

Key stage 1

English reading

Administering the English reading test
Paper 1: reading prompt and 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 1: reading prompt and answer booklet (overleaf)
- 10 copies of Paper 1: reading prompt and answer booklet

For test administration

2016 Key stage 1 English reading test: Paper 1

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 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 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 at the school.

Format	<ul style="list-style-type: none">• This component of the test consists of a single reading prompt and answer booklet.• It is expected that the test will take approximately 30 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.• The paper includes a list of useful words and some practice questions for you to use to introduce the contexts and question types to pupils.
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 practice text and practice questions.• 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 combined reading prompt and answer booklet.
<p>Introducing Paper 1 of the reading test</p>	<p>It is recommended that you spend at least 5 minutes introducing each section of this paper to the pupils.</p> <p>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.</p> <p>The practice page at the beginning of each section also provides the opportunity to discuss setting and characters in the case of fiction, and content and context in the case of non-fiction.</p> <p>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.</p> <ul style="list-style-type: none"> ● Explain to pupils at the start of the test that you will spend some time going through the useful words and the practice pages for the first text in the booklet with them, and, after that, they will need to answer the questions quietly on their own. Tell the pupils to stop answering questions when they reach the end of that text and to put their pens / pencils down. Explain that you will then go through the useful words and practice questions for the second (and third) text. ● Explain to pupils that there will be a number of different types of question to answer including: <ul style="list-style-type: none"> ■ writing an answer on a line ■ putting a tick in a box next to the answer they think is correct ■ putting ticks in a table to show if an answer is true or false ■ drawing a line to match boxes ■ filling in information in a table ■ filling in a missing word in a sentence / finishing a sentence.

**Introducing
Paper 1
of the
reading test**
(continued)

- Ask the pupils if they have any questions about the list above.
- Tell pupils to write their name on the front of the booklet.

Bella Goes To Sea

Bella Goes To Sea does **not** have a list of 'Useful words'.

- Ask the pupils to look at page 3.
- Explain that there is a story on the top half of the page and some questions about the story below. Tell them that you will read the story to them and then you will explain how they should answer the questions.
- Read the story on page 3 aloud to the pupils and discuss what is happening in the narrative.
- Tell the pupils to look at question A. Read it aloud:

A. *What was William's job?*

cafe owner / guard / gardener / fisherman

Correct answer: ✓ fisherman

- Explain that they need to tick the box that they think is correct.
- Tell the pupils to look at question B. Read it aloud:

B. *When William went away, what did he tell Bella to do?*

Correct answer: guard the house.

- Explain that they will need to write their answer for question B on the answer line provided. Allow the pupils time to think. Discuss their suggestions, 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 continue reading the story and answering the questions on pages 4 to 7 on their own. Remind them to think carefully about the answers they give on the answer lines and which boxes they tick.
- Tell the pupils they will have 10 minutes to finish reading the story and to answer the questions.

After approximately 10 minutes ask pupils to turn to page 8 of the booklet.

<p>Introducing Paper 1 of the reading test (continued)</p>	<p>Living In A Castle</p> <ul style="list-style-type: none"> ● Ask the pupils to look at the 'Useful words' on page 8. ● 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 direct the pupils to page 9 of the booklet. Explain that there is information about living in a castle on the top half of the page and some questions below. Tell them that you will read the information on this page to them and then you will explain how they should answer the questions. ● Read the text on page 9 aloud to the pupils and discuss the content. ● Tell the pupils to look at question C. Read it aloud: <ul style="list-style-type: none"> C. What is this text about? <i>building a castle / repairing a castle / living in a castle / looking for a castle</i> <i>Correct answer: ✓ living in a castle</i> ● Explain that they need to tick the box that they 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: <ul style="list-style-type: none"> D. Find and copy the name of the story that people might think of when they think of castles. <i>Correct answer: King Arthur</i> ● Explain that they will need to find the correct words in the text and copy out the words for D onto the answer line provided. Allow pupils time to think. Discuss their suggestions. Let the pupils fill in the answer in their booklets. ● Tell the pupils to continue reading the information about living in castles and then answer the questions on pages 10 to 13 on their own. Remind them to think carefully about the answers they give on the answer lines and which boxes they tick. <p>After approximately 10 minutes ask pupils to turn to page 14 of the booklet.</p> <p>Winter Parcel</p> <p><i>Winter Parcel</i> does not have a list of 'Useful words' or any practice questions.</p> <ul style="list-style-type: none"> ● Tell the pupils to turn to page 14 of the booklet. Tell them that they have 10 minutes to read the poem and answer the questions on pages 14 to 17.
<p>What to do at the end of the test</p>	<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.
<p>Marking the tests</p>	<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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