

2025 national curriculum tests

Key stage 2

English reading Grade 1

Administering the braille version of the reading booklet and reading question booklet

TUESDAY 13 MAY 2025

CONFIDENTIAL: This pack must be kept secure and unopened until the start of the test on **Tuesday 13 May 2025**.

Early opening, up to 1 hour before the test starts, is only allowed if access to the contents is needed to make adaptations to meet individual pupils' needs. Early opening of more than 1 hour is only allowed if permission has been granted by STA.

Please ensure you have read and understood the 2025 modified test administration guidance before opening this pack.

Pack contents:

- Administration instructions for the braille English reading test (overleaf)
- One copy of the braille tactile version of the English reading booklet
- One copy of the braille tactile version of the English reading question booklet
- One copy of the printed transcript of the braille English reading question booklet
- One copy of the printed transcript of the braille English reading booklet

For test administration

Key stage 2 English reading test

The following information explains how to administer the braille version of the key stage 2 English reading test.

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 2 test co-ordinator before you administer the test.

Please follow these instructions correctly to ensure the test is properly administered. Failure to administer the test correctly could result in a maladministration investigation.

Format	<ul style="list-style-type: none">• This test consists of a reading booklet and a reading question booklet.• There are printed transcripts of both booklets to help administrators.• Pupils will have a total of 1 hour, plus up to 100% additional time, to read the three texts in the reading booklet and complete the questions at their own pace. They can approach the test as they choose, for example, working through one text and answering the questions before moving on to the next.• Changes have been made to the text and layout of the braille reading booklet, compared with the standard version.• Changes have also been made to the text and layout of the questions in the braille version of the reading answer booklet.• You must refer to the printed transcript rather than the standard test questions when administering this test.
Equipment	<ul style="list-style-type: none">• Each pupil will need the equipment specified below:<ul style="list-style-type: none">- a suitable way of recording their answers, that reflects the usual way they write in class, such as a braille, electronic braille display or word processor- braille paper (if the pupil is brailleing 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 a dictionary or thesaurus. <p>Braillelists may choose to record themselves reading out loud the questions they have decoded, which they can play back to themselves instead of having to re-read the braille text.</p> <p>Tactile diagrams may be provided where appropriate and may be included in the reading booklet. You may stop the clock while braillelists examine the diagrams, as they will need additional time to interpret them.</p>
Assistance	<ul style="list-style-type: none">• You must ensure nothing you say or do during a 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.• The English reading test must not be read to individuals or to a group, except for the general instructions. However, you may read, and rephrase if necessary, the information in the test instructions on pages 1, 2 and 3 of the reading question booklet to ensure all pupils understand them.• You may help to identify and interpret any pictorial details within the test, but must not help with the reading of any text. Pupils with severe visual impairment will need extra time to interpret pictures and diagrams. You may ‘stop the clock’ while pupils examine them.• You may help pupils to locate pages or 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 could be interpreted as giving pupils an advantage.• 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 the meaning of any word or expression.• The example below illustrates how to deal with a common situation: <p>Question: I don’t understand the question.</p> <p>Answer: Read the question again and pay attention to the key words that tell you what to do.</p>

Guidance for specific questions	<p>Text 2: In the Cave</p> <p>When the pupil is ready to start the second text, the test administrator should stop the clock and give the pupil the following oral explanation.</p> <p><i>[This text is about a cave. A cave is a large underground hole. It is a hollow, dark and dingy place.]</i></p> <p>Text 3: Longbow Girl</p> <p>Two braille diagrams are provided to assist understanding of the visual elements in this text. The two diagrams are attached to the back of the reading booklet. The diagrams should be removed from the back of the reading booklet before the start of the test, and should be ready to hand when the pupil is ready to start the third text.</p> <p>When the pupil is ready to start the third text, the test administrator should stop the clock and give the pupil the following oral explanation.</p> <p><i>[The next story is about a girl called Merry Owen. Before you read the story, here are two diagrams to help you understand the story. Each diagram has a title and some labels. You can refer to the diagrams as you read the story.]</i></p> <p>You may help the pupil to locate the labels, but you should not read the labels to the pupil, as this is what is being assessed in the text.</p>
Before the test begins	<ul style="list-style-type: none">● Make sure you have the printed transcript of the braille booklet.● Clearly write the pupil's name provided during pupil registration, your school's name and DfE number on each sheet of braille paper if this is how the pupil is answering.● 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. Please refer to the key stage 2 access arrangements guidance.● It is important that the pupils' names on their test papers match the names on the test attendance register. Check with your test co-ordinator whether any pupil in your group is known by a different name in school, or has changed their name since pupil registration. This is so you can write the correct name on their test paper.
What to do at the start of the test	<ul style="list-style-type: none">● 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 unused braille copy of the reading booklet, and one braille copy of the reading question booklet.● Tell the pupils the duration of the test.

How to introduce the test	<ul style="list-style-type: none">● It is important to brief pupils fully at the start of each test. You should use this script to introduce the English reading test. <i>This is the key stage 2 English reading test. You should have a reading booklet and a question booklet in front of you.</i> <i>You will need to record your answers the same way as you do in class (braille, word processor, etc.).</i> <i>Open your question booklet to page 1. I will read the instructions to you.</i> Questions and answers <i>You have 1 hour, plus your additional time allowance, to complete this test.</i> <i>Read one text and answer the questions about that text before moving on to read the next text.</i> <i>There are three texts and three sets of questions.</i> <i>In this booklet, there are different types of question for you to answer in different ways.</i> Short answers: <i>This shows that you only need to write a word or a few words in your answer.</i> Sentence answers: <i>This gives you space to write more words or a sentence or two.</i> Longer answers: <i>This shows that a longer, more detailed answer is needed. You can write in full sentences if you want to.</i> Selected answers: <i>You need to choose the best answer from those given and write the letter or letters of that answer. Read the instructions carefully so that you know how to answer the question.</i> Marks <i>After each question, the type of answer required and the maximum number of marks is shown in [brackets].</i> <i>As this is a reading test, you must use the information in the texts to help you to answer the questions. When a question includes a page reference, you should refer to the text on that page to help you with your answer.</i> <i>You have 1 hour, plus your additional time allowance, to read the texts in the reading booklet and answer the questions in this booklet.</i> Note to test administrator: <i>Please write the school DfE number on the pupil's braille script.</i> <i>If you want to change your answer, put a line through the response/use a series of 'for' signs (full 6 dot cells) to delete the answer you don't want the marker to read.</i> <i>Remember to check your work carefully.</i> <i>If you have any questions during the test, you should put your hand up and wait for someone to come over to you. Remember, I can't help you answer any of the test questions or read any of the words to you.</i> <i>You must not talk to each other.</i> <i>Do you have any questions?</i> <i>I will tell you when you have 5 minutes left. I will tell you when the test is over and to stop writing.</i> <i>You may now start the test.</i>
How to deal with issues during the test	<ul style="list-style-type: none">● 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:<ul style="list-style-type: none">- 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:<ul style="list-style-type: none">- make a note of the time- make sure pupils are kept under test conditions and that they are supervised- if 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	<ul style="list-style-type: none"> ● 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. Do not transcribe pupils' brailled answers onto standard test scripts. ● Ensure that you inform your senior member of staff/test co-ordinator if you have made a transcript, or if a pupil has used a scribe, word processor or other electronic or technical device. This is so they can complete the appropriate online notification. ● Ensure you have collected every test script and any additional paper which pupils have recorded their answers on. ● Ensure each sheet of paper has the pupil's name and the school's DfE number clearly written on it. ● Return the test scripts, and any additional paper, immediately to the senior member of staff who is responsible for collating the test scripts. Ensure you inform them of any pupils who have used additional paper so they can collate the pupils' responses correctly. ● Do not look at, annotate or review pupils' answers in any way (unless it is necessary to make a transcript). If you amend or tamper with pupils' answers in test scripts, it will be considered maladministration and results may be annulled. ● Do not keep or photocopy test scripts for any reason. ● All test materials, including printed transcripts and any unused test papers, must be stored securely until Friday 23 May.
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Standards
& Testing
Agency

Key stage 2 English reading

Administering the braille (Grade 1) version of the reading booklet and reading question booklet

Print version product code: STA/25/8984/p ISBN: 978-1-83507-452-7

Electronic version product code: STA/25/8984/e ISBN: 978-1-83507-455-8

For more copies

Additional copies of the braille print test paper can be ordered by contacting the national curriculum assessments helpline on 0300 303 3013. After the test window, a transcript can be downloaded from www.gov.uk/government/collections/national-curriculum-assessments-past-test-materials.

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If you have any queries regarding these test materials, please contact the national curriculum assessments helpline on 0300 303 3013 or email assessments@education.gov.uk.