

Key stage 1

English reading

Administering the English reading test
Paper 2: reading booklet and
reading answer booklet

CONFIDENTIAL

This pack must be kept secure and unopened until **Tuesday 3 May 2016**. 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 2016 test administration guidance before opening this pack.

Pack contents:

- An overview of the key stage 1 English reading test: Paper 2: reading booklet and reading answer booklet (overleaf)
- 10 copies of Paper 2: reading booklet
- 10 copies of Paper 2: reading answer booklet

For test administration

2016 Key stage 1 English reading test: Paper 2

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. However, test packs must not be opened until the pupils are in the test room ready to complete the first administration of the test.

Paper 2: reading booklet and reading answer booklet

The following information explains how to administer the key stage 1 English reading test Paper 2: reading booklet and reading 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.

Pupils should be given the opportunity to attempt Paper 2, but administrators can stop a pupil at any stage of the test if they feel that is appropriate for that particular pupil.

Please make sure you follow these instructions correctly to ensure that the test is properly administered. Failure to administer the test correctly could result in a maladministration investigation at the school.

Format	<ul style="list-style-type: none">• This component of the test consists of a reading answer booklet and a separate reading booklet. (All pupils must be given an unused reading booklet. Do not re-use reading booklets if you administer the test to groups of pupils at different times.)• It is expected that the test will take approximately 40 minutes to complete (not strictly timed).• It is at your discretion to choose when or if pupil(s) require a break during the test or whether, if appropriate, to stop the test early.• There are no practice questions in this paper.
Equipment	<p>Pupils will need the equipment below:</p> <ul style="list-style-type: none">• a blue / black pen or pencil of their choice• a rubber (optional). If rubbers are not provided, tell pupils that they should cross out any answers they wish to change. <p>Pupils may use monolingual English electronic spell checkers or highlighter pens if this is normal classroom practice.</p>
Assistance	<ul style="list-style-type: none">• 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.• The English reading tests must not be read to individuals or to a group, except for the general instructions.• There is no specific hearing impairment guidance for this test, but be careful when signing to ensure you do not convey information that would give pupils an advantage. Guidance for administering the test to pupils with a visual impairment is contained in the modified test packs.• If a pupil asks a question about test content, you must not explain subject-specific terms or expressions. The example below illustrates how to deal with a common situation. <p>Q. I don't understand the question. A. Read the question again and underline key words that tell you what to do.</p>
Before the test begins	<ul style="list-style-type: none">• Review the list of pupils with any particular individual needs, e.g. pupils who may need a scribe or a transcript made at the end of the test.• Ensure that you know how to administer any access arrangements correctly. Please refer to the 2016 key stage 1 access arrangements guidance.• Check that there are enough administrators to maintain 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.• Ensure that you understand how to deal with issues during the tests.

<p>How to deal with issues during the test</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"> ● 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 test room during the tests ● a pupil is caught cheating. <p>If you need to stop the test:</p> <ul style="list-style-type: none"> ● make a note of the time ● 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 ● 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. <p>You should brief your headteacher on how the incident was dealt with once the test is over.</p>
<p>What to do at the start of the test</p>	<ul style="list-style-type: none"> ● Check that pupils don't have mobile phones or other disruptive items. ● Check that pupils don't have any materials or equipment that may give them extra help. ● Check that seating is appropriately spaced and that no pupil can see another pupil's answer booklet. ● Ensure that each pupil has a copy of the reading booklet and a copy of the reading answer booklet.
<p>Introducing Paper 2 of the reading test</p>	<p>Paper 2 does not contain a list of useful words or practice questions and no pages should be read aloud to the pupils.</p> <ul style="list-style-type: none"> ● Explain to pupils that the question types will be the same as those already seen in Paper 1 of the reading test. ● Tell the pupils that they will have 40 minutes to complete the test, but it is not strictly timed. ● Tell pupils they should try to get through as many questions as possible and, if they can't answer a question, they should move to the next one and come back to that one later. ● Be clear to pupils that when they start to find the reading or the questions too hard, they should stop working. ● Explain if they want to change an answer, they should rub it out or put a line through the response they don't want to be marked. ● Tell pupils that they will be working on their own, meaning they should think of their own answers and not discuss them with others. ● Explain that they must read the questions carefully and they should check their work. ● If they have any questions during the test, tell the pupils that they should put their hand up and wait for someone to come over, but the test administrator cannot help them answer any of the test questions or read any of the words to them. ● Tell pupils that there must be no talking. ● Ask the pupils if they have any questions. ● Tell pupils to write their name on the front of the reading answer booklet and begin the test.

What to do at the end of the test	<ul style="list-style-type: none"> ● Follow your school's procedure for collecting and storing the pupils' test scripts. ● 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.
Marking the tests	<ul style="list-style-type: none"> ● Use the key stage 1 test mark schemes to mark the tests, following both the general guidance and any specific guidance for each question.

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 Paper 2: reading booklet and reading answer booklet
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