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2019 national curriculum tests

Key stage 1

English reading

Administering the braille version of
Paper 1: reading prompt and question 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 braille version of the key stage 1 English reading Paper 1: reading prompt and question booklet (overleaf)
- 1 copy of the braille reading prompt and question booklet
- 1 copy of the printed transcript of the braille version of the English reading prompt and question booklet
- 1 copy of the sentence cards (1 page of card tagged at the back of the 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 1: reading prompt and question booklet

The following information explains how to administer the braille version of the key stage 1 English reading test Paper 1. 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 make sure you 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 1 consists of a single reading prompt and question booklet in braille. • 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 30 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. • In this booklet, the text and corresponding questions have been presented as facing pages wherever possible. On braille pages 20, 21 and 22 the text and corresponding questions will not all fit onto facing pages and the text is presented on braille pages 20 and 21, with corresponding questions following on braille page 22. Test administrators may refer pupils back to the text on pages 20 and 21 when answering these questions. • The paper includes some practice questions for you to use to introduce the contexts and question types to pupils. Test administrators should allow additional time to go through the practice questions with pupils. • 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, pencil or word processor (i.e. the way they usually write in class) • braille paper (if the pupil is braillling 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. 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.
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 reviews an answer again. • You may help pupils to locate pages/paragraphs in the text, as well as the questions in the booklet. • The English reading test must not be read to individuals or to a group, except for the general instructions below, and the practice text and practice questions. • 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 pay attention to the words that tell you what to do.

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Guidance for specific questions	**Practice question a.** Braillists do not need to write down the whole sentence, 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 test paper and carefully cut out before the test is administered. Test administrators should place the three labels **Monday**, **Wednesday** and **Friday** in a vertical list on the table in front of the pupil. Then give the pupil the three sentence cards **did something for Mum**, **went to the fair** and **went to the circus**. Braillists should match their three sentence cards to the day labels on the table to show what Jasmine and Jayjay did each day. **Q4**, **Q6**, **Q11** and **Q20**. Braillists should write down the letter of their chosen answer. **Practice question c.** Braillists should write down the letter of their chosen answer.
Before the test begins	• Detach the set of brailled cards at the back of the braille booklet. Cut out the cards and keep them to one side until the pupil reaches **Q1**. • 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 that you know how to administer any access arrangements correctly by referring to the 2019 key stage 1 access arrangements guidance.
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 copy of the combined reading prompt and question booklet.
How to introduce the test	• It is recommended that you spend at least 5 minutes introducing each section of the paper to the pupils. • The paper contains a number of practice pages to familiarise the pupils with each text and to introduce the question formats they will be required to respond to throughout. These are designed to be read by the teacher with the pupils. • The practice pages at the beginning of each section also provide the opportunity to discuss setting and characters in the case of fiction, and content and context in the case of non-fiction. • Test administrators will need to plan time to go through the practice pages with the pupils at specific intervals throughout the test.

This section continues on the next page.

How to introduce the test (continued)

- You should use these instructions to introduce the English reading test. The wording of these instructions can be adapted, provided the meaning is retained.

This is the English reading test: Paper 1.

The test will take around 60 minutes. This includes your additional time allowance.

We are going to spend some time going through the practice page for the first text in the booklet together. When we have done that, you'll need to answer the questions quietly on your own.

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.

When you have answered the questions for the first text, you should check your work carefully. Then we'll go through the practice page for the second text.

There will be different types of question to answer, including:

- *writing an answer on a line*
- *choosing the correct answer from a list*
- *deciding if a sentence is true or false.*

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).

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 after the practice page.

Do you have any questions?

Now, write your name on the front of the booklet.

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Instructions for reading text 1: My Big Brother Jayjay

What to say at the start of reading text 1

- Read out the name of the first text to the pupils.

  My Big Brother Jayjay

- *My Big Brother Jayjay* does **not** have a list of 'Useful words'.

  Look at page 2 in your braille booklet. Continue reading page 2 (transcript page 2).

  There is a story on this page and some questions about it on the following page (page 3 in your braille booklet, transcript page 2). I'm going to read the story to you and then I'll explain how you should answer the questions.

- Read the story on page 2 (transcript page 2) aloud to the pupils and discuss what is happening in the narrative.
- Tell the pupils to turn over to question a on page 3 (transcript page 2). Read it aloud.

  (a) Why was Jayjay looking after Jasmine?

  A. Mum was going to work.

  B. Mum was going on holiday.

  C. Jasmine was ill.

  D. Jasmine was going on holiday.

  You need to write down your answer for question a.

- Allow the pupils time to think about the answer and then discuss the options with them. Encourage the pupils to read through all the choices again before making a decision. Tell the pupils to write the letter of their chosen answer on their braille paper.
- Tell the pupils to look at question b. Read it aloud.

  (b) Who is telling the story?

  You need to write down your answer.

- Give the pupils some time to think. You should then discuss their selections, noting different ways of expressing the correct answer and explaining that it is perfectly acceptable to use different words to explain the same idea. Let the pupils fill in the answer on their braille paper.

  You now have 30 minutes to finish reading the story and answer the questions on pages 5 to 13 in your braille booklet on your own. You should think carefully about the answers you give.

- After approximately 30 minutes, ask pupils to turn to page 14.

Instructions for reading text 2: What Is A Cowboy?

What to say at the start of reading text 2

- Read out the name of the text to the pupils.

  What Is A Cowboy?

  There is some information on this page and some questions about it on the following page (page 15, transcript page 4). I will read the information on the page to you and then I'll explain how you should answer the questions.

- Read the text on page 14 (transcript page 4) aloud to the pupils and discuss the content.
- Tell the pupils to turn over to page 15 for question c (transcript page 4). Read it aloud.

  (c) Most cowboys were...

  A. men.

  B. girls.

  C. women.

  D. boys.

  Write down your answer for question c.

- Allow pupils time to think about the answer and then discuss the options with them. Encourage pupils to read through all the choices again before making a decision. Tell pupils to write the letter of their chosen answer on their braille paper.
- Tell the pupils to go to question d. Read it aloud.

  (d) What animals did cowboys look after?

  You need to write your answer for question d on your braille paper.

- Allow pupils time to think. You should then discuss their selections and let pupils write the answers on their braille paper.

  You now have 30 minutes to finish reading the information and answer the questions on pages 17 to 24 in your braille booklet on your own. You should think carefully about the answers you give.

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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 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 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 about 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 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 printed transcripts, 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 braille to mark the test, following both the general guidance and any specific guidance for each question.

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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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