

Key stage 1

English grammar, punctuation and spelling

Administering the modified large print (MLP) version of the key stage 1 English grammar, punctuation and spelling test Paper 2: questions

CONFIDENTIAL

This test can be administered during **May 2017**.

The confidentiality and integrity of the test must be maintained until **Monday 5 June 2017**. The test must not be shared or made available outside your school before this date.

Please ensure you have read and understood the 2017 test administration guidance before administering the test.

Pack contents:

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

For test administration

2017 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. However, test packs must not be opened until the pupils are in the test room ready to complete the first administration of the test.

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. 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 in order to ensure that the test is properly administered. You will also need a copy of the standard test administration instructions. Failure to administer the test correctly could result in a maladministration investigation at the school.

Format	<ul style="list-style-type: none">• This component of the test consists of a single test paper.• Pupils will have approximately 40 minutes (not strictly timed and includes up to 100% additional time) to complete the questions in the test paper.• Minor changes have been made to the wording and layout of some parts of the MLP text and questions.• It is at your discretion to choose when or if a pupil(s) requires a break during the test or whether, if appropriate, to stop the test early.
Equipment	<p>Pupils will need the equipment below:</p> <ul style="list-style-type: none">• a blue / black pen or pencil• a rubber (optional). If rubbers are not provided, tell pupils that they should cross out any answers they wish to change. <p>Pupils are not allowed:</p> <ul style="list-style-type: none">• dictionaries• electronic spell checkers• bilingual word lists.
Assistance	<ul style="list-style-type: none">• You must ensure that nothing you say or do during the test could be interpreted as giving pupils an advantage, e.g. indicating that an answer is correct or incorrect, or suggesting the pupil looks at an answer again.• Ensure that pupils are able to locate all answer spaces correctly.• You may explain or rephrase a question provided you do not give away subject-specific information. For example, if a question asks to 'insert a comma', 'insert' may be explained, but not 'comma'.• You must not give alternative explanations, e.g. explain 'commands' as 'instructions' or name punctuation. <p>The notes for readers in the English grammar, punctuation and spelling test can be found at www.gov.uk/government/publications/notes-for-readers-in-the-english-grammar-punctuation-and-spelling-test-short-answer-questions. This document gives examples of how to read particular types of question in Paper 2: questions.</p> <p>The examples below illustrate how to deal with some common situations.</p> <p>Q. I don't understand the question. A. Read the question again and underline key words that tell you what to do.</p> <p>Q. What does 'comma' mean? A. I can't tell you, but think hard and try to remember. We can talk about it after the test.</p> <ul style="list-style-type: none">• If any context or words related to a question are unfamiliar to a pupil, you may show them related objects or pictures, or describe the related context.

Guidance for specific questions	<p>Q3. Test administrators may draw attention to the underlined word.</p> <p>Q4. Test administrators may draw attention to the space indicated by the arrow.</p>
Before the test begins	<ul style="list-style-type: none"> ● Review the list of pupils with particular individual needs, e.g. pupils who may need a scribe, a reader or a transcript made at the end of the test. ● Ensure that you know how to administer any access arrangements correctly. Please refer to the 2017 key stage 1 access arrangements guidance. ● Check that there are enough administrators to maintain adequate supervision and support for the test. You should consider the possibility of at least one test administrator needing to leave the room with a pupil. ● Ensure that you understand how to deal with issues during the tests.
How to deal with issues during the test	<p>It is impossible to plan for every scenario. Whatever action you take, pupil safety must always be your first consideration.</p> <p>In the following circumstances, you will need to stop the test either for an individual pupil or for the whole cohort:</p> <ul style="list-style-type: none"> ● test papers are incorrectly collated or the print is illegible ● a fire alarm goes off ● a pupil is unwell ● a pupil needs to leave the test room during the tests ● a pupil is caught cheating. <p>If you need to stop the test:</p> <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 they have to leave the room, ensure they don't 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. <p>You should brief your headteacher on how the incident was dealt with once the test is over.</p>
What to do at the start of the test	<ul style="list-style-type: none"> ● Check that pupils don't have mobile phones or other disruptive items. ● Check that pupils don't have any materials or equipment that may give them extra help. ● Check that seating is appropriately spaced and that no pupil can see another pupil's test paper. ● Ensure that each pupil who needs it has 1 MLP copy of Paper 2: questions.
What to say at the start of the test	<ul style="list-style-type: none"> ● It is important to brief pupils fully at the start of each test. Use these instructions to introduce Paper 2: questions. ● You should use words and phrases familiar to the pupils when explaining how the test will be administered, and you may repeat them as many times as necessary to ensure that the pupils understand what to do. ● The wording of these instructions can be adapted, provided the meaning is retained. <p style="padding-left: 40px;">This is the key stage 1 English grammar, punctuation and spelling test Paper 2: questions.</p> <p style="padding-left: 40px;">The test will take around 40 minutes.</p> <p style="padding-left: 40px;">You should have Paper 2: questions in front of you.</p>

This section continues on the next page.

**What to say
at the start
of the test**
(continued)

Write your name on the front of your answer booklet.

When you are doing the test, if you want to change an answer, you should rub it out or put a line through the answer you don't want to be marked.

Now turn to page 2.

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

- Read the question to the pupils.

Write one word to complete the sentence below.

- Then read the sentence.

We have PE outside _____ it is not raining.

- 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.
- Read the question to the pupils.

Circle the word in the sentence below that must have a **capital letter**.

- Then read the sentence.

my class is singing in assembly.

- 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 that:

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 mustn't 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 me / someone to come over. Remember that I / we can't help you answer any of the test questions.

Do you have any questions you want to ask me now?

Turn to page 3 and start the test.

What to do at the end of the test	<ul style="list-style-type: none"> ● Follow your school's procedure for collecting and storing the pupils' test scripts. ● If any pupil needs a transcript, complete it with the 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 tests	<ul style="list-style-type: none"> ● Use the key stage 1 test mark schemes and the amended mark schemes for MLP to mark the test, following both the general guidance and any specific guidance for each question. ● 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.

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Administering the modified large print (MLP) version of the 2017 key stage 1
English grammar, punctuation and spelling: Paper 2 questions
Electronic version product code: STA/17/7794/e ISBN: 978-1-78644-300-7

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