TUESDAY 10 MAY

2016 national curriculum tests

Key stage 2

English grammar, punctuation and spelling

Administering the English grammar, punctuation and spelling test Paper 1: questions

CONFIDENTIAL

This pack must be kept secure and unopened until the start of the test on **Tuesday 10 May 2016**.
Early opening, up to 1 hour before the test starts, is permissible only if access to the contents is needed to make adaptations to meet individual pupils' needs.
Please ensure you have read and understood the 2016 test administration guidance before opening this pack.

Pack contents:

- An overview of the key stage 2 English grammar, punctuation and spelling test Paper 1: questions (overleaf)
- 10 copies of Paper 1: questions

For test administration

2016 Key stage 2 English grammar, punctuation and spelling test Paper 1: questions

The key stage 2 English grammar, punctuation and spelling test consists of 2 papers. The papers must be administered in order. Pupils may have a break between the papers. However, test packs must not be opened until the pupils are in the test room ready to complete the test.

Paper 1: questions

The following information explains how to administer the key stage 2 English grammar, punctuation and spelling test Paper 1: questions. If you have any questions, you should check with your headteacher or key stage 2 test co-ordinator before you administer the test.

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	• This component of the test consists of a single test paper. • Pupils will have 45 minutes to complete the test, answering the questions in the test paper.
Equipment	Each pupil will need the equipment below: • a blue / black pen or a dark pencil • a rubber (optional). However, please encourage pupils to cross out any answers they may wish to change, instead of rubbing them out. Pupils are not allowed: • dictionaries • electronic spell checkers • bilingual word lists.
Assistance	• 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. • You may explain or rephrase a question provided you do not give away subject-specific information. For example, if a question asks to "insert a pair of commas", 'insert' may be explained, but not 'commas'. • You must not give alternative explanations, e.g. explain 'inverted commas' as 'speech marks', or name punctuation. • 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. The notes for readers in the English grammar, punctuation and spelling test gives examples of how to read particular types of question in Paper 1: questions. The examples below illustrate how to deal with some common situations. **Q.** I don't understand the question. **A.** Read the question again and underline key words that tell you what to do. **Q.** What does 'adverb' mean? **A.** I can't tell you, but think hard and try to remember. We can talk about it after the test. • If any context or words related to a question are unfamiliar to a pupil, you may show them related objects or pictures, or describe the context.
Before the test begins	• Review the list of pupils with any particular individual needs, e.g. pupils who are allowed additional time, who need a scribe or who may need 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 2 access arrangements guidance. • 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 remind the pupil to write the correct name on their test paper.

Before the test begins (continued)	• Check that there are enough administrators to maintain adequate supervision for the test. You should consider the possibility of at least one test administrator needing to leave the room with a pupil. • Read the notes for readers in the English grammar, punctuation and spelling test. • Ensure that you understand how to deal with issues during the tests. • Write the school's name and DfE number on a board that is visible to all pupils. • Leave space on the board to write the start and finish times of the test.
How to deal with issues during the test	It is impossible to plan for every scenario. Whatever action you take, pupil safety must always be your first consideration. In the following circumstances, you will need to stop the test either for an individual pupil or for the whole cohort: • 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. If you need to stop the test: • 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. You should brief your headteacher on how the incident was dealt with once the test is over.
What to do at the start of the test	• 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 test paper. • Ensure that each pupil has a copy of Paper 1: questions. • Write the school's name and DfE number on a board that is visible to all pupils. • Leave space on the board to write the start and finish times of the test.
What to say at the start of the test	It is important to brief pupils fully at the start of each test. You should use this script to introduce Paper 1: questions. *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 a blue / black pen or a dark pencil and you may use a rubber for this test.* (Please encourage pupils to cross out any answers they may wish to change, instead of rubbing them out.) *Write your name, school name and DfE number on the front of your test paper.* (If any pupil's name differs to the name provided during pupil registration, instruct the pupil to write both names on the paper.) *Open your test paper to page 3. I will read the instructions to you.* *There are different types of question for you to answer in different ways.* *The space for your answer shows you what type of answer is needed.* *Write your answer in the space provided. Do not write over any barcodes.* *For some questions you do not need to do any writing.* *Read the instructions carefully so that you know how to answer each question.*

What to say at the start of the test (continued)	*Some questions are followed by a line or a box. This shows that you need to write a word, a few words or a sentence.* *The number under each line at the side of the page tells you the maximum number of marks for each question.* *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.* *You will have 45 minutes to answer the questions in this booklet.* *You should try to answer all of the questions. If you can't answer a question, move on to the next one and return to it later.* *Pay particular attention to any instructions within test questions.* *To make sure your answers can be marked, don't write in the grey areas, on the barcode or on the lines at the top and bottom or the edge of the page and don't crumple your test paper.* *If you want to change your answer, put a line through the response you don't want the marker to read. If you have to use a rubber, make sure you rub out your answer completely before writing a new one.* *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.*
What to do at the end of the test	• 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, including spelling, are not corrected or amended. • Ensure that you inform your senior member of staff / test co-ordinator if you have made a transcript, or if a pupil has used a scribe, a word processor or other electronic or technical device. This is so that they can complete the appropriate online notification. • Make sure you have collected every test script, including any unused test materials. Return them immediately to the senior members of staff who are responsible for collating the tests. • Do not look at, review or amend pupils' answers in any way (unless it is necessary to make a transcript). If you tamper or make changes to pupils' answers, it will be considered maladministration and results could be annulled. • Do not keep or photocopy tests for any reason.

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