

2016 national curriculum tests

Key stage 1

English grammar, punctuation and spelling

Administering the English grammar,
punctuation and spelling test
Paper 2: questions

CONFIDENTIAL

This pack must be kept secure and unopened until **Tuesday 3 May 2016**. The pack must not be opened until the pupils are in the test room ready to complete the first administration of the test.

Please ensure you have read and understood the 2016 test administration guidance before opening this pack.

Pack contents:

- An overview of the key stage 1 English grammar, punctuation and spelling test Paper 2: questions (overleaf)
- 10 copies of Paper 2: questions

For test administration

2016 Key stage 1 English grammar, punctuation and spelling test Paper 2: questions

The key stage 1 English grammar, punctuation and spelling test consists of two papers. The papers must be administered in order. Pupils do not have to sit both papers on the same day. If both papers are administered on the same day, pupils may benefit from a break between papers. Both papers can be administered to the whole class, smaller groups of pupils or on an individual basis. However, test packs must not be opened until the pupils are in the test room ready to complete the first administration of the test.

Paper 2: questions

The following information explains how to administer key stage 1 English grammar, punctuation and spelling test Paper 2: questions. If you have any questions, you should check with your headteacher or key stage 1 test co-ordinator before you administer the test.

Please make sure you follow these instructions correctly to ensure that the test is properly administered. Failure to administer the test correctly could result in a maladministration investigation at the school.

Format	<ul style="list-style-type: none"> ● This component of the test consists of a single test paper. ● Pupils will have approximately 20 minutes to complete the questions in the test paper (not strictly timed). ● It is at your discretion to choose when or if a pupil(s) requires a break during the test or whether, if appropriate, to stop the test early.
Equipment	<p>Pupils will need the equipment below:</p> <ul style="list-style-type: none"> ● a blue / black pen or pencil of their choice ● a rubber (optional). If rubbers are not provided, tell pupils that they should cross out any answers they wish to change. <p>Pupils are not allowed:</p> <ul style="list-style-type: none"> ● dictionaries ● electronic spell checkers ● bilingual word lists.
Assistance	<ul style="list-style-type: none"> ● You must ensure that nothing you say or do during the test could be interpreted as giving pupils an advantage, e.g. indicating that an answer is correct or incorrect, or suggesting the pupil looks at an answer again. ● 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 comma', 'insert' may be explained, but not 'comma'. ● You must not give alternative explanations, e.g. explain 'commands' as 'instructions' or name punctuation. ● There is no specific hearing impairment guidance for this test, but be careful when signing to ensure you do not convey information that would give pupils an advantage. Guidance for administering the test to pupils with a visual impairment is contained in the modified test packs. <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>Q. I don't understand the question. A. Read the question again and underline key words that tell you what to do.</p> <p>Q. What does 'comma' mean? A. I can't tell you, but think hard and try to remember. We can talk about it after the test.</p> <ul style="list-style-type: none"> ● 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>Before the test begins</p>	<ul style="list-style-type: none"> ● Review the list of pupils with any particular individual needs, e.g. pupils who may need a scribe, a reader or a transcript made at the end of the test. ● Ensure that you know how to administer any access arrangements correctly. Please refer to the 2016 key stage 1 access arrangements guidance. ● Check that there are enough administrators to maintain supervision and support during the test. You should consider the possibility of at least one test administrator needing to leave the room with a pupil. ● Read the notes for readers in the English grammar, punctuation and spelling test. ● Ensure that 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 ● a fire alarm goes off ● a pupil is unwell ● 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 ● consider contacting the national curriculum assessments helpline on 0300 303 3013 for further advice. <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 pupils don't have mobile phones or other disruptive items. ● Check that pupils don't have any materials or equipment that may give them extra help. ● Check that seating is appropriately spaced and that no pupil can see another pupil's test paper. ● Ensure that each pupil has a copy of Paper 2: questions.
<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. Use these instructions to introduce Paper 2: questions.</p> <ul style="list-style-type: none"> ● You should use words and phrases familiar to the pupils when explaining how the test will be administered, and you may repeat them as many times as necessary to ensure that the pupils understand what to do. <p>The wording of these instructions can be adapted, provided the meaning is retained.</p> <ul style="list-style-type: none"> ● 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, but is not strictly timed. ● Tell the pupils that they should have Paper 2: questions in front of them. ● Explain to the pupils that they will need a blue / black pen or pencil and rubber (optional) for this test. ● Tell the pupils to write their names on the front of their test paper. ● 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. ● Ask the pupils to turn to page 3. ● Explain that there are 2 practice questions and that you will do the practice questions together with them.

<p>What to say at the start of the test (continued)</p>	<p>Practice question a</p> <ul style="list-style-type: none"> ● Read the question to the pupils. <i>Tick the word that completes the sentence.</i> ● Then read the sentence. <i>We were _____ (blank) _____ on our topics.</i> <i>Tick one.</i> ● Then read the words out individually. Don't read them as part of the sentence. <ul style="list-style-type: none"> ■ worked ■ works ■ working ■ work ● 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>Practice question b</p> <ul style="list-style-type: none"> ● Read the question to the pupils. <i>Write one word on the line below to complete the sentence in the past tense.</i> ● Then read the sentence. <i>I _____ (blank) _____ to Scotland during the school holidays.</i> <p>Give pupils the opportunity to answer the question in their booklet.</p> <ul style="list-style-type: none"> ● 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 put up their hands and ask. ● Explain to the pupils that when the test starts they should try to answer the questions by themselves. ● 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. ● Tell the pupils to read each question carefully so that they know what it is asking. ● Remind the pupils to check their work carefully. ● 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. ● Tell the pupils that they must not talk to each other. ● Ask the pupils if they have any questions they want to ask you now. ● Start the test.
<p>What to do at the end of the test</p>	<ul style="list-style-type: none"> ● Follow your school's procedure for collecting and storing the pupils' test scripts. ● 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, including spelling, are not corrected or amended.
<p>Marking the tests</p>	<ul style="list-style-type: none"> ● Use the key stage 1 test mark schemes to mark the test, following both the general guidance and any specific guidance for each question.

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