

2018 national curriculum tests

# Key stage 1

## English reading

Administering Paper 1: reading prompt and answer booklet

# CONFIDENTIAL

The English reading test must be administered during **May 2018**.

This pack must be kept secure and unopened until

**Tuesday 1 May**. The pack must not be opened until the pupils are in the test room ready to complete your school's first administration of the test.

Please ensure you have read and understood the 2018 test administration guidance before opening this pack.

### Pack contents:

- Administration instructions for the key stage 1 English reading test Paper 1: reading prompt and answer booklet (overleaf)
- 10 copies of Paper 1: reading prompt and answer booklet

**For test administration**

## 2018 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. Test packs must not be opened until the pupils are in the test room ready to complete your school's first administration of the test. All test materials, including unused test papers, must be stored securely until Friday 1 June.

### Paper 1: reading prompt and answer booklet

The following information explains how to administer 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 follow these instructions correctly 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>• Paper 1 consists of a combined reading prompt and answer booklet.</li><li>• It is expected that Paper 1 will take approximately 30 minutes to complete, but it is not strictly timed.</li><li>• 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.</li><li>• The paper includes lists of useful words and 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 and useful words with pupils.</li></ul>   |
| <b>Equipment</b>  | <p>Each pupil will need the equipment specified below:</p> <ul style="list-style-type: none"><li>• a blue/black pen or pencil</li><li>• a rubber (optional).</li></ul> <p>If rubbers are not provided, tell pupils that they should cross out any answers they wish to change.</p> <p>Pupils may use monolingual English electronic spell checkers, provided they do not give definitions of words, or highlighter pens if this is normal classroom practice. Pupils must not use a dictionary.</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>• The English reading test must not be read to individuals or to a group, except for the general instructions below, and the practice page and practice questions.</li><li>• There is no specific hearing impairment guidance for this test, but be careful when signing to ensure you do not convey information that could give pupils an advantage.</li><li>• Guidance for administering the test to pupils with a visual impairment is contained in the relevant modified test pack.</li><li>• If a pupil asks a question about test content, 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 the following sections for 'What to say at the start of reading text 1' and 'What to say at the start of reading text 2').</li><li>• The example below illustrates how to deal with a common situation:<br/><b>Q.</b> I don't understand the question.<br/><b>A.</b> Read the question again and underline key words that tell you what to do.</li></ul> |

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| <p><b>Before the test begins</b></p>              | <ul style="list-style-type: none"> <li>● Review the list of pupils with any particular individual needs, e.g. pupils who may need support from a scribe or a transcript made at the end of the test.</li> <li>● Ensure that you know how to administer any access arrangements correctly by referring to the 2018 key stage 1 access arrangements guidance.</li> <li>● Check that there are enough test administrators to maintain supervision and support during the test. You should consider the possibility that at least one test administrator might need to leave the room with a pupil.</li> <li>● Ensure that you understand how to deal with issues during the tests.</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 and that no pupil can see another pupil's answer booklet.</li> <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>● Ensure that each pupil has a copy of the reading prompt and answer booklet.</li> </ul>   |
| <p><b>How to introduce 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 useful words and practice pages to familiarise the pupils with each text and to introduce the format of the questions. These are designed to be read to the pupils by the test administrator. Meanings of the useful words should be discussed with the pupils and they should be helped to recognise the words.</li> <li>● 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.</li> <li>● Test administrators will need to plan 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> <li>● The wording of these instructions can be adapted, provided the meaning is retained.</li> </ul> <p><i>This is the English reading test: Paper 1.</i></p> <p><i>The test will take around 30 minutes.</i></p> <p><i>We are going to spend some time going through the useful word and practice page for the first text in the booklet together. When we have done that, you'll need to answer the questions quietly on your own.</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. If you want to change an answer, you should rub it out or put a line through the answer you don't want to be marked.</i></p> <p><i>When you have answered the questions for the first text, you should check your work carefully and then put your pen or pencil down. Then we'll go through the useful words and 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"> <li>• <i>writing an answer on a line</i></li> <li>• <i>putting a tick in a box next to the answer you think is correct</i></li> <li>• <i>putting ticks in a table to show if an answer is true or false.</i></li> </ul> <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 on the front of the booklet.</i></p> |

# Instructions for reading text 1:

## Little Cousin Clare

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

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

*Little Cousin Clare*

*You need to look at the useful word on page 4.*

- 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 5.*

*There is a story on the top half of the page and some questions about it below. 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 5 aloud to the pupils and discuss what is happening in the narrative.
- Tell the pupils to look at question a. Read it aloud.

*What is the name of the boy who lived on the farm?*

*You need to write your answer for question a 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.
- Tell the pupils to look at question b. Read it aloud.

*How did he feel about his cousin visiting?*

*Worried, surprised, happy, angry.*

*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.

*You now have 15 minutes to finish reading the story and answer the questions on pages 6 to 11 on your own. You should think carefully about the answers you give on the answer lines and which boxes you tick.*

- After approximately 15 minutes, ask pupils to turn to page 12 of the booklet.

# Instructions for reading text 2:

## Lunchbox: The Story of Your Food

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

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

*Lunchbox: The Story of Your Food*

*You need to look at the useful words on page 12.*

- 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 13.*

*There is some information on the top half of the page and some questions below. I will read the information on the page to you and then I'll explain how you should answer the questions.*

- Read the text on page 13 aloud to the pupils and discuss the content.
- Tell the pupils to look at question c. Read it aloud.

*Find and copy two things you could have in your lunchbox.*

*You need to write your answers for question c on the answer lines provided.*

- Allow pupils time to think. You should then discuss their selections and let the pupils fill in the answers in their booklets.
- Tell the pupils to look at question d. Read it aloud.

*Which words means the same as wondered?*

*Thought about, stared at, picked up, eaten from.*

*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.

*You now have 15 minutes to finish reading the information and answer the questions on pages 14 to 19 on your own. You should think carefully about the answers you give on the answer lines and which boxes you tick.*

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| <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 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 room</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</li> <li>● if pupils 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 about 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 end of the test</b></p>       | <ul style="list-style-type: none"> <li>● Follow your school's procedure for collecting and storing the pupils' test scripts.</li> <li>● If any test papers from the opened pack are unused, they must be stored securely and may be used for any subsequent administration of the test at your school.</li> <li>● All test materials, including any unused test papers, must be stored securely until Friday 1 June.</li> <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.</li> </ul>   |
| <p><b>Marking the tests</b></p>                       | <ul style="list-style-type: none"> <li>● Use the key stage 1 test mark schemes to mark the test, following both the general guidance and any specific guidance for each question.</li> </ul>  |

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