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2019 national curriculum tests

Key stage 1

English reading

Administering the modified large print (MLP) version of Paper 2: reading booklet and reading answer booklet

CONFIDENTIAL

The English reading test must be administered during **May 2019**. This pack must be kept secure and unopened until **Wednesday 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 2019 modified test administration guidance before opening this pack.

Pack contents:

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

For test administration

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2019 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 Monday 3 June.

Paper 2: reading booklet and reading answer booklet

The following information explains how to administer the modified large print (MLP) version of the key stage 1 English reading test: Paper 2. 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.

Pupils should be given the opportunity to attempt Paper 2, but administrators can stop individual pupils at any stage of the test if they feel the 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.

Format	• Paper 2 consists of a reading booklet and a separate 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. • It is expected that the standard version of the test will take approximately 40 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. • The layout of the MLP version of the reading booklet may vary from the standard booklet. Minor changes have also been made to the layout and wording of some questions. • This paper does not include practice questions or lists of useful words. • You must not refer to the standard test questions when administering this test.
Equipment	Each pupil will need the equipment specified below: • a pencil or blue/black pen • a rubber (optional). If rubbers are not provided, you should tell the pupils that they should cross out any answers they wish to change. 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 dictionaries. You may give pupils additional paper if they request it.
Assistance	• 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 help pupils to identify and interpret any pictorial information within the booklet, and you may 'stop the clock' while pupils examine it. • The English reading test must not be read to individuals or to a group, except for the general instructions below. • If a pupil asks a question about test content, you must not explain any words or expressions. The example below illustrates how to deal with a common situation: **Q.** I don't understand the question. **A.** Read the question again and underline the words that tell you what to do.
Guidance for specific questions	**Q9.** Test administrators may help pupils to locate spaces in the table for their answers.

Before the test begins	• Review the list of pupils with particular individual needs, e.g. 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. Please refer to the 2019 key stage 1 access arrangements guidance.
What to do at the start of the test	• Check that seating is appropriately spaced and that no pupil can see another pupil's answer booklet. • 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 the reading booklet and 1 copy of the MLP reading answer booklet.
How to introduce the test	• You should use these instructions to introduce the paper. The wording of these instructions can be adapted, provided the meaning is retained. *This is the English reading test Paper 2.* *The test will take around 80 minutes. This includes your additional time allowance.* *Paper 2 doesn't contain any practice questions and I'm not going to read any of the pages aloud to you this time.* *There will be different types of question to answer, including:* *• writing an answer on a line* *• putting a tick in a box next to the answer you think is correct* *• putting ticks in a table to show if an answer is true or false.* *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.* *If you start to find the reading or the questions too hard, you should stop working.* *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 quietly on your own. You need to think of your own answers and you must not talk about them with anyone else.* *Read the questions carefully and check your work.* *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.* *Do you have any questions?* *Write your name on the front of the answer booklet.* *Now 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. • If you need to make a transcript of a pupil's 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. • All test materials, including unused test papers, must be stored securely until Monday 3 June.
Marking the tests	• Use the key stage 1 test mark schemes and the amended mark schemes for modified large print 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.

Administering the modified large print (MLP) version of
Paper 2: reading booklet and reading answer booklet
Print version product code: STA/19/8239/p ISBN: 978-1-78957-154-7
Electronic version product code: STA/19/8239/e ISBN: 978-1-78957-166-0



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