PrimaryTools.co.uk; PrimaryAnalysis.co.uk

2019 national curriculum tests

Key stage 1

English grammar, punctuation and spelling

Administering the braille 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 braille key stage 1 English grammar, punctuation and spelling Paper 2: questions (overleaf)
- 1 copy of the braille Paper 2: questions
- 1 copy of the printed transcript of the braille version of Paper 2: questions

For test administration

PrimaryTools.co.uk; PrimaryAnalysis.co.uk

2019 key stage 1 English grammar, punctuation and spelling test

The key stage 1 English grammar, punctuation and spelling test consists of 2 papers. However, there is no braille version of Paper 1: spelling. If appropriate, pupils can sit the standard version of the spelling test. 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 braille 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 question booklet. • There is a printed transcript of the braille booklet to help test administrators. • 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 braille tests 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. • You must refer to the printed transcript rather than the standard test questions when administering this test.
Equipment	Each pupil will need the equipment specified below: • a suitable way of recording their answers, such as a brailler, blue/black pen, dark pencil or word processor (i.e. the usual way they write in class) • braille paper (if the pupil is brailling their responses). Pupils may use the following, if this is normal classroom practice: • technical or electronic vision aids, including low-vision aids such as closed-circuit television or JOCR scanners. No additional equipment is allowed.
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 reviews 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 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 pay attention to 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.

PrimaryTools.co.uk; PrimaryAnalysis.co.uk

Guidance for specific questions	The 'How to introduce the test' section tells you how to introduce the 2 practice questions. **Practice question a.** Braillists do not have to copy the sentence but simply their chosen word. **Practice question b.** Braillists do not need to write down the whole word but simply the letter of their chosen answer. Test administrators may use this example of a multiple-choice question to familiarise braillists with how to answer such questions. The correct answer is **A**. **Q1.** Cards are provided for this question. The cards should be detached from the back of the Braille answer booklet and cut out before the test is administered. Test administrators should place the four words **white** , **rain** , **tooth** , and **space** in a vertical list on the table and should give the braillist the four words **ship** , **board** , **coat** and **paste** . Braillists should match their four words to the words on the table to make new words. The test administrator should match the first one - **whiteboard** - for them as an example. **Q2**, **Q3**, **Q4**, **Q5**, **Q6**, **Q9**, **Q11**, **Q12**, **Q13**. Braillists should write down the letter of their chosen answer. **Q6.** Braillists do not have to copy the word. They may show the test administrator which word is their answer by giving the answer orally, by physically pointing to the word or by placing blutak in their chosen location. **Q7.** Braillists do not have to copy the sentences. They may show the test administrator where the missing exclamation mark should go by describing the position orally, by physically pointing to the place or by placing blutak in their chosen location. **Q8.** Braillists may write out the whole sentence or simply write the verb in the correct tense. **Q10.** Braillists do not have to write the complete sentence but simply their chosen adjectives. **Q14.** Braillists do not have to copy the sentences. They may show the test administrator where the missing question mark and fullstop should go by describing the positions orally, by physically pointing to the places or by placing blutak in their chosen locations. **Q15.** Braillists do not have to write the complete sentence but simply their chosen adverb. **Q16.** Test administrators may draw attention to the four words listed - **flower**, **the**, **grow**, **will**. **Q17.** Test administrators may point out to braillists that this question is in three parts. **Q18.** Braillists do not have to copy the sentence but simply their chosen word. **Q19.** Braillists do not have to copy the sentences but simply write **past** or **present** for **a.**, **b.** and **c.**
Before the test begins	• Make sure you have the printed transcript of the braille booklet. • Review the list of pupils with particular individual needs and consider whether they may need rest breaks or other access arrangements. • 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. • 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 braille question booklet for 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.

This section continues on the next page.

How to introduce the test (continued)

- The wording of these instructions can be adapted, provided the meaning is retained.

  This is the key stage 1 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 your braille paper.

  If you want to change an answer, you should put a line through the answer you don't want to be marked, or use a series of 'for' braille signs (all 6 dots).

  Now turn to page 1.

  There are 2 practice questions that we'll do together.

- Read the question to the pupils.

  Write one word to complete the sentence below.

- Then read the sentence.

  I want to be a teacher _____ I grow up.

- Give pupils the opportunity to answer the question. If any pupil is not sure what to do, explain what they need to do to answer the question. Tell the pupils to turn to page 2.
- Read the question to the pupils.

  What is needed in the sentence below?

- Then read the sentence.

  the boys raced to the park.

- Direct pupils towards the options and then give them the opportunity to answer the question. 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 unsure 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.

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 dots have been printed incorrectly • 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 a note of the time • 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 printed transcripts, 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 and the amended mark schemes for braille to mark the test, following both the general guidance and any specific guidance for each question.

[BLANK PAGE]

This page is intentionally blank.

[BLANK PAGE]

This page is intentionally blank.

PrimaryTools.co.uk; PrimaryAnalysis.co.uk

Administering the braille version of Paper 2: questions
Print version product code: STA/19/8252/p ISBN: 978-1-78957-179-0
Electronic version product code: STA/19/8252/e ISBN: 978-1-78957-189-9

Standards & Testing Agency

For more copies

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.

© Crown copyright 2019

Re-use of Crown copyright in test materials

Subject to the exceptions listed below, the test materials on this website are Crown copyright and you may re-use them (not including logos) free of charge in any format or medium in accordance with the terms of the Open Government Licence v3.0 which can be found on the National Archives website and accessed via the following link: www.nationalarchives.gov.uk/doc/open-government-licence. When you use this information under the Open Government Licence v3.0, you should include the following attribution: 'Contains material developed by the Standards and Testing Agency for 2019 national curriculum assessments and licensed under Open Government Licence v3.0' and where possible provide a link to the licence.

OGL

Where we have identified any third-party copyright information you will need to obtain permission from the copyright holders concerned.

PrimaryTools.co.uk; PrimaryAnalysis.co.uk