

2024 national curriculum tests

# Key stage 2

## English grammar, punctuation and spelling

Administering the braille version of Paper 1: questions

**MONDAY 13 MAY 2024**

**CONFIDENTIAL:** This pack must be kept secure and unopened until the start of the test on **Monday 13 May 2024**.

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 2024 modified test administration guidance before opening this pack.

### Pack contents:

- Administration instructions for the braille version of the English grammar, punctuation and spelling Paper 1: questions (overleaf)
- One copy of the braille tactile version of the English grammar, punctuation and spelling Paper 1: questions
- One copy of the printed transcript of the braille version of the English grammar, punctuation and spelling Paper 1: questions

**For test administration**

## 2024 key stage 2 English grammar, punctuation and spelling test

The key stage 2 English grammar, punctuation and spelling test consists of 2 papers. The papers must be administered in order. There is no braille version of Paper 2: spelling. You should use the standard version of the test to administer that component. Pupils may have a break between the papers.

### Paper 1: questions

The following information explains how to administer the braille 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](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.

<b>Format</b>	<ul style="list-style-type: none"><li>• Paper 1: questions consists of a braille question booklet.</li><li>• There is a printed transcript to help test administrators.</li><li>• Pupils will have 45 minutes, plus up to 100% additional time, to answer the questions in the booklet.</li><li>• Changes have been made to the layout of some parts of the standard test paper to create the braille version.</li><li>• You must refer to the printed transcript rather than the standard test questions when administering the test.</li></ul>
<b>Equipment</b>	<ul style="list-style-type: none"><li>• Each pupil will need the equipment specified below:<ul style="list-style-type: none"><li>• a suitable way of recording their answers, such as a braille, electronic braille display or word processor (the usual way they write in class)</li><li>• braille paper (if the pupil is brailleing their responses).</li></ul></li><li>• Pupils are <b>not</b> allowed:<ul style="list-style-type: none"><li>• a dictionary or thesaurus</li><li>• electronic spell checkers</li><li>• bilingual word lists or electronic translators.</li></ul></li><li>• If a pupil is using an electronic braille machine, e.g. a BrailleNote, the grammar and spelling check must be disabled prior to the test.</li></ul>
<b>Assistance</b>	<ul style="list-style-type: none"><li>• You must ensure that 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 look at an answer again.</li><li>• If a pupil asks a question about test content, you may explain or rephrase a question provided you do not explain any subject-specific terminology. If any other word in a question is unfamiliar to pupils, you may explain it or show them objects to help them understand. For example, if a question asks to 'insert a pair of commas', 'insert' may be explained, but not 'commas'.</li><li>• You must not give alternative explanations, for example, explain 'inverted commas' as 'speech marks', or name punctuation.</li><li>• The <b>Notes for readers in the English grammar, punctuation and spelling test</b> gives examples of how to read particular types of question in Paper 1.</li><li>• The examples below illustrate how to deal with some common situations: <b>Question:</b> I don't understand the question. <b>Answer:</b> Read the question again and pay attention to the key words that tell you what to do. <b>Question:</b> What does 'adverb' mean? <b>Answer:</b> I can't tell you, but think hard and try to remember. We can talk about it after the test.</li></ul>
<b>Guidance for specific questions</b>	There is no additional guidance needed to administer the braille version of Paper 1: questions.

<p><b>Before the test begins</b></p>	<ul style="list-style-type: none"> <li>● Make sure you have the printed transcript of the braille booklet.</li> <li>● Write the pupil's name, school name and DfE number at the top of every sheet of braille paper so that markers are able to identify the paper.</li> <li>● Review the list of pupils with particular individual needs and consider whether they may need rest breaks or other access arrangements.</li> <li>● Ensure you know how to administer any access arrangements correctly. Please refer to the 2024 key stage 2 access arrangements guidance.</li> <li>● 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.</li> </ul>
<p><b>What to do at the start of the test</b></p>	<ul style="list-style-type: none"> <li>● Check that seating is appropriately spaced.</li> <li>● Check that pupils do not have mobile phones or other disruptive items.</li> <li>● Check that pupils do not have any materials or equipment that may give them extra help.</li> <li>● Ensure each pupil who needs it has one braille copy of Paper 1: questions.</li> <li>● Tell the pupils the duration of the test.</li> </ul>
<p><b>How to introduce the test</b></p>	<ul style="list-style-type: none"> <li>● It is important to brief pupils fully at the start of each test. Use this script to introduce Paper 1: questions. <i>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 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.</i></li> </ul> <p><b>Questions and answers</b> <i>You have 45 minutes, plus your additional time allowance, to complete this test. There are different types of question for you to answer in different ways.</i></p> <p><b>Short answers</b> <i>For some questions you need to write a word, a few words or a sentence.</i></p> <p><b>Multiple-choice answers</b> <i>For other questions you need to choose the best answer from those given and write the letter or number of that answer. Read the instructions carefully so that you know how to answer each question. A line has been used in some questions to indicate a missing word or phrase.</i></p> <p><b>Marks</b> <i>Each question has 1 mark. You should work through the booklet until you are asked to stop. Work as quickly and as carefully as you can. If you finish before the end, go back and check your work.</i></p> <p><b>Note to test administrator:</b> <i>Please write the school DfE number on the pupil's braille script. 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. 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. 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.</i></p>

<p><b>How to deal with issues during the test</b></p>	<ul style="list-style-type: none"> <li>● It is impossible to plan for every scenario. Whatever action you take, pupil safety must always be your first consideration.</li> <li>● 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"> <li>● test papers are incorrectly collated or the print is illegible</li> <li>● an incorrect test has been administered</li> <li>● a fire alarm goes off</li> <li>● a pupil is unwell</li> <li>● a pupil needs to leave the room</li> <li>● a pupil is caught cheating.</li> </ul> </li> <li>● If you need to stop the test: <ul style="list-style-type: none"> <li>● make a note of the time</li> <li>● make sure pupils are kept under test conditions and that they are supervised</li> <li>● if pupils have to leave the room, ensure they do not talk about the test</li> <li>● speak to your test co-ordinator or a senior member of staff for advice about what to do next</li> <li>● consider contacting the national curriculum assessments helpline on 0300 303 3013 for further advice.</li> </ul> </li> <li>● You should brief your headteacher on how the incident was dealt with once the test is over.</li> </ul>
<p><b>What to do at the end of the test</b></p>	<ul style="list-style-type: none"> <li>● 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.</li> <li>● 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.</li> <li>● Ensure you have collected every test script including any unused test material and any additional paper which pupils have recorded their answers on.</li> <li>● Ensure each sheet of paper has the pupil's name, school name and the school's DfE number clearly written on it.</li> <li>● 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.</li> <li>● 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.</li> <li>● Do not keep or photocopy test scripts for any reason.</li> <li>● All test materials, including printed transcripts and any unused test papers, must be stored securely until Friday 24 May.</li> </ul>

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**For more copies**

Additional copies of this 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 <https://www.gov.uk/government/collections/national-curriculum-assessments-practice-materials>.

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