

Key stage 1

English reading

Administering the braille version of Paper 1: reading prompt and question booklet

Key stage 1 tests are designed to be taken at the end of the key stage 1 programme of study. It is suggested that schools administer the tests during **May**, to help inform the support that can be given to pupils ahead of their transition to key stage 2.

Schools may choose to administer the non-statutory key stage 1 tests under test conditions. To help maintain the integrity of the tests for those doing so, we ask that all schools treat all test materials as confidential until **June 2025**.

Pack contents:

- Administration instructions for the braille version of the key stage 1 English reading Paper 1: reading prompt and question booklet (overleaf)
- One copy of the braille reading prompt and question booklet
- One copy of the printed transcript of the braille version of the English reading prompt and question booklet

For test administration

Key stage 1 English reading test

The key stage 1 English reading test consists of 2 papers. The papers should 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.

Paper 1: reading prompt and question booklet

The following information explains how to administer the braille version of the key stage 1 English reading test Paper 1: reading prompt and question booklet. Modified test administration guidance is available at www.gov.uk/sta.

Format	<ul style="list-style-type: none">● Paper 1 consists of a single reading prompt and question booklet in braille.● There is a printed transcript of the braille booklet to help test administrators.● It is expected that the standard version of the test will take approximately 30 minutes to complete, but it is not strictly timed. Pupils using braille tests are automatically entitled to up to 100% additional time.● It is at your discretion to choose when, or if, a pupil requires a break during the test or whether, if appropriate, to stop the test early.● In this booklet, the text and corresponding questions have been presented as facing pages.● The paper includes some practice questions for you to use to introduce the contexts and question types to pupils. Test administrators should allow additional time to go through the practice questions with pupils.● You should refer to the printed transcript rather than the standard test questions when administering this test.● Changes have been made to the layout of some parts of the standard test paper to create the Braille version.
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 brailler, 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 should not use a dictionary or thesaurus. <p>Brailleists 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>
Assistance	<ul style="list-style-type: none">● You may help pupils to locate pages/paragraphs in the text, as well as the questions in the reading question booklet, but you should be careful 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.● The English reading test should not be read to individuals or to a group, except for the general instructions below, and the practice page and practice questions.● 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 should not explain any words or expressions.● 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 words that tell you what to do.

Guidance for specific questions	<p>In this booklet, text and corresponding questions have been presented as facing pages. You may explain this to the pupil.</p> <p>Some additional text has been added to help explain visual information or information shown through pictures.</p> <p>When pupils reach page 25 (transcript page 6) of the reading prompt and question booklet, test administrators may give the following oral explanation to pupils before they read the text:</p> <p><i>This page is about ferrets. Ferrets are small, furry animals. They are long and thin, with short legs, pointed faces and whiskers. They are about the size of a small cat.</i></p> <p>Practice question a. Braillists do not need to write down the words, simply the letter of their chosen answer. Test administrators may use this example of a multiple choice question to familiarise braillists with how to answer such questions. The correct answer is B.</p> <p>Practice question d. While the wording of the question has been slightly amended in the braille version, and option C has been replaced, the mark scheme is not affected. Braillists should write down the letter of their chosen answer. The correct answer is B.</p> <p>Q4, Q7, Q10, Q13, Q14, Q17 and Q19. Braillists should write down the letters of their chosen answers.</p> <p>Q13. Test administrators may point out to pupils that question 13 starts on the bottom of page 19 and continues onto the facing page (page 20).</p>
Before the test begins	<ul style="list-style-type: none">• Ensure you have the printed transcript of the braille booklet.• Review the list of pupils with particular individual needs and consider whether they may need rest breaks or other access arrangements.• Ensure that you know how to administer any access arrangements correctly by referring to the key stage 1 access arrangements guidance.
What to do at the start of the test	<ul style="list-style-type: none">• Check that seating is appropriately spaced.• 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 a braille copy of the combined reading prompt and question booklet.

How to introduce the test	<ul style="list-style-type: none">● It is recommended that you spend at least 5 minutes introducing each section of the paper to the pupils.● The paper contains a number of practice pages to familiarise the pupils with each text and to introduce the question formats they will be required to respond to throughout. These are designed to be read by the teacher with the pupils.● The practice pages at the beginning of each section also provide the opportunity to discuss setting and characters in the case of fiction, and content and context in the case of non-fiction.● Test administrators will need to plan time to go through the practice pages with the pupils at specific intervals throughout the test.● You should use these instructions to introduce the English reading test. The wording of these instructions can be adapted, provided the meaning is retained. <p><i>This is the English reading test: Paper 1.</i></p> <p><i>We are going to spend some time going through the practice page for the first text in the booklet together. When we have done that, you'll need to answer the rest of its questions.</i></p> <p><i>Try to answer as many questions as you can. If you can't answer a question, you should move on to the next one and come back to it later on if you have time.</i></p> <p><i>When you have answered the questions for the first text, you should check your work carefully. Then we'll go through the practice page for the second text.</i></p> <p><i>There will be different types of question to answer, including:</i></p> <ul style="list-style-type: none">• <i>writing an answer</i>• <i>choosing the correct answer from a list.</i> <p><i>If you want to change an answer, you should use a series of 'for' braille signs (all 6 dots) to cross out any answer you don't want to be marked.</i></p> <p><i>If you have any questions during the test, put your hand up and wait for me/someone to come over to you. Remember, I/we can't help you answer any of the test questions or read any of the words to you after the practice page.</i></p> <p><i>Do you have any questions?</i></p> <p><i>Now, write your name at the top of your braille paper.</i></p>
See instructions for introducing reading text one and reading text two on pages 5 and 6.	
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.
Marking the tests	<ul style="list-style-type: none">● Use the key stage 1 test mark schemes and the amended mark schemes for braille to mark the test, following both the general guidance and any specific guidance for each question.

Instructions for reading text one:

Slow Down, Sami!

What to say at the start of reading text one	<ul style="list-style-type: none">Read out the name of the first text to the pupils. <i>Slow Down, Sami!</i><i>Slow Down, Sami!</i> does not have a list of ‘useful words’.Ask the pupils to look at page 2. <i>There is a story on page 2 with some questions about it on page 3. I’m going to read the story to you and then I’ll explain how you should answer the questions.</i>Read the text on page 2 (transcript page 2) aloud to the pupils and discuss the narrative.Tell the pupils to look at question (a) on page 3 (transcript page 2). Read it aloud. <i>(a) Which word means the same as zoomed?</i> <i>A. jumped</i> <i>B. ran</i> <i>C. crept</i> <i>D. stamped</i> <i>You need to write the letter that you think is correct.</i>Allow the pupils time to think about the answer and then discuss the options with them. Encourage the pupils to read through all the choices again before making a decision. Tell the pupils to write the letter of their chosen answer on their braille paper. Correct response: BTell the pupils to look at question (b) on page 3 (transcript page 2). Read it aloud. <i>(b) Where was Dad?</i> <i>You need to write your answer for question (b) on your braille paper.</i>Give the pupils some time to think. You should then discuss their answers, noting different ways of expressing the correct answer and explaining that it is perfectly acceptable to use different words to explain the same idea. Let the pupils write the answer on their braille paper. Correct response: reference to the kitchen <i>You now have 30 minutes to finish reading the story and answer the questions on pages 4 to 13 in your braille booklet. You should think carefully about the answers you give.</i>After approximately 30 minutes, ask pupils to turn to page 15 of the booklet.
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Instructions for reading text two:

Helpful Animals

What to say at the start of reading text two	<ul style="list-style-type: none">Read out the name of the text to the pupils. <i>Helpful Animals</i><i>Helpful Animals</i> does not have a list of 'useful words'.Ask the pupils to look at page 15 (transcript page 4). <i>There is some information on page 15 with some questions on page 16. I will read the information on the page to you and then I'll explain how you should answer the questions.</i>Read the information on page 15 (transcript page 4) aloud to the pupils and discuss the content.Tell the pupils to look at question (c) on page 16 (transcript page 4). Read it aloud. <i>(c) What type of animal has been found in pictures on cave walls?</i> <i>You need to write your answer for question (c) on your braille paper.</i>Give the pupils time to think. You should then discuss their answers, noting different ways of expressing the correct answer and explaining that it is perfectly acceptable to use different words to explain the same idea. Let the pupils write the answer on their braille paper. Correct response: reference to dogsTell the pupils to go to question (d) on page 16 (transcript page 4). Read it aloud. <i>(d) These cave pictures were painted thousands of years ago.</i> <i>This tells you the pictures are...</i> <i>A. pretty.</i> <i>B. old.</i> <i>C. small.</i> <i>D. big.</i> <i>You need to write the letter that you think is correct.</i>Give the pupils time to think about the answer and then discuss the options with them. Encourage pupils to read through all the choices again before making a decision. Tell pupils to write the letter of their chosen answer on their braille paper. Correct response: B <i>You now have 30 minutes to finish reading the information and answer the questions on pages 17 to 26 in your braille booklet. You should think carefully about the answers you give.</i>
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Additional copies of this braille print test paper can be ordered by contacting the national curriculum assessments helpline on 0300 303 3013. A transcript can be downloaded from www.primaryassessmentgateway.education.gov.uk during May 2025, or afterwards from www.gov.uk/government/collections/national-curriculum-assessments-past-test-materials.

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