

2023 national curriculum tests

Key stage 2

English grammar, punctuation and spelling

Administering the modified large print (MLP)
version of Paper 1: questions

TUESDAY 9 MAY 2023

CONFIDENTIAL: This pack must be kept secure and unopened until the start of the test on **Tuesday 9 May 2023**.

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 2023 modified test administration guidance before opening this pack.

Pack contents:

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

For test administration



Standards
& Testing
Agency

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2023 Key stage 2 English grammar, punctuation and spelling test

The following information explains how to administer the modified large print (MLP) version of the key stage 2 English grammar, punctuation and spelling test Paper 1: questions. 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

The key stage 2 English grammar, punctuation and spelling test consists of 2 papers. The papers must be administered in order. Pupils may have a break between the papers. Test packs must not be opened until pupils are in the test room ready to complete the test, unless early opening is required to meet individual pupils' needs.

Paper 1: questions consists of a single question paper.

Pupils will have 45 minutes, plus up to 100% additional time, to complete the test paper.

Equipment

Each pupil will need the equipment specified below:

- a dark pencil or blue or black pen

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.

Pupils may use the following, if this is normal classroom practice:

- technical or electronic vision aids, including low-vision aids such as closed-circuit television or JOCR scanners

Pupils are **not** allowed:

- dictionaries
- electronic spell checkers
- 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.
- Administrators should 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 pair of commas', 'insert' may be explained, but not 'commas'.
- You must not give alternative explanations, for example, explain 'inverted commas' as 'speech marks', or name punctuation.
- The **Notes for readers in the English grammar, punctuation and spelling test** gives examples of how to read particular types of question in Paper 1.

The examples below illustrate how to deal with some common situations.

Question: I don't understand the question.

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

Question: What does 'adverb' mean?

Answer: I can't tell you, but think hard and try to remember. We can talk about it after the test.

- You must not explain any subject-specific terminology. If any other word in a question is unfamiliar, you may explain it or show them objects or pictures to help them understand.

Guidance for specific questions

No additional guidance is needed to administer the MLP version of Paper 1: questions.

Before the test begins

Review the list of pupils with particular individual needs, for example, pupils who may need a rest break, a scribe or a transcript made at the end of the test.

Ensure you know how to administer any access arrangements correctly. Please refer to the 2023 key stage 2 access arrangements guidance.

It is important that the pupils' names on their tests 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 ensure the pupil writes the correct name on their test paper.

Write the school's name and DfE number on a board that is visible to all pupils.

Leave space on the board to write the start and finish times of the test.

What to do at the start of the test

Check that seating is appropriately spaced and that no pupil can see another pupil's answer booklet.

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 MLP copy of Paper 1: questions.

Write the start and finish times on a board so that all pupils can see them.

How to introduce the test

It is important to brief pupils fully at the start of each test. Use this script to introduce Paper 1: questions.

This is the key stage 2 English grammar, punctuation and spelling test Paper 1: questions.

You should have Paper 1: questions in front of you.

You will need a blue or black pen or dark pencil.

Write your name, date of birth, school name and DfE number on the front of your test paper.

[If any pupil's name differs from the name provided during pupil registration, instruct the pupil to write both names on the paper.]

Open your test paper to page 3. I will read the instructions to you.

In this booklet, your grammar, punctuation and vocabulary are tested.

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

The space for your answer shows you what type of answer is needed.

Write your answer in the space provided.

Read the instructions carefully so that you know how to answer each question.

Some questions are followed by a line or a box. This shows that you need to write a word, a few words or a sentence.

For some questions, you do not need to do any writing.

Each question is worth one mark.

You will have 45 minutes, plus your additional time allowance, to answer the questions in this booklet.

You should try to answer all of the questions. If you can't answer a question, move on to the next one and return to it later if you have time.

Pay particular attention to any instructions within test questions.

If you want to change your answer, put a line through the response you don't want the marker to read. If you have to use a rubber, make sure you rub out your answer completely before writing a new one.

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 to answer any of the test questions.

You must not talk to each other.

Are there any questions you want to ask me now?

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.

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 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:

- 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 on 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

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.

Ensure 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, including any unused test material. Return them immediately to the senior member of staff who is responsible for collating the tests.

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, it will be considered maladministration and results could be annulled.

Do not keep or photocopy test scripts for any reason.

All test materials, including any unused test papers, must be stored securely until Monday 22 May.