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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 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 MLP key stage 1 English grammar, punctuation and spelling test Paper 2: questions (overleaf)
- One copy of the MLP 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. 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 2: questions**

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 2: questions. Modified test administration guidance is available at www.gov.uk/sta.

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

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| **Format** | • Paper 2: questions consists of a single test paper.<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 MLP versions are automatically entitled to up to 100% additional time.<br>• Minor changes have been made to the layout of some parts of the standard test paper to create the MLP version. You **must not** refer to the standard test questions when administering this test.<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. |
| **Equipment** | Each pupil will need the equipment specified below:<br>• a pencil or blue or black pen<br>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.<br>Pupils may use the following, if this is normal classroom practice:<br>• computers, technical or electronic vision aids, including low-vision aids such as closed-circuit television or JOCR scanners<br>Pupils are **not** allowed:<br>• dictionaries<br>• electronic spell checkers<br>• bilingual word lists or electronic translators |
| **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 or pictures 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 underline the 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** | • Ensure pupils are able to locate all answer spaces correctly.<br>• You may draw attention to any underlined words or words in bold.<br>**Practice question a** and **Q9.** Test administrators may point out that the punctuation marks are missing.<br>**Q7, Q10 and Q16.** Pupils with visual impairment may have difficulty circling words precisely and test administrators should be sympathetic to this, checking the intended position with the pupil if unclear.<br>**Practice question b, Q7, Q8, Q13, Q15 and Q18.** Test administrators may draw attention to the underlined word(s) or part-word(s).<br>**Q17 and Q18.** Test administrators may help pupils locate spaces in the table for their answers.<br>**Q3 and Q5.** Test administrators may draw attention to the words or positions indicated by the arrows.<br>**Q1, Q12 and Q13.** Test administrators may draw attention to the line(s) indicating missing word(s).<br>**Q2, Q4, Q14 and Q20.** Pupils with visual impairment may have difficulty placing punctuation or capital letters precisely and test administrators should be sympathetic to this, checking the intended position with the pupil if unclear. |
| **Before the test begins** | • Review the list of pupils with particular individual needs, for example, pupils who may need a rest break, a scribe, a reader or a transcript made at the end of the test.<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 and that no pupil can see another pupil's test paper.<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 MLP copy of 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>*This is the English grammar, punctuation and spelling test Paper 2: questions.*<br>*The test will take around 40 minutes. This includes your additional time allowance.*<br>*You should have Paper 2: questions in front of you.*<br>*Write your name on the front of your test paper.*<br>*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.*<br>*Now turn to page 2.*<br>*There are 2 practice questions that we'll do together.* |

**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



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

- Read the question to the pupils.

  *Which option is a **command**?*

  *Tick **one**.*

- Then read the sentences.

  *Throw the ball*

  *You could throw the ball*

  *Can we throw the ball*

  *How big that ball is*

- Direct pupils towards the options and then give them the opportunity to answer the question in their booklet. If any pupil is not sure what to do, explain what they need to do to answer the question.
- Then read the sentence.

  *The children **rode** their bikes.*

  *Write the **present tense** of **rode** in the box.*

- Give pupils the opportunity to answer the question in their booklet. 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?*

  *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><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><br>• test papers are incorrectly collated or the print is illegible<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><br>If you need to stop the test:<br><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><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 unused test papers, 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 to mark the test, following both the general guidance and any specific guidance for each question.<br>• 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.<br>• If pupils have missed any answer lines or spaces within the text, their answers may be elsewhere on the page. Any unambiguous indication of the correct answer should be credited, working within the parameters of the mark schemes. |

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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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