH@iwanttoconnect.co.uk).

Do not include or discuss details of live test content in your enquiries.

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