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2019 national curriculum tests

Key stage 1

English grammar, punctuation and spelling

Administering the modified large print (MLP) version of Paper 1: spelling

CONFIDENTIAL

The optional English grammar, punctuation and spelling test can be administered during **May 2019**.

The confidentiality and integrity of the test must be maintained until **Monday 3 June**. The test must not be shared or made available outside your school before this date.

Please ensure you have read and understood the 2019 modified test administration guidance before administering the test.

Pack contents:

- Administration instructions for the MLP key stage 1 English grammar, punctuation and spelling test Paper 1: spelling (overleaf)
- 1 copy of the MLP Paper 1: spelling

For test administration

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2019 key stage 1 English grammar, punctuation and spelling test

The key stage 1 English grammar, punctuation and spelling 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 Monday 3 June.

Paper 1: spelling

The following information explains how to administer the modified large print (MLP) version of the key stage 1 English grammar, punctuation and spelling test Paper 1: spelling. Modified test administration guidance is available at www.gov.uk/sta. If you have any questions, you should check with your headteacher or key stage 1 test co-ordinator before you administer the test.

Please follow these instructions correctly to ensure the test is properly administered.

Format	• Paper 1: spelling consists of an answer booklet for pupils to complete and a test transcript to be read by the test administrator. The transcript is included in this guidance. • It is expected that the standard version of the test will take approximately 15 minutes to complete, but it is not strictly timed. Pupils using MLP versions are automatically entitled to up to 100% additional time. • 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.
Equipment	Each pupil will need the equipment specified below: • a pencil or blue/black pen • a rubber (optional). If rubbers are not provided, tell the pupils that they should cross out any answers they wish to change. Pupils are **not** allowed: • dictionaries • electronic spell checkers • bilingual word lists or electronic translators.
Assistance	• Pupils should not require any assistance during the administration of Paper 1: spelling. You must ensure that nothing you say or do during the test could be interpreted as giving pupils an advantage, for example indicating that an answer is correct or incorrect, or suggesting the pupil looks at an answer again. • You should take care not to overemphasise spelling when reading out the words that pupils need to spell.
Guidance for specific questions	• Ensure that pupils are able to locate all answer spaces correctly. • If preferred, pupils may write their spellings in a numbered list on a separate sheet of paper.
Before the test begins	• Review the list of pupils with particular individual needs, for example pupils who may need a rest break, a scribe or a transcript made at the end of the test. • Ensure you know how to administer any access arrangements correctly by referring to the 2019 key stage 1 access arrangements guidance.

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What to do at the start of the test	• Check that seating is appropriately spaced and that no pupil can see another pupil's test paper. • Check that pupils do not have mobile phones or other disruptive items. • Check that pupils do not have any materials or equipment that may give them extra help. • Ensure each pupil who needs it has 1 MLP copy of Paper 1: spelling.
How to introduce the test	• It is important to brief pupils fully at the start of each test. Use these instructions to introduce Paper 1: spelling. • The wording of these instructions can be adapted, provided the meaning is retained. *This is the English grammar, punctuation and spelling test Paper 1: spelling.* *The test will take around 30 minutes. This includes your additional time allowance.* *You should have Paper 1: spelling in front of you.* *Write your name on the front of your answer booklet.* *When we are doing the test, 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.* *You need to work on your own. You should think of your own answers and you must not talk about them with anyone else.* *Do you have any questions?* *Now turn to page 2.* *There is 1 practice question that we'll do together.* **Practice question** • Read the practice spelling to the pupils. *The word is **feed**.* *We always **feed** the rabbits before school.* *The word is **feed**.* • Check that all pupils have understood that '*feed*' should be written in the first blank space. • Explain that you will now read the rest of the sentences and the missing words. • Leave at least a 12-second gap between spellings. • The target words may be repeated if needed. • The 20 spellings should be read as follows: **1.** Give the spelling number **2.** Say: *The word is…* **3.** Read the context sentence **4.** Repeat: *The word is…* • You should take care not to overemphasise spelling when reading out the words.

Spelling

Spelling 1: The word is **wall**.

The display is on the **wall**.

The word is **wall**.

Spelling 2: The word is **gave**.

Amar **gave** his teddy a hug.

The word is **gave**.

Spelling 3: The word is **bread**.

Matt ate a slice of **bread**.

The word is **bread**.

Spelling 4: The word is **boxes**.

Amy moved the **boxes**.

The word is **boxes**.

Spelling 5: The word is **brother**.

My little **brother** is four years old.

The word is **brother**.

Spelling 6: The word is **hair**.

My friend has very long **hair**.

The word is **hair**.

Spelling 7: The word is **fuss**.

What is all the **fuss** about?

The word is **fuss**.

Spelling 8: The word is **buy**.

My cousin is saving up to **buy** a scooter.

The word is **buy**.

Spelling 9: The word is **again**.

Please read that story **again**.

The word is **again**.

Spelling 10: The word is **mice**.

The **mice** came out at night.

The word is **mice**.

Spelling 11: The word is **seat**.

There was a spare **seat** on the bus.

The word is **seat**.

Spelling 12: The word is **footprint**.

The detective found a **footprint**.

The word is **footprint**.

Spelling 13: The word is **scary**.

That was a **scary** film!

The word is **scary**.

Spelling 14: The word is **change**.

We will **change** classrooms next year.

The word is **change**.

Spelling 15: The word is **wrong**.

They went the **wrong** way.

The word is **wrong**.

Spelling 16: The word is **switch**.

Remember to **switch** off the light.

The word is **switch**.

Spelling 17: The word is **metal**.

Coins are made out of **metal**.

The word is **metal**.

Spelling 18: The word is **fraction**.

In maths, we learnt what a **fraction** is.

The word is **fraction**.

Spelling 19: The word is **clapped**.

The audience **clapped** loudly.

The word is **clapped**.

Spelling 20: The word is **funniest**.

Our teacher tells us the **funniest** stories.

The word is **funniest**.

- **You should now read all 20 sentences again.**
- Give the pupils the opportunity to make any changes they wish to their answers.
- At the end of the test say:

This is the end of the test. Please put down your pen or pencil.

How to deal with issues during the test	It is impossible to plan for every scenario. Whatever action you take, pupil safety must always be your first consideration. In the following circumstances, you will need to stop the test either for an individual pupil, a group of pupils or for the whole cohort: • test papers are incorrectly collated or the print is illegible • an incorrect test has been administered • a fire alarm goes off • a pupil is unwell • a pupil needs to leave the room • a pupil is caught cheating. If you need to stop the test: • make sure the pupils are kept under test conditions and that they are supervised • if the pupils have to leave the room, ensure they do not 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. You should brief your headteacher on how the incident was dealt with once the test is over.
What to do at the end of the test	• Follow your school's procedure for collecting and storing the pupils' test scripts. • All test materials, including unused test papers, must be stored securely until Monday 3 June. • 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 spellings are not corrected or amended.
Marking the tests	• Use the key stage 1 test mark schemes to mark the test, following both the general guidance and any specific guidance for each question. There are no modified mark scheme amendments for this test paper. • Be sympathetic to the fact that the handwriting of pupils with visual impairment may be of inconsistent size and formation.

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Additional printed copies of this booklet are not available. It can be downloaded from https://ncatools.education.gov.uk during May 2019, or afterwards from https://www.gov.uk/government/collections/national-curriculum-assessments-practice-materials.

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