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2023 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 2023**.

The confidentiality and integrity of the test must be maintained until **Thursday 1 June**. The test must not be shared or made available outside your school before this date.

Please ensure you have read and understood the 2023 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)
- One copy of the braille Paper 2: questions
- One copy of the printed transcript of the braille version of Paper 2: questions

**For test administration**

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**2023 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.

**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.

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| **Format** | • Paper 2: questions consists of a single question booklet.<br>• There is a printed transcript of the braille booklet to help test administrators.<br>• 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.<br>• It is at your discretion to choose when, or if, a pupil requires a break during the test or whether, if appropriate, to stop the test early.<br>• 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:<br>• 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<br>• braille paper (if the pupil is brailling their responses)<br>Pupils are **not** allowed:<br>• dictionaries<br>• electronic spell checkers<br>• bilingual word lists or electronic translators<br>• if a pupil is using an electronic braille machine, e.g a BrailleNote, the grammar and spelling check must be disabled prior to the test. |
| **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.<br>• 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.<br>• You must not give alternative explanations, for example explain 'commands' as 'instructions' or name punctuation.<br>• The document **Notes for readers in the English grammar, punctuation and spelling test**[1] gives examples of how to read particular types of question in Paper 2.<br>The examples below illustrate how to deal with some common situations:<br>**Question:** I don't understand the question.<br>**Answer:** Read the question again and pay attention to key words that tell you what to do.<br>**Question:** What does 'adverb' mean?<br>**Answer:** I can't tell you, but think hard and try to remember. We can talk about it after the test. |

1 www.gov.uk/government/publications/notes-for-readers-in-the-english-grammar-punctuation-and-spelling-test-short-answer-questions


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| **Guidance for specific questions** | The 'How to introduce the test' section tells you how to introduce the 2 practice questions.<br><br>**Practice question a**. Braillists do not need to write down the whole word, 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**.<br><br>**Practice question a** and **Q9**. Test administrators may point out that the punctuation marks are missing.<br><br>**Q1, Q3, Q5, Q6, Q9, Q11, Q15** and **Q19**. Braillists should write down the letter or letters of their chosen answer.<br><br>**Q1, Q12 and Q13.** Test administrators may point out the braille sign for a missing word or part-word in these questions.<br><br>**Q2.** Braillists should tell the test administrator the correct punctuation to go at the end of the sentence. They may do this orally.<br><br>**Q4, Q14 and Q20.** Braillists do not have to copy the sentence(s). They may show the test administrator where the required capital letter(s) and / or punctuation should go in the sentence(s) by describing the position orally, by physically pointing to the place or by placing blutak in their chosen location.<br><br>**Q15, Q17 and Q18.** Inverted commas have been used to emphasise key word(s) instead of the italic sign. Test administrators may point out the inverted commas and may tell the pupil that they do not have to use inverted commas in their answer(s).<br><br>**Q17.** Braillists should write **past** or **present** for **A, B, C** and **D**.<br><br>**Q18.** Braillists should write **s** or **es** for **A, B,** and **C**. |
| **Before the test begins** | • Make sure you have the printed transcript of the braille booklet.<br>• Review the list of pupils with particular individual needs and consider whether they may need rest breaks or other access arrangements.<br>• Ensure you know how to administer any access arrangements correctly by referring to the 2023 key stage 1 access arrangements guidance.<br>• Read **Notes for readers in the English grammar, punctuation and spelling test**[2]. |
| **What to do at the start of the test** | • Check seating is appropriately spaced.<br>• Check pupils do not have mobile phones or other disruptive items.<br>• Check pupils do not have any materials or equipment that may give them extra help.<br>• 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.<br>• The wording of these instructions can be adapted, provided the meaning is retained.<br><br>*This is the English grammar, punctuation and spelling test Paper 2: questions.*<br><br>*The test will take around 40 minutes. This includes your additional time allowance.*<br><br>*You should have Paper 2: questions in front of you.*<br><br>*Write your name on your braille paper.*<br><br>*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).*<br><br>*Now turn to page 1.* |

**This section continues on the next page.**

2 www.gov.uk/government/publications/notes-for-readers-in-the-english-grammar-punctuation-and-spelling-test-short-answer-questions

**How to introduce the test** (continued)

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

- Read the question to the pupils.

*a. Which option is a command?*

*A. Throw the ball*

*B. You could throw the ball*

*C. Can we throw the ball*

*D. How big that ball is*

- 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 to turn to page 2. Then read the question.

*b. The children rode their bikes.*

*Write the present tense of rode.*

- 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:

*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 someone to come over. Remember that we can't help you answer any of the test questions.*

*Do you have any questions?*

*Write your name at the top of your braille paper.*

*Turn to page 3 and 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.<br>In the following circumstances, you will need to stop the test either for an individual pupil, group of pupils or for the whole cohort:<br>• test papers are incorrectly collated or the braille has been printed incorrectly<br>• an incorrect test has been administered<br>• a fire alarm goes off<br>• a pupil is unwell<br>• a pupil needs to leave the room<br>• a pupil is caught cheating<br>If you need to stop the test:<br>• make sure the pupils are kept under test conditions and that they are supervised<br>• if the pupils have to leave the room, ensure they do not talk about the test<br>• speak to your test co-ordinator or a senior member of staff for advice on what to do next<br>• consider contacting the national curriculum assessments helpline on 0300 303 3013 for further advice<br>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.<br>• All test materials, including printed transcripts, must be stored securely until Thursday 1 June.<br>• 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 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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