

- [Home](#) ▾ [Education, training and skills](#) ▾ [School curriculum](#) ▾ [Primary curriculum, key stage 1](#)
- ▾ [Tests and assessments \(key stage 1\)](#)
 - ▾ [Optional key stage 1 tests: modified test administration guidance \(MTAG\)](#)



[Standards
& Testing
Agency](#)

Guidance

2026 optional key stage 1 modified test administration guidance: administering modified large print versions

Updated 9 March 2026

Contents

1. [Planning for the tests](#)
2. [Administering the tests under test conditions](#)
3. [Administering the English grammar, punctuation and spelling test under test conditions](#)
4. [Administering the English reading test under test conditions](#)
5. [Administering the mathematics test under test conditions](#)
6. [Marking](#)
7. [Help and support](#)

This guidance will help you prepare to administer the modified large print (MLP) versions of the optional key stage 1 (KS1) tests. We recommend you 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 optional KS1 tests guidance](#).

You should use this guidance together with the:

- [optional KS1 test administration guidance \(TAG\)](#)
- test administration instructions, available to download from the 'Activities' tab on the [National Curriculum Assessments Portal \(NCA Portal\)](#)
- MLP test administration instructions, delivered with your school's order of MLP test materials

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

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

1. Planning for the tests

1.1 Access arrangements

If administering under test conditions, you should follow the [optional KS1 tests: access arrangements guidance](#) and the specific guidance below when administering the MLP versions of the tests.

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 should ensure that 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.

There may be questions in the mathematics tests that are unsuitable for further enlargement – for example, questions that require the pupil to measure length. The

MLP test administration instructions will provide guidance where this is the case.

Scribes

If a scribe supports a pupil with a visual impairment, it should be clear to the person marking the test which responses the pupil has written, and which have been written by the scribe.

All language, punctuation and phrasing should be the pupil's own.

We suggest taking particular care when transcribing the English grammar, punctuation and spelling test papers. The scribe should pause for:

- all spellings to be dictated in 'Paper 1: spelling'
- relevant spellings to be dictated in 'Paper 2: questions'

Correct spelling is required for questions assessing contracted forms, verb forms, plurals, prefixes and suffixes.

In the mathematics test, any diagram that has been transcribed should show evidence of the pupil's work – for example, pin marks.

Word processors or other technical or electronic aids

Pupils who normally use word processors, technical or electronic aids in the classroom, including low-vision aids such as closed-circuit television or OCR scanners, may use these in the tests, provided the functionality does not give the pupil an advantage. You do not need permission from STA or your local authority.

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. We recommend you take care not to invalidate the test by drawing the pupil's attention to the correct response.

1.2 Use of rooms for modified tests

You should consider administering MLP versions of the tests to pupils in a separate room from other pupils taking the tests. The instructions and content of the MLP tests are slightly different from the standard versions, and pupils using MLP tests are automatically entitled to up to 100% additional time in the tests.

Administering the tests in a separate room from the rest of the cohort will avoid distracting pupils using different versions of the tests. Pupils using MLP versions of the tests may also need more space to lay out their test papers and equipment.

2. Administering the tests under test conditions

2.1 When to open test materials

We ask that modified test materials are not opened before Friday 1 May.

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.

2.3 Instructions for mathematics

Models

You should not explain any subject-specific terminology, as an understanding of this is part of the assessment. If any context or words related to a question are unfamiliar to a pupil, you may explain them or, if appropriate, provide the pupil with related objects to handle. Where appropriate, for some specific questions, we will supply models in the MLP administration packs.

2.4 Assistance

If administering under test conditions, to ensure the most valid results, you should not say or do anything during the tests which 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. Administering the English grammar, punctuation and spelling test under test conditions

3.1 Paper 1: spelling

Format

‘Paper 1: spelling’ consists of an answer booklet for pupils to complete and a test transcript for the test administrator to read.

The standard version of the test should take approximately 15 minutes to complete. If pupils are using MLP versions of the test, you may consider allowing those pupils additional time to complete the test. It is at your discretion to choose how much, if any, additional time is given to the pupil.

It is at your discretion to choose when, or if, pupils require a break during the test or need to stop the test early.

Instructions for administering the MLP version of the spelling paper are the same as the instructions for the standard version.

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

Equipment

Each pupil will need a 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:

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

If pupils are using an electronic aid to record their answers, any grammar and spell check functionality should be turned off.

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 1: spelling'.

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

3.2 Paper 2: questions

Format

'Paper 2: questions' consists of a single test paper.

The standard version of the test should take approximately 20 minutes to complete. If pupils are using MLP versions of the tests, you may consider allowing those pupils additional time to complete the test. It is at your discretion to choose how much, if any, additional time is given to the pupil.

It is at your discretion to choose when, or if, pupils require a break during the test or need to stop the test early.

Minor changes have been made to the layout of some parts of the standard test paper to create the MLP version.

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

Equipment

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

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

If it is normal classroom practice, pupils may use:

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

If pupils are using an electronic aid to record their answers, any spell check functionality should be turned off.

Pupils are not allowed:

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

Assistance

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

You should not explain subject-specific terminology, as an understanding of this is part of the assessment. If any other word in a question is unfamiliar to pupils, you may explain it or show them objects or pictures to help them understand.

You should not give alternative explanations – for example, you should not explain ‘commands’ as ‘instructions’ or name punctuation.

[Notes for readers in the English grammar, punctuation and spelling test](#) will help you understand how to communicate 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.”

Further guidance for any specific questions is included in the MLP test pack.

4. Administering the English reading test under test conditions

4.1 Paper 1: Combined reading prompt and answer booklet

Format

Paper 1 consists of a combined reading prompt and answer booklet.

The standard version of the test should take approximately 30 minutes to complete. If pupils are using MLP versions of the tests, you may consider allowing those pupils additional time to complete the test. It is at your discretion to choose how much, if any, additional time is given to the pupil.

It is at your discretion to choose when, or if, pupils require a break during the test or whether to stop the test early.

The layout of the MLP version of the reading booklet may vary from the standard booklet. We try to ensure questions always appear on the page opposite the text, for ease of reference. We have also made minor changes to the layout and wording of some questions.

The paper includes some practice questions for you to introduce the context and question types to pupils. Test administrators should allow additional time to go through the practice questions with pupils.

Mark scheme information boxes are printed on the back cover of the test papers, to avoid confusion for pupils with a visual impairment. Tell pupils they should not write

anything on the back cover of the paper.

We suggest you do not refer to the standard test questions when administering the MLP version of this test.

Equipment

Each pupil will need a 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:

- computers, 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

Pupils should not use a dictionary or thesaurus.

You may give pupils additional paper if they request it.

Assistance

As the English reading tests are assessing reading skills, they should not be read to individuals or to a group, except for the general instructions, practice text and practice questions.

You may help pupils identify aspects of pictures, but you should not help them read any text. If administering under test conditions, you may stop the clock where pupils with severe visual impairments need additional time to interpret the pictures and diagrams.

If a pupil asks a question about test content, you should not explain 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."

Further guidance for any specific questions is included in the MLP test pack.

4.2 Paper 2: Reading booklet and reading answer booklet

Format

Paper 2 consists of a reading booklet and a separate answer booklet.

The standard version of the test should take approximately 40 minutes to complete. If pupils are using MLP versions of the tests, you may consider allowing those pupils additional time to complete the test. It is at your discretion to choose how much, if any, additional time is given to the pupil.

It is at your discretion to choose when, or if, pupils require a break during the test or whether to stop the test early.

All pupils should receive an unused reading booklet. Do not reuse reading booklets if you administer the test to groups of pupils at different times.

Paper 2 does not include practice questions or lists of useful words.

In Paper 2 only, each question has a page number above it in brackets. This is the page in the reading prompt where the pupil can find the information they need to answer the question.

We suggest you do not refer to the standard test questions when administering the MLP version of the test.

Equipment

Each pupil will need a 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:

- computers, 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

Pupils should not use a dictionary or thesaurus.

You may give pupils additional paper if they request it.

Assistance

As the English reading tests are assessing reading skills, they should not be read to individuals or to a group, except for the general instructions.

You may help pupils identify aspects of pictures, but you should not help them read any text. You may stop the clock where pupils with a visual impairment need additional time to interpret the pictures and diagrams.

If a pupil asks a question about test content, you should not explain any words or expressions.

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

Question: “I do not understand the question.”

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

Further guidance for any specific questions is included in the MLP test pack.

5. Administering the mathematics test under test conditions

5.1 Paper 1: arithmetic

Format

The questions in the MLP version of mathematics 'Paper 1: arithmetic' are the same as the standard version.

The standard version of the test should take approximately 20 minutes to complete. If pupils are using MLP versions of the tests, you may consider allowing those pupils additional time to complete the test. It is at your discretion to choose how much, if any, additional time is given to the pupil.

It is at your discretion to choose when, or if, pupils require a break during the test or whether to stop the test early.

We suggest you do not refer to the standard test questions when administering this test.

Equipment

Each pupil will need:

- a pencil or a blue or black pen
- a ruler, showing centimetres

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:

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

Pupils are not allowed:

- calculators
- number apparatus, such as base ten materials or number squares

Assistance

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

However, you may only read words and numbers, but not mathematical symbols. This ensures pupils are not given an advantage by having the function inadvertently explained by reading its name.

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

Question: “What does this sign here mean?”

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

Question: “Does this mean ‘take away’?”

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

Question: “What does ‘of’ mean?” (If the question asks about an everyday word that has a mathematical meaning within the question - for example, ‘What is half of 8?’)

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

Further guidance for any specific questions is included in the MLP test pack.

5.2 Paper 2: reasoning

Format

‘Paper 2: reasoning’ consists of a single MLP test paper. This paper has 2 sections:

- an aural section, starting with a practice question followed by 5 aural questions
- a written section, where pupils are presented with written questions

The standard version of the test should take approximately 35 minutes to complete, including 5 minutes for the aural questions. If pupils are using MLP versions of the tests, you may consider allowing those pupils additional time to complete the test. It is at your discretion to choose how much, if any, additional time is given to the pupil.

It is at your discretion to choose when, or if, pupils require a break during the test or whether to stop the test early.

Models may be provided in the MLP administration pack for use in specific questions. Guidance will be provided in the MLP test administration instructions where this is the case.

This 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 the standard version, some non-essential diagrams, graphs and pictures may have been omitted.

Pupils may need to draw in response to some questions. Where this is the case, pupils should use the method they think is most suitable.

We suggest you do not refer to the standard test questions when administering this test.

Equipment

Each pupil will need:

- a pencil or a blue or black pen
- a ruler, showing centimetres
- 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:

- computers, 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
- tracing paper
- number apparatus, such as base ten materials or number squares

Assistance

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

You can also read from question 6 onwards in the written section if a pupil has difficulty reading the questions for themselves.

If reading to a pupil, you can read words and numbers, but not mathematical symbols. You may point to parts of the test paper such as charts, diagrams, statements and equations, but we recommend you do not explain the information or help the pupil by interpreting it. This ensures that 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 should not explain the information or help the pupil by interpreting it.

You should not explain subject-specific terminology, as an understanding of this is part of the assessment. If any other word in a question is unfamiliar to a pupil, you may show them related objects or pictures, or describe the context.

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

Question: "What does 'fraction' mean?"

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

Question: "What does '>' or '<' mean?"

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

Further guidance for any specific questions is included in the MLP test pack.

6. Marking

Mark schemes, and amendments to mark schemes, will be available to download from the 'Download KS1 test materials' from within the 'Activities' tab on the [NCA Portal](#) from Friday 1 May.

For general information about marking the tests, please refer to the [optional KS1](#)

[TAG](#).

You will need to use the amendments to mark schemes to help you mark questions that have been amended or replaced in the MLP version of the tests.

7. Help and support

General enquiries

For general enquiries about test administration at KS1, you can contact the national curriculum assessments helpline:

National curriculum assessments helpline

Call: 0300 303 3013

Email: assessments@education.gov.uk

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

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

Modified tests

Schools can discuss the suitability of MLP versions of the optional KS1 tests and order requirements, by contacting the national curriculum assessments helpline on 0300 303 3013 or emailing MTH@iwanttoconnect.co.uk.

[↑ Back to top](#)

Help us improve GOV.UK

To help us improve GOV.UK, we'd like to know more about your visit today. [Please fill in this survey \(opens in a new tab\)](#).





Services and information

[Benefits](#)

[Births, death, marriages and care](#)

[Business and self-employed](#)

[Childcare and parenting](#)

[Citizenship and living in the UK](#)

[Crime, justice and the law](#)

[Disabled people](#)

[Driving and transport](#)

[Education and learning](#)

[Employing people](#)

[Environment and countryside](#)

[Housing and local services](#)

[Money and tax](#)

[Passports, travel and living abroad](#)

[Visas and immigration](#)

[Working, jobs and pensions](#)

Government activity

[Departments](#)

[News](#)

[Guidance and regulation](#)

[Research and statistics](#)

[Policy papers and consultations](#)

[Transparency](#)

[How government works](#)

[Get involved](#)

[Help](#) [Privacy](#) [Cookies](#) [Accessibility statement](#) [Contact](#)

[Terms and conditions](#) [Rhestr o Wasanaethau Cymraeg](#)

OGL

All content is available under the Open Government Licence v3.0, except where otherwise stated



© Crown copyright