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2023 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 2023**.
This pack must be kept secure and unopened until **Tuesday 2 May**.

Please ensure you have read and understood the 2023 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)
- 1 copy of the braille reading prompt and question booklet
- 1 copy of the printed transcript of the braille version of the English reading prompt and question booklet
- 1 copy of the sentence cards (1 tagged at the back of the booklet)

For test administration

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2023 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.

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: reading prompt and question booklet. 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 make sure you 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, a pupil requires 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. • 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 may help pupils to locate pages/paragraphs in the text, as well as the questions in the reading question booklet, but you must be careful 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 looks at an answer again. • The English reading test must not be read to individuals or to a group, except for the general instructions below, and the practice page and practice questions. • If a pupil has used a word processor to type their answer and asks to hear their response read back to them, or played back via a screen reader, this is allowed. This is only allowed if a pupil requests it and should not be prompted. • 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	In this booklet, text and corresponding questions have been presented as facing pages. You may explain this to the pupil. During this test, test administrators may show the pupil models of a sheep, goat, camel and llama if they have these available. Some additional text has been added to help explain visual information or information shown through pictures. On braille page 4, after the pupil has read the text, test administrators may give a simple explanation of a camel and a llama to the pupil. **Practice question a.** Braillists do not need to write down the words, 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 **B**. **Practice question d.** Braillists should write down the letter of their chosen answer. **Q1**, **Q5**, **Q13** and **Q20**. Braillists should write down the letter of their chosen answer. **Q6.** Six cards are provided for this question. Test administrators should place the following three cards on the table in the order shown: **changes the wool into yarn** **turns the yarn a different colour** **gets rid of tangles** Braillists should be given the remaining three cards and asked to match these to the three cards on the table, showing what happens to the wool. They should be given the three cards in this order: **brushing** **spinning** **dyeing** **Q7.** One of the options in the braille version has been amended but the mark scheme is not affected. Braillists should write down the letter of their chosen answer. **Q9.** This question matches standard question 10 and should be marked accordingly. **Q10.** This is a replacement question in the braille version. It replaces standard question 9. The mark scheme has been amended.
Before the test begins	• Detach the set of brailled cards at the back of the braille booklet. Cut out the cards and keep them to one side until the pupil reaches **Q6**. • Ensure 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 that 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 that seating is appropriately spaced. • Check that pupils do not have mobile phones or other disruptive items. • Check that pupils do not have any materials or equipment that may give them extra help. • Ensure each pupil who needs it has 1 braille copy of the combined reading prompt and question 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 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* • *arranging cards to match words to statements.* *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) to cross out any answer you don't want to be marked.* *If you have any questions during the test, put your hand up and wait for me/someone to come over to you. Remember, I/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?* *Now, write your name at the top of your braille paper.*

Instructions for reading text 1: Where does wool come from?

What to say at the start of reading text 1

- Read out the name of the first text to the pupils.

  Where does wool come from?

- *Where does wool come from* does **not** have a list of 'useful words'.
- Ask the pupils to look at page 2.

  There is some information on page 2 and some questions about it on the facing page. I will read the information on page 2 to you and then I'll explain how you should answer the questions.

- Read the text on page 2 (transcript page 2) aloud to the pupils and discuss the content.
- Tell the pupils to look at question a on the facing page (transcript page 2). Read it aloud.

  a. People wear scarves and gloves in...

  A. warm weather.

  B. cold weather.

  C. rainy weather.

  D. sunny weather.

  You need to write the letter 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 write the letter of their chosen answer on their braille paper.
- Tell the pupils to look at question b. Read it aloud.

  b. What are warm clothes often made from?

  You need to write your answer for question b on your braille paper.

- 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 information 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 15 of the booklet.

Instructions for reading text 2: Sleepy cat

What to say at the start of reading text 2	• Read out the name of the text to the pupils. *Sleepy cat* *There is a story on page 15 and some questions about it on the facing page (page 16, transcript page 4). I'm going to read the story to you and then I'll explain how you should answer the questions.* • Read the story on page 15 (transcript page 4) aloud to the pupils and discuss what is happening in the narrative. • Tell the pupils to turn over to page 16 for question c (transcript page 4). Read it aloud. *(c) What was the name of Anna's cat?* *You need to write your answer for question c on your braille paper.* • 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) What had scared the cat?* *A. seeing the van* *B. seeing the boxes* *C. seeing the new house* *D. seeing the garden* *You need to write the letter that you think is correct.* • Allow 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. *You now have 30 minutes to finish reading the story and answer the questions on pages 17 to 24 in your braille booklet on your own. You should think carefully about the answers you write and which letters you choose.*

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. • 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. • All test materials, including printed transcripts, must be stored securely until Thursday 1 June.
Marking the tests	• 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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