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2022 national curriculum tests

Key stage 1

English reading

Administering the modified large print (MLP) version of Paper 1: reading prompt and answer booklet

CONFIDENTIAL

The English reading test must be administered during **May 2022**.
This pack must be kept secure and unopened until **Tuesday 3 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 2022 modified test administration guidance before opening this pack.

Pack contents:

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

For test administration

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2022 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 Wednesday 1 June.

Paper 1: reading prompt and answer booklet

The following information explains how to administer the modified large print (MLP) 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 follow these instructions correctly to ensure the test is properly administered. Failure to administer the test correctly could result in a maladministration investigation.

Format	• Paper 1 consists of a combined reading prompt and answer booklet. • 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 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, as we have tried to ensure questions always appear on the page opposite the text for ease of reference. Minor changes have also been made to the layout and wording of some 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 not refer to the standard test questions when administering this test.
Equipment	Each pupil will need the equipment specified below: • a pencil or blue or black pen • a rubber (optional) If rubbers are not provided, tell pupils that they should cross out any answers they wish to change. 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 If it is normal classroom practice, pupils may use monolingual English electronic spell checkers, provided they do not give definitions of words, or highlighter pens. Pupils must not use dictionaries. You may give pupils additional paper if they request it.

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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 look at an answer again. • You may help pupils to identify and interpret any pictorial information in the booklet, and you may 'stop the clock' while pupils examine this information. • 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: **Question:** I do not understand the question. **Answer:** Read the question again and underline the words that tell you what to do.
Guidance for specific questions	**Q4**, **practice question d**, **Q20**. You may help pupils to locate the spaces on the tables to place ticks. **Q10**. You should ensure that pupils have located the box numbered **1**. As the text and corresponding **questions 13**, **14** and **15** will not all fit on to facing pages, you may remind pupils to refer back to the text on **page 22** when answering **question 15**.
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 that you know how to administer any access arrangements by referring to the 2022 key stage 1 access arrangements guidance.
What to do at the start of the test	• Check seating is appropriately spaced and that no pupil can see another pupil's answer booklet. • Check pupils do not have mobile phones or other disruptive items. • Check pupils do not have any materials or equipment that may give them extra help. • Ensure each pupil who needs it has one copy of the MLP reading prompt and answer 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 practice pages to familiarise the pupils with each text and to introduce the format of the questions. These are designed to be read to the pupils by the test administrator. • 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 pupils at specific intervals throughout the paper.

This section continues on the next page.

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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. 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.* *When you have answered the questions for the first text, you should check your work carefully and then put your pen or pencil down. 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* • *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.* *If you have any questions during the test, put your hand up and wait for someone to come over to you. Remember, 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?* *Write your name on the front of the answer booklet.*

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Instructions for reading text 1: Lucky Duck

What to say at the start of reading text 1	• Read out the name of the first text to the pupils. *Lucky Duck* *Lucky Duck does* **not** *have a list of 'useful words'.* • Ask the pupils to look at page 4. *There is a story on this page and some questions about it on the next page (page 5). I will read the story to you and then I'll explain how you should answer the questions.* • Read the story on page 4 aloud to the pupils and discuss what is happening in the narrative. • Tell the pupils to turn to page 5 and look at question a. Read it aloud. *(a) Who gave the toy to Lenny?* *a boy* *his dad* *his gran* *his mum* *You need to tick the box that you think is correct.* • 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 put a tick in the correct box in their booklet. • Tell the pupils to look at question b. Read it aloud. *(b) What toy did Lenny get?* *You need to write your answer for question b on the line.* • 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 in their booklets. *You now have 30 minutes to finish reading the story and answer the questions on pages 6 to 16 on your own. You should think carefully about the answers you give on the answer lines and which boxes you tick.* • After approximately 30 minutes, ask pupils to turn to page 18 of the booklet.

Instructions for reading text 2: The Vegetable Band

What to say at the start of reading text 2	• Read out the name of the text to the pupils. *The Vegetable Band* *There is some information on page 18 and some questions about it on the next page (page 19). 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 18 aloud to the pupils and discuss the content. • Tell the pupils to look at question c. Read it aloud. *(c) What does the band do with vegetables?* *You need to write your answer for question c on the line.* • 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 in their booklets. • Tell the pupils to look at question d. Read it aloud. *(d) Put ticks in the table to show which statements are true and which are false.* *Vegetables are used all over the world.* *Tick true or false.* *Everyone does the same thing with vegetables.* *Tick true or false.* *Some people like to mash vegetables.* *Tick true or false.* • Allow pupils time to think. You should then discuss their selections and let pupils fill in the answers in their booklets. *You now have 30 minutes to finish reading the information and answer the questions on pages 20 to 31 on your own. You should think carefully about the answers you give on the answer lines and which boxes you tick.*

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 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 unused test papers, must be stored securely until Wednesday 1 June. • 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.
Marking the test	• Use the key stage 1 test mark schemes to mark the tests, 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. They may also have difficulty circling or ticking answers. Award marks where there is a clear and unambiguous indication of the correct answer.

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Administering the modified large print (MLP) version of
Paper 1: reading prompt and answer booklet
Print version product code: STA/22/8439/p ISBN: 978-1-78957-391-6
Electronic version product code: STA/22/8439/e ISBN: 978-1-78957-403-6



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