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2022 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 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 braille version of the key stage 1 English reading Paper 1: reading prompt and question booklet (overleaf)
- One copy of the braille reading prompt and question booklet
- One copy of the printed transcript of the braille version of the English reading prompt and question booklet
- One copy of the cards (tagged at the back of the 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 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 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 18, 19 and 20, the text and the questions will not fit onto facing pages. The text is presented on braille pages 18 with the questions following on braille pages 19 and 20. Test administrators may refer pupils back to the text on page 18 when they are answering question 15. Question 11 appears at the bottom of braille page 16. • 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 that reflects the usual way they write in class, such as a brailler, electronic braille display or word processor • braille paper (if the pupil is brailling their responses) If it is normal classroom practice, pupils may use monolingual English electronic spell checkers, provided they do not give definitions of words. 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, for example, indicating that an answer is correct or incorrect, or suggesting the pupil review an answer again. • You may help pupils to locate pages or 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: **Question:** I don't understand the question. **Answer:** 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 word, simply the letter of their chosen answer. You may use this example of a multiple-choice question to familiarise braillists with how to answer such questions. The correct answer is B. **Q1**, **Q6**, **Q12**, **Q14**, **Q15** and **Q18**. Braillists should write down the letter of their chosen answer. **Q4**. Braillists should simply write true or false for **a)**, **b)** and **c)**. **Q7**. Cards are provided for this question. You should place the following three words in a vertical list on the table as shown: **crawled** **climbed** **looked** You should then give the pupil the three location cards: **underneath beds**, **inside wardrobes** and **up to the attic**. Braillists should place these three cards on the table to match what Jack did to where he did it. **Q10**. Cards are provided for this question. You should place the four sentence cards in a vertical list in the following order on the table: **Lenny got a new toy.** **Duck was found in the attic.** **Duck was lost.** **Lenny took Duck to the seaside.** Braillists should then put these cards in the order in which they happened in the story. You should do the first one, Lenny got a new toy, for the child. **Practice question d**. Braillists should simply write true or false for **a)**, **b)** and **c)**. **Q17**. Cards are provided for this question. You should place the following three words in a vertical list on the table as shown: **pumpkin** **leek** **pepper** You should then give the pupil the three instrument cards: **violin**, **horn** and **drum**. Braillists should match these three instrument cards to the vegetables they were made from. **Q19**. Cards are provided for this question. You should place the four sentence cards in a vertical list in the following order on the table: **Take the seeds out of the pepper.** **Put the top on the pepper.** **Ask an adult to cut off the top of the pepper.** **Put some rice inside the pepper.** Braillists should then put these instruction cards in order to show how to make a pepper into a musical instrument. **Q20**. Braillists should simply write true or false for **a)**, **b)** and **c)**.
Before the test begins	• Detach the sets of brailled cards at the back of the braille booklet. Cut out the cards and keep them to one side until the pupil reaches the relevant questions: **Q7**, **Q10**, **Q17** and **Q19**. • 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 2022 key stage 1 access arrangements guidance.
What to do at the start of the test	• Check seating is appropriately spaced. • 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 braille copy of the combined reading prompt and question booklet.

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

If you want to change an answer, you should 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 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 at the top of your braille paper.

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'.*

  Look at page 2 in your braille booklet.

  There is a story on this page and some questions about it on the next page. I will 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) Who gave the toy to Lenny?

  A. a boy

  B. his dad

  C. his gran

  D. his mum

  You need to write 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) What toy did Lenny get?

  You need to write your answer for question b.

- 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 write the answer on their braille paper.

  You now have 30 minutes to finish reading the story and answer the questions on pages 4 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.

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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 14 and some questions about it on the next page. I will read the information on page 14 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) What does the band do with vegetables?

  You need to write your answer for question c.

- 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 write the answer on their braille paper.

- Tell the pupils to go to question d. Read it aloud.

  (d) Which of these statements are true and which are false?

  A. Vegetables are used all over the world.
  True or false?
  You need to write letter a, then true or false.

  B. Everyone does the same thing with vegetables.
  True or false?
  You need to write letter b, then true or false.

  C. Some people like to mash vegetables.
  True or false?
  You need to write letter c, then true or false.

- Give the pupils the opportunity to answer the question and write their answer on their braille paper. If any pupil is not sure what to do, explain what they need to do to answer the question.

  You now have 30 minutes to finish reading the information and answer the questions on pages 16 to 27 in your braille booklet on your own. You should think carefully about the answers you give.

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 braille has 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 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. • All test materials, including printed transcripts, must be stored securely until Wednesday 1 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 are not corrected or amended.
Marking the test	• 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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