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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 2: questions

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 2: questions (overleaf)
- 1 copy of the MLP Paper 2: questions

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 2: questions

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 2: questions. 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 2: questions consists of a single test paper. • It is expected that the standard version of the test will take approximately 20 minutes to complete, but it is not strictly timed. Pupils using MLP versions are automatically entitled to up to 100% additional time. • Minor changes have been made to the layout of some parts of the standard test paper to create the MLP version. You **must not** refer to the standard test questions when administering this test. • 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	• 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 must not explain any subject-specific terminology. 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 must not give alternative explanations, for example explain 'commands' as 'instructions' or name punctuation. The document 'Notes for readers in the English grammar, punctuation and spelling test', which can be found at www.gov.uk/government/publications/notes-for-readers-in-the-english-grammar-punctuation-and-spelling-test-short-answer-questions, gives examples of how to read particular types of question in Paper 2. The examples below illustrate how to deal with some common situations: **Q.** I don't understand the question. **A.** Read the question again and underline the words that tell you what to do. **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.

Guidance for specific questions	• Ensure that pupils are able to locate all answer spaces correctly. • You may draw attention to any underlined words or words in bold. **Q1.** Test administrators may draw attention to the two joined words. **Q6, Q10 and Q12.** Children with visual impairment may have difficulty circling words precisely and markers should be sympathetic to this, awarding a mark for unambiguous answers. **Q7 and Q14.** Children with visual impairment may have difficulty placing punctuation marks precisely and markers should be sympathetic to this, awarding a mark for unambiguous answers. **Q8.** Test administrators may draw attention to the word in the box and the arrow. **Q17.** Test administrators may help children locate the missing word options for each sentence. **Q19.** Test administrators may help children to locate spaces in the table for their answers.
Before the test begins	• Review the list of pupils with particular individual needs, for example pupils who may need a rest break, a scribe, a reader 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. • Read 'Notes for readers in the English grammar, punctuation and spelling test'.
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 that each pupil who needs it has 1 MLP copy of Paper 2: questions.
How to introduce the test	• It is important to brief pupils fully at the start of each test. Use these instructions to introduce Paper 2: questions. • The wording of these instructions can be adapted, provided the meaning is retained. *This is the English grammar, punctuation and spelling test Paper 2: questions.* *The test will take around 40 minutes. This includes your additional time allowance.* *You should have Paper 2: questions in front of you.* *Write your name on the front of your test paper.* *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.* *Now turn to page 2.* *There are 2 practice questions that we'll do together.*

This section continues on the next page.

How to introduce the test (continued)	• Read the question to the pupils. *Write one word to complete the sentence below.* • Then read the sentence. *I want to be a teacher _(blank)_ I grow up.* • 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. • Read the question to the pupils. *What is needed in the sentence below?* • Then read the sentence. *the boys raced to the park.* *Tick **one**.* • Direct pupils towards the options and then give them 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. • Tell the pupils: *There will be other types of question. If you are not sure how to answer, you should put up your hand to ask.* *You need to work on your own. You need to think of your own answers and you must not talk about them with anyone else.* *Try to answer all of the questions. If you can't answer a question, move on to the next one and come back to it later if you have time.* *Read each question carefully so you know what it is asking.* *Remember to check your work carefully.* *If you have any questions during the test, you should put your hand up and wait for me/someone to come over. Remember that I/we can't help you answer any of the test questions.* *Do you have any questions?* *Turn to page 3 and start the test.*

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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 answers, including spelling, 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. • Be sympathetic to the fact that the handwriting of pupils with visual impairment may be of inconsistent size and formation. They may also have difficulty circling or ticking answers. Award marks where there is a clear and unambiguous indication of the correct answer. • If pupils have missed any answer lines or spaces within the text, their answers may be elsewhere on the page. Any unambiguous indication of the correct answer should be credited, working within the parameters of the mark schemes.

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