

2018 national curriculum tests

# Key stage 1

## English reading

Administering Paper 2: reading booklet  
and reading answer booklet

# CONFIDENTIAL

The English reading test must be administered during **May 2018**. This pack must be kept secure and unopened until **Tuesday 1 May**. The pack must not be opened until the pupils are in the test room ready to complete your school's first administration of the test.

Please ensure you have read and understood the 2018 test administration guidance before opening this pack.

### Pack contents:

- Administration instructions for the key stage 1 English reading test Paper 2: reading booklet and reading answer booklet (overleaf)
- 10 copies of Paper 2: reading booklet
- 10 copies of Paper 2: reading answer booklet

**For test administration**

## 2018 Key stage 1 English reading test

The key stage 1 English reading test consists of 2 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. Test packs must not be opened until the pupils are in the test room ready to complete your school's first administration of the test. All test materials, including unused test papers, must be stored securely until Friday 1 June.

### Paper 2: reading booklet and reading answer booklet

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

Pupils should be given the opportunity to attempt Paper 2, but administrators can stop individual pupils at any stage of the test if a pupil is struggling. Please follow these instructions correctly to ensure that the test is properly administered. Failure to administer the test correctly could result in a maladministration investigation.

<p><b>Format</b></p>	<ul style="list-style-type: none"> <li>● Paper 2 consists of a reading booklet and a separate reading answer booklet. All pupils must be given an unused reading booklet. Do not re-use reading booklets if you administer the test to groups of pupils at different times.</li> <li>● It is expected that Paper 2 will take approximately 40 minutes to complete, but it is not strictly timed.</li> <li>● It is at your discretion to choose when or if a pupil requires a break during the test or whether, if appropriate, to stop the test early.</li> <li>● This paper does not include practice questions or lists of useful words.</li> </ul>
<p><b>Equipment</b></p>	<p>Each pupil will need the equipment specified below:</p> <ul style="list-style-type: none"> <li>● a blue/black pen or pencil</li> <li>● a rubber (optional).</li> </ul> <p>If rubbers are not provided, tell pupils that they should cross out any answers they wish to change.</p> <p>Pupils may use monolingual English electronic spell checkers, provided they do not give definitions of words, or highlighter pens if this is normal classroom practice. Pupils must not use a dictionary.</p>
<p><b>Assistance</b></p>	<ul style="list-style-type: none"> <li>● 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.</li> <li>● The English reading test must not be read to individuals or to a group, except for the general instructions below.</li> <li>● There is no specific hearing impairment guidance for this test, but be careful when signing to ensure you do not convey information that could give pupils an advantage.</li> <li>● Guidance for administering the test to pupils with a visual impairment is contained in the relevant modified test pack.</li> <li>● If a pupil asks a question about test content, you must not explain any words or expressions.</li> <li>● The example below illustrates how to deal with a common situation:</li> </ul> <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>Before the test begins</b></p>	<ul style="list-style-type: none"> <li>● Review the list of pupils with any particular individual needs, e.g. pupils who may need support from a scribe or a transcript made at the end of the test.</li> <li>● Ensure that you know how to administer any access arrangements correctly by referring to the 2018 key stage 1 access arrangements guidance.</li> <li>● Check that there are enough test administrators to maintain supervision and support during the test. You should consider the possibility that at least one test administrator might need to leave the room with a pupil.</li> <li>● Ensure that you understand how to deal with issues during the tests.</li> </ul>

<p><b>What to do at the start of the test</b></p>	<ul style="list-style-type: none"> <li>● Check that seating is appropriately spaced and that no pupil can see another pupil's answer booklet.</li> <li>● Check that pupils don't have mobile phones or other disruptive items.</li> <li>● Check that pupils don't have any materials or equipment that may give them extra help.</li> <li>● Ensure that each pupil has a copy of the reading booklet and a copy of the reading answer booklet.</li> </ul>
<p><b>How to introduce the test</b></p>	<ul style="list-style-type: none"> <li>● You should use these instructions to introduce Paper 2.</li> <li>● The wording of these instructions can be adapted, provided the meaning is retained.</li> </ul> <p><i>This is the English reading test: Paper 2.</i></p> <p><i>Paper 2 doesn't contain a list of useful words or practice questions and I'm not going to read any of the pages aloud to you this time.</i></p> <p><i>There will be different types of questions to answer, including:</i></p> <ul style="list-style-type: none"> <li>• <i>writing an answer on a line</i></li> <li>• <i>putting a tick in a box next to the answer you think is correct</i></li> <li>• <i>putting ticks in a table to show if an answer is true or false.</i></li> </ul> <p><i>The test will take around 40 minutes.</i></p> <p><i>Try to answer as many questions as you can. If you can't answer a question, you should move on to the next one and come back to it later on if you have time.</i></p> <p><i>If you start to find the reading or the questions too hard, you should stop working.</i></p> <p><i>If you want to change an answer, you should rub it out or put a line through the answer you don't want to be marked.</i></p> <p><i>You need to work quietly on your own. You need to think of your own answers and you must not discuss them with anyone else.</i></p> <p><i>Read the questions carefully and check your work.</i></p> <p><i>If you have any questions during the test, put your hand up and wait for me/ someone to come over to you. Remember, I/we can't help you answer any of the test questions or read any of the words to you.</i></p> <p><i>Do you have any questions?</i></p> <p><i>Write your name on the front of the answer booklet.</i></p> <p><i>Now start the test.</i></p>

<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 room</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</li> <li>● if pupils 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 about what to do next</li> <li>● consider contacting the national curriculum assessments helpline on 0300 303 3013 for further advice.</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 end of the test</b></p>	<ul style="list-style-type: none"> <li>● Follow your school's procedure for collecting and storing the pupils' test scripts.</li> <li>● If any test papers from the opened pack are unused, they must be stored securely and may be used for any subsequent administration of the test at your school.</li> <li>● All test materials, including reading booklets and any unused test papers, must be stored securely until Friday 1 June.</li> <li>● If you need to make a transcript of a test script, complete it with the individual 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.</li> </ul>
<p><b>Marking the tests</b></p>	<ul style="list-style-type: none"> <li>● Use the key stage 1 test mark schemes to mark the test, following both the general guidance and any specific guidance for each question.</li> </ul>

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