

# Key stage 1

## English reading

Administering the modified large print (MLP) version of the key stage 1

English reading test Paper 1:  
reading prompt and answer booklet

# CONFIDENTIAL

This pack must be kept secure and unopened until **Tuesday 2 May 2017**. The pack must not be opened until the pupils are in the test room ready to complete the first administration of the test.

Please ensure you have read and understood the 2017 test administration guidance before opening this pack.

### Pack contents:

- An overview of the MLP key stage 1 English reading test Paper 1: reading prompt and answer booklet (overleaf)
- 1 copy of the MLP Paper 1: reading prompt and answer booklet

**For test administration**

## 2017 Key stage 1 English reading test

The key stage 1 English reading 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. Pupils can also be stopped at the teacher's discretion if pupils reach a point where they are increasingly struggling with the paper. Test packs must not be opened until the pupils are in the test room ready to complete the first administration of the test.

### Paper 1: reading prompt and answer booklet

The following information explains how to administer the modified large print (MLP) version of the key stage 1 English reading test Paper 1: reading prompt and answer booklet.

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. Failure to administer the test correctly could result in a maladministration investigation.

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| <b>Format</b>     | <ul style="list-style-type: none"><li>• This component of the test consists of a single reading prompt and question booklet.</li><li>• Pupils will have approximately 60 minutes to complete the MLP version of the test (not strictly timed and includes up to 100% additional time).</li><li>• 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.</li><li>• The layout of the MLP version of the reading booklet may vary as we have tried to ensure questions always appear on the opposite page for ease of reference. Minor changes have also been made to the layout and wording of some questions, compared with the standard version of the test.</li><li>• You <b>must not</b> refer to the standard test questions when administering this test.</li></ul>  |
| <b>Equipment</b>  | <p>Pupils will need the equipment below:</p> <ul style="list-style-type: none"><li>• a blue / black pen or pencil</li><li>• a rubber (optional). If rubbers are not provided, you should tell pupils that they may cross out any answers they wish to change.</li></ul> <p>Pupils may use monolingual English electronic spell checkers or highlighter pens if this is normal classroom practice.</p> <p>You may give pupils additional paper if they request it.</p>  |
| <b>Assistance</b> | <ul style="list-style-type: none"><li>• 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.</li><li>• You may help pupils to identify and interpret any pictorial information within the booklet, and you may 'stop the clock' while pupils examine it.</li><li>• The English reading tests must not be read to individuals or to a group, except for the general instructions below, and the practice text and practice questions.</li><li>• If a pupil asks a question about test content during their individual working time, you must not explain any words or expressions. However, explanations regarding words or expressions from the 'Useful words' list for Paper 1 can be given before the start of each section of the test (see general instructions below). The example below illustrates how to deal with a common situation:</li></ul> <p><b>Q.</b> I don't understand the question.</p> <p><b>A.</b> Read the question again and underline key words that tell you what to do.</p> |

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| <p><b>Guidance for specific questions</b></p>         | <p><b>Q7.</b> Test administrators may point out that children should refer back to the text on page 10 to answer this question.</p> <p>After reading the text on <b>page 24</b>, test administrators may point out to children that the child is sitting on his father’s shoulders.</p>   |
| <p><b>Before the test begins</b></p>                  | <ul style="list-style-type: none"> <li>● Review the list of pupils with particular individual needs, e.g. so you know whether they may need rest breaks.</li> <li>● Ensure you know how to administer any access arrangements correctly. Please refer to the 2017 key stage 1 access arrangements guidance.</li> <li>● 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.</li> <li>● Ensure you understand how to deal with issues during the tests.</li> </ul>   |
| <p><b>How to deal with issues during the test</b></p> | <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, group of pupils, or for the whole cohort:</p> <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 test room during the tests</li> <li>● a pupil is caught cheating.</li> </ul> <p>If you need to stop the test:</p> <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 - if they have to leave the room, ensure they don’t talk about the test</li> <li>● speak to your test co-ordinator or a senior member of staff for advice on what to do next</li> <li>● consider contacting the national curriculum assessments helpline on 0300 303 3013 for further advice.</li> </ul> <p>You should brief your headteacher on how the incident was dealt with once the test is over.</p> |
| <p><b>What to do at the start of the test</b></p>     | <ul style="list-style-type: none"> <li>● Check that pupils don’t have mobile phones or other disruptive items.</li> <li>● Check that pupils don’t have any materials or equipment that may give them extra help.</li> <li>● Check that seating is appropriately spaced.</li> <li>● Ensure each pupil who needs it has 1 MLP copy of the reading prompt and answer booklet.</li> </ul>   |
| <p><b>What to say at the start of the test</b></p>    | <ul style="list-style-type: none"> <li>● It is recommended that you spend at least 5 minutes introducing each section of this paper to the pupils.</li> <li>● The paper contains lists of ‘Useful words’ and a number of practice pages, designed 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. Meanings of the useful words should be discussed with the group and they should be helped to recognise the words.</li> <li>● The practice pages at the beginning of the first two sections also provide the opportunity to discuss setting and characters.</li> <li>● Test administrators will need to build in time to go through these practice pages with pupils at specific intervals throughout the time spent on the paper. You should use these instructions to introduce the English reading test:</li> </ul>  |

**This section continues on the next page.**

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

We are going to spend some time going through the useful word and practice pages for the first text in the booklet together. When we have done that, you'll need to answer the questions quietly on your own. When you have answered the questions for the first text, you should put your pen or pencil down. We'll then go through the useful words and practice questions for the second text.

There will be a number of different types of question to answer, including:

- writing an answer on a line
- putting a tick in a box next to the answer you think is correct
- drawing a line to match boxes.

Do you have any questions about the types of question there might be?

Now, write your name on the front of the booklet.

# Instructions for reading text 1:

## There's an Octopus Under my Bed!

### What to say at the start of reading text 1

- Read out the name of the first text to the pupils.

There's an Octopus Under my Bed!

You need to look at the useful word on page 3.

- Talk about the letters and the sounds in the word to ensure that pupils will recognise each of them when they meet them in the text. Ensure that the pupils understand the meaning of the vocabulary in the list.

Now go to page 4.

There is a story on this page and some questions about the story on the page opposite. I'm going to read the story to you and then I'll explain how you should answer the questions.

- Read the story on page 4 aloud to the pupils and discuss what is happening in the narrative.
- Tell the pupils to look at question a. Read it aloud.

When did the story start?

Monday, Tuesday, Wednesday or Thursday.

You need to tick the box that you think is correct.

- 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 put a tick in the correct box in their answer booklet.
- Tell the pupils to look at question b. Read it aloud.

Where was Molly playing?

You need to write your answer for question b on the answer line provided.

- Give the pupils some time to think. You should then discuss their selections, 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 fill in the answer in their booklets.

You now have 20 minutes to finish reading the story and answer the questions on pages 6 to 15 on your own. You should think carefully about the answers you give on the answer lines and which boxes you tick.

- After approximately 20 minutes ask pupils to turn to page 17 of the booklet.

# Instructions for reading text 2:

## I'm Riding on a Giant

### What to say at the start of reading text 2

- Read out the name of the text to the pupils.

I'm Riding on a Giant

You need to look at the useful words on page 17.

- Talk about the letters and the sounds in each of the words to ensure that the pupils will recognise each of them when they meet them in the text. Ensure that the pupils understand the meaning of the vocabulary in the list.

Now go to page 18.

There is a poem on this page and some questions on the opposite page. I will read the poem on page 18 to you and then I'll explain how you should answer the questions.

- Read the text on page 18 aloud to the pupils and discuss the content.
- Tell the pupils to look at question c. Read it aloud.

What does the child say they are riding on?

A cloud, a giant, a horse or a train.

You need to tick the box that you think is correct.

- 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 put a tick in the correct box in their answer booklet.
- Tell the pupils to look at question d. Read it aloud.

Who is the child looking down on?

You need to write your answer for question d on the answer line provided.

- Allow pupils time to think. You should then discuss their selections, 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 fill in the answer in their booklets.

You now have 20 minutes to finish reading the poem and answer the questions on pages 20 to 25 on your own. You should think carefully about the answers you give on the answer lines and which boxes you tick.

- After approximately 20 minutes ask pupils to turn to page 27 of the booklet.

# Instructions for reading text 3:

## World of Water

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|---|--|
| <b>What to say at the start of reading text 3</b> | <ul style="list-style-type: none"><li>● Read out the name of the text to the pupils.<br/><p>World of Water</p><p>You need to look at the useful words on page 27.</p></li><li>● Talk about the letters and the sounds in each of the words to ensure that the pupils will recognise each of them when they meet them in the text. Ensure that the pupils understand the meaning of the vocabulary.<br/><p>World of Water does not have any practice questions.</p><p>You need to turn to page 28 of the booklet now. You have 20 minutes to read the information and answer the questions on pages 28 to 33.</p></li></ul> |
| <b>What to do at the end of the test</b>          | <ul style="list-style-type: none"><li>● Follow your school's procedure for collecting and storing the pupils' test scripts.</li><li>● 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 are not corrected or amended.</li></ul>   |
| <b>Marking the tests</b>                          | <ul style="list-style-type: none"><li>● Use the key stage 1 test mark schemes to mark the tests, following both the general guidance and any specific guidance for each question. There are no modified mark scheme amendments for this component of the test.</li><li>● 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.</li></ul>  |

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