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2023 national curriculum tests

Key stage 1

English grammar, punctuation and spelling

Administering the modified large print (MLP) version of Paper 1: spelling

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 MLP key stage 1 English grammar, punctuation and spelling test Paper 1: spelling (overleaf)
- One copy of the MLP Paper 1: spelling

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. 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.

Paper 1: spelling

The following information explains how to administer the modified large print (MLP) version of the key stage 1 English grammar, punctuation and spelling test Paper 1: spelling. Modified test administration guidance is available at www.gov.uk/sta. The transcript for administration of the test is included in these instructions.

Please follow these instructions correctly to ensure the test is properly administered.

Format	• Paper 1: spelling consists of an answer booklet for pupils to complete and a test transcript to be read by the test administrator. The transcript is included in this guidance. • It is expected that the standard version of the test will take approximately 15 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.
Equipment	Each pupil will need the equipment specified below: • a pencil or blue or black pen Rubbers are allowed, but please encourage pupils to cross out answers they wish to change instead of rubbing them out. Highlighter pens may be used if this is normal classroom practice. Pupils may use the following, if this is normal classroom practice: • computers, technical or electronic vision aids, including low-vision aids such as closed circuit television or JOCR scanners Pupils are **not** allowed: • dictionaries • electronic spell checkers • bilingual word lists or electronic translators
Assistance	• Pupils should not require any assistance during the administration of Paper 1: spelling. 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 should take care not to overemphasise spelling when reading out the words that pupils need to spell.
Guidance for specific questions	• Ensure pupils are able to locate all answer spaces correctly. • If preferred, pupils may write their spellings in a numbered list on plain paper.
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 you know how to administer any access arrangements correctly by referring to the 2023 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 test paper. • 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 1 MLP copy of Paper 1: spelling.
How to introduce the test	• It is important to brief pupils fully at the start of each test. Use these instructions to introduce Paper 1: spelling. • The wording of these instructions can be adapted, provided the meaning is retained. *This is the English grammar, punctuation and spelling test Paper 1: spelling.* *The test will take around 30 minutes. This includes your additional time allowance.* *You should have Paper 1: spelling in front of you.* *Write your name on the front of your answer booklet.* *When we are doing the test, if you want to change an answer, you should put a line through it or rub out the answer you do not want to be marked.* *You need to work on your own. You should think of your own answers and you must not talk about them with anyone else.* *Do you have any questions?* *Now turn to page 2.* *There is 1 practice question that we'll do together.* • Read the practice spelling to the pupils. *The word is **tree**.* *There was a big **tree** in the garden.* *The word is **tree**.* • Check all pupils have understood that 'tree' should be written in the first blank space. • Explain that you will now read the rest of the sentences and the missing words. • Leave at least a 12-second gap between spellings. • The target words may be repeated if needed. • The 20 spellings should be read as follows: **1.** Give the spelling number **2.** Say: *The word is…* **3.** Read the context sentence **4.** Repeat: *The word is…* • You should take care not to overemphasise spelling when reading out the words.

Spelling

Spelling 1: The word is **five**.

There are **five** girls in the team.

The word is **five**.

Spelling 2: The word is **helping**.

She is **helping** her grandad to cook.

The word is **helping**.

Spelling 3: The word is **wave**.

A big **wave** can destroy a sandcastle.

The word is **wave**.

Spelling 4: The word is **why**.

I wonder **why** the sea looks blue.

The word is **why**.

Spelling 5: The word is **biker**.

The **biker** wore a helmet.

The word is **biker**.

Spelling 6: The word is **sorry**.

I am **sorry** I am late.

The word is **sorry**.

Spelling 7: The word is **stronger**.

I need to use **stronger** glue on my model.

The word is **stronger**.

Spelling 8: The word is **ground**.

The leaves fell to the **ground**.

The word is **ground**.

Spelling 9: The word is **worm**.

We saw a **worm** in the garden.

The word is **worm**.

Spelling 10: The word is **monkey**.

The **monkey** ate a banana.

The word is **monkey**.

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Spelling 11: The word is **photo**.

We sat still for the school **photo**.

The word is **photo**.

Spelling 12: The word is **hear**.

Did you **hear** that noise?

The word is **hear**.

Spelling 13: The word is **lunches**.

Children with packed **lunches** can eat outside.

The word is **lunches**.

Spelling 14: The word is **raced**.

The athletes **raced** around the track.

The word is **raced**.

Spelling 15: The word is **uncle**.

My **uncle** lives in Australia.

The word is **uncle**.

Spelling 16: The word is **stuff**.

Will quickly packed his **stuff** away.

The word is **stuff**.

Spelling 17: The word is **Thursday**.

Swimming lessons are on **Thursday**.

The word is **Thursday**.

Spelling 18: The word is **fiction**.

I enjoy reading **fiction** books.

The word is **fiction**.

Spelling 19: The word is **knit**.

Sam chose red wool to **knit** a hat.

The word is **knit**.

Spelling 20: The word is **dirtiest**.

We cleaned the **dirtiest** boots last.

The word is **dirtiest**.

- **You should now read all 20 sentences again.**
- Give the pupils the opportunity to make any changes they wish to their answers.
- At the end of the test say:

This is the end of the test. Please stop writing.

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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, 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. • All test materials, including unused test papers, must be stored securely until Thursday 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 spellings are not corrected or amended.
Marking the test	• Use the key stage 1 test mark schemes to mark the test, 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.

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Additional printed copies of this booklet are not available. It can be downloaded from https://www.primaryassessmentgateway.education.gov.uk during May 2023, or afterwards from https://www.gov.uk/government/collections/national-curriculum-assessments-practice-materials.

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