

2022 national curriculum tests

# Key stage 2

## English reading Grade 1

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

**TUESDAY 10 MAY 2022**

**CONFIDENTIAL:** This pack must be kept secure and unopened until the start of the test on **Tuesday 10 May 2022**.

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 2022 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 question booklet
- One copy of the braille tactile version of the English reading 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**

## 2022 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](http://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.

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### Format

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 one hour, plus up to 100% additional time, to read the 3 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 onto 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.

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### 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 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 dictionaries.

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### Assistance

- 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 again.
- The English reading test must not be read to individuals or to a group, except for the test instructions on pages 1, 2 and 3 of the reading question booklet. You may rephrase the test instructions to ensure all pupils understand them. No other part of the reading answer booklet or reading booklet may be read to pupils or rephrased.
- 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 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:

**Question:** I don't understand the question.

**Answer:** Read the question again and pay attention to the key words that tell you what to do.

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### Guidance for specific questions

There is no additional guidance needed to administer the braille version of the reading test.

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### Before the test begins

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 2022 key stage 2 access arrangements guidance.

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## What to do at the start of the test

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.

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### How to introduce the test

It is important to brief pupils fully at the start of each test. You should use this script to introduce the English reading test.

*This is the key stage 2 English reading test. You should have a reading booklet and a question booklet in front of you.*

*You will need to record your answers the same way as you do in class (braille, word processor etc).*

*Open your question booklet to page 1. I will read the instructions to you.*

*Read one text and answer the questions about that text before moving on to read the next text.*

*There are 3 texts and 3 sets of questions.*

*There are different types of question for you to answer in different ways.*

*Your question booklet will tell how many marks you can get for each question and how much to write.*

*You should try to answer all of the questions. If you cannot answer a question, move on and return to it later. Remember that you should keep referring back to your reading booklet.*

*You have up to 2 hours to complete the test. This includes your additional time allowance.*

*Pay particular attention to any instructions within test questions.*

*If you want to change your answer, put a line through the response or use a series of 'for' signs (full 6 dot cells) to delete the answer you don't want the marker to read.*

*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 to you. Remember, I can't help you answer any of the test questions or read any of the words to you.*

*You must not talk to each other.*

*Do you have any questions?*

*I will tell you when you have 5 minutes left. I will tell you when the test is over and to stop writing.*

*You may now 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.

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 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.

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**What to do at the end of the test**

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 or 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.

Make sure you have collected every test script and any additional paper which pupils have recorded their answers on.

Make sure each sheet of paper has the pupil's name and the school's DfE number clearly written on it.

Return the test scripts, including any unused test material, 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 could 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 27 May.

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

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