

National curriculum tests

Key stage 1

English reading

Paper 1: combined reading prompt and reading answer booklet pack

Information on when the tests should be administered and instructions on opening the test packs will be provided in this space on the 2016 live tests.

SAMPLE TEST

Published July 2015

These test administration instructions reflect guidance for the live test in 2016.

As this document supports the sample test materials, any guidance on security and maladministration procedures is not applicable.

Some of the documents or procedures mentioned in these instructions, such as when the test must be administered and the opening instructions, will be applicable to a live test scenario only.

Further information is available on GOV.UK at www.gov.uk/sta.

For test administration

2016 Key stage 1 English reading sample test: Paper 1

The key stage 1 English reading sample 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: combined reading prompt and answer booklet

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

Format	<ul style="list-style-type: none"> ● This test consists of a combined 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>Each pupil will need the equipment specified below:</p> <ul style="list-style-type: none"> ● a blue / black pen or a dark pencil ● a rubber (optional). If rubbers are not provided, you should tell pupils that they may 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	<p>You must ensure that nothing you say or do during the test could be interpreted as giving pupils an advantage.</p> <p>The English reading tests must not be read to individuals or to a group, except for the practice text and practice questions.</p> <p>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> <p style="padding-left: 20px;">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. ● Check that there are enough administrators to maintain supervision and support for the test. You should consider the possibility of at least 1 test administrator needing to leave the room with a pupil. ● Ensure that you understand how to deal with issues during the tests.

How to deal with issues during the test	<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. <p>You should brief your headteacher on how the incident was dealt with, once the test is over.</p>
What to do at the start of the test	<ul style="list-style-type: none"> ● 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.
Introducing Paper 1 of the reading test	<p>It is recommended that you spend at least 5 minutes introducing each section of the KS1 reading booklet Paper 1 to the pupils.</p> <p>The Paper contains lists of 'Useful words' and a number of practice pages, designed to help the pupils into each text and to introduce the question formats they will be required to answer 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 the pupils at specific intervals throughout the 30 minutes spent on the Paper.</p> <p>Explain to the pupils at the start of the administration 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 put their pens / pencils down. Explain that you will then go through the useful words and practice questions for the second text.</p> <p>Explain to the pupils that there will be a number of different types of question to answer including:</p> <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 / finish a sentence. <p>Ask the pupils if they have any questions about the list above.</p> <p>Tell the pupils to write their name on the front of the booklet.</p> <p>Ask the pupils to look at the 'Useful words' on page 2.</p> <p>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.</p>

The World of Ants

Now direct the pupils to page 3 of the booklet. Explain that there is information about ants 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 about ants on page 3 aloud to the pupils. Tell the pupils to look at question A and read it aloud:

Practice A: *What kind of animal is an ant?*

Explain that they will need to write their answer for question A on the answer line provided. Allow the pupils time to think. Discuss their suggestions and explain that in this case they only need to write one word and that word is in the text. Let the pupils fill in the answer in their booklets.

The correct answer is 'an insect'. Explain where the answer is located in the text and how they would write their answer on the line provided.

Tell the pupils to look at question B and read it aloud.

Practice B: *Find and copy two places you might see ants.*

Explain that they will need to write two answers for question B, one on each answer line provided. Allow the pupils time to think. Discuss their suggestions and allow them to write their answers down.

Any two of the following would be required: 'garden', 'park', or 'pavement'.

'Underground' is also an acceptable answer.

Do not accept 'in a hole'.

Explain that this is not acceptable as it is taken from the illustration, not the text.

Tell the pupils to continue reading the information and answering the questions on pages 4 and 5 on their own. Remind them to think carefully about the answers they write on the answer lines and which boxes they tick.

Tell the pupils they will have around 10 minutes to finish reading the information and to answer the questions.

After approximately 10 minutes, ask pupils to turn to page 6 of the booklet.

<p>Introducing Paper 1 of the reading test (continued)</p>	<h2 style="text-align: center;">Monster and Frog at Sea</h2> <p>Ask the pupils to look at the 'Useful words' on page 6.</p> <p>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.</p> <p>Now direct the pupils to page 7 of the booklet. Explain that there is a story, Monster and Frog at Sea, on the top half of the page and questions below. Tell them that you will read the story on page 7 to them and then you will explain how they should answer the questions.</p> <p>Read the story on page 7 aloud to the pupils and discuss it with them.</p> <p>Tell the pupils to look at question C and read it aloud.</p> <p>Practice C: <i>What kind of day was it?</i></p> <p>Explain that they will need to put a tick in the box that they think is the right answer.</p> <p>cloudy <input type="checkbox"/> sunny <input type="checkbox"/> cold <input type="checkbox"/> wet <input type="checkbox"/></p> <p>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.</p> <p>The correct answer is 'sunny'. Pupils need to tick the correct box.</p> <p>Tell the pupils to look at question D and read it aloud.</p> <p>Practice D: <i>What was Monster doing?</i></p> <p>The correct answers are 'laying on the sand' or 'sunbathing'.</p> <p>Explain that answers referring to him being at the seaside would not be correct as this isn't something he is doing.</p> <p>Explain that they will need to write their answer for question D on the answer line provided. Allow the pupils time to think. Discuss their suggestions. Let the pupils fill in the answer in their booklets.</p> <p>Tell the pupils to continue reading the story and answering the questions on pages 8 to 15 on their own. Remind them to think carefully about the answers they write on the answer lines and which boxes they tick.</p> <p>Tell the pupils they will have 20 minutes to finish the reading booklet on their own.</p>
<p>What to do at the end of the test</p>	<p>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>
<p>Marking the tests</p>	<p>Use the key stage 1 sample test mark schemes to mark the tests, following both the general guidance and any specific guidance for each question.</p>

2016 key stage 1 sample English reading
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