

# Key stage 1

## English reading

### Administering the braille version of Paper 2: reading booklet and reading question booklet

Key stage 1 tests are designed to be taken at the end of the key stage 1 programme of study. It is suggested that schools administer the tests during **May**, to help inform the support that can be given to pupils ahead of their transition to key stage 2.

Schools may choose to administer the non-statutory key stage 1 tests under test conditions. To help maintain the integrity of the tests for those doing so, we ask that all schools treat all test materials as confidential until **June 2025**.

#### Pack contents:

- Administration instructions for the braille version of the key stage 1 English reading Paper 2: reading booklet and reading question booklet (overleaf)
- One copy of the braille reading question booklet
- One copy of the braille reading booklet
- One copy of the printed transcript of the braille version of the English reading Paper 2: reading booklet and reading question booklet

**For test administration**

## Key stage 1 English reading test

The key stage 1 English reading test consists of 2 papers. The papers should 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.

### Paper 2: reading booklet and reading question booklet

The following information explains how to administer the braille version of the key stage 1 English reading test Paper 2: reading booklet and reading question booklet. Modified test administration guidance is available at [www.gov.uk/sta](http://www.gov.uk/sta).

Pupils should be given the opportunity to attempt Paper 2 but administrators can stop an individual pupil at any stage of the test, if they are struggling.

<b>Format</b>	<ul style="list-style-type: none"><li>● Paper 2 consists of a reading booklet and a separate question booklet.</li><li>● There are printed transcripts of the braille booklets to help test administrators.</li><li>● It is expected that the standard version of the test will take approximately 40 minutes to complete, but it is not strictly timed. Pupils using braille tests are automatically entitled to up to 100% additional time.</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>● This paper does not include practice questions or lists of useful words.</li><li>● You should refer to the printed transcript rather than the standard test questions when administering this test.</li><li>● Changes have been made to the layout of some parts of the standard test paper to create the braille version.</li></ul>
<b>Equipment</b>	<ul style="list-style-type: none"><li>● Each pupil will need the equipment specified below:<ul style="list-style-type: none"><li>- a suitable way of recording their answers that reflects the usual way they write in class, such as a brailler, electronic braille display or word processor</li><li>- braille paper (if the pupil is brailleing their responses)</li></ul></li><li>● If it is normal classroom practice, pupils may use monolingual English electronic spell checkers, provided they do not give definitions of words.</li><li>● Pupils should <b>not</b> use a dictionary or thesaurus.</li></ul> <p>Braillists may choose to record themselves reading out loud the questions they have decoded, which they can play back to themselves instead of having to re-read the braille text.</p>
<b>Assistance</b>	<ul style="list-style-type: none"><li>● You may help pupils to locate pages/paragraphs in the text, as well as the questions in the reading question booklet, but you should be careful that nothing you say or do could be interpreted as giving pupils an advantage, for example, indicating that an answer is correct or incorrect, or suggesting the pupil look at an answer again.</li><li>● The English reading test should not be read to individuals or to a group, except for the general instructions.</li><li>● If a pupil asks a question about test content, you should not explain any words or expressions.</li><li>● If a pupil has used a word processor to type their answer and asks to hear their response read back to them, or played back via a screen reader, this is allowed. This is only allowed if a pupil requests it and should not be prompted.</li></ul> <p>The example below illustrates how to deal with a common situation:</p> <p><b>Question:</b> I don't understand the question.</p> <p><b>Answer:</b> Read the question again and pay attention to the words that tell you what to do.</p>

<b>Guidance for specific questions</b>	<p>Minor changes have been made to the wording and layout of some braille text both in the reading booklet and the question booklet.</p> <p>Throughout the reading question booklet, reading booklet page references are given as in the standard version. The braille bracket sign has been used around these page references. Test administrators may point out the bracket sign and may explain to the pupil that the page references tell them on which page of the booklet the answers to the questions can be found.</p> <p><b>Q2, Q4, Q10.</b> Braillists should write down the letter of their chosen answer.</p> <p><b>Q3 and Q4.</b> As <b>Q4</b> requires more than one page in the braille version, <b>Q3</b> and <b>Q4</b> are presented as facing pages. Test administrators may point this out to the pupil.</p> <p><b>Q8.</b> Braillists will have two sets of matching cards for this question. Test administrators should place the first three cards on the table in the following order:</p> <p style="padding-left: 40px;"><i>The most ice cream is eaten in...</i></p> <p style="padding-left: 40px;"><i>The tallest ice cream cone was made in...</i></p> <p style="padding-left: 40px;"><i>Ice Cream Day takes place in...</i></p> <p>They should then give braillists the other three cards to complete these sentences. They should give the cards in this order:</p> <p style="padding-left: 40px;"><i>the United States of America.</i></p> <p style="padding-left: 40px;"><i>New Zealand.</i></p> <p style="padding-left: 40px;"><i>Norway.</i></p> <p>Braillists should physically match the two sets of cards. They do not have to write down their answers.</p> <p><b>Q9 and Q14.</b> Braillists do not have to complete tables for these questions but should write true or false for each of the sentences labelled <b>A–D</b>. As these questions will not fit on to single pages, they have each been presented on facing pages. Test administrators may point this out to the pupil.</p>
<b>Before the test begins</b>	<ul style="list-style-type: none"> <li>● Ensure you have the printed transcript of the braille booklet.</li> <li>● Review the list of pupils with particular individual needs and consider whether they may need rest breaks or other access arrangements.</li> <li>● Ensure you know how to administer any access arrangements correctly. Please refer to the key stage 1 access arrangements guidance.</li> </ul>

<b>What to do at the start of the test</b>	<ul style="list-style-type: none"> <li>• Check that seating is appropriately spaced.</li> <li>• Check that pupils do not have mobile phones or other disruptive items.</li> <li>• Check that pupils do not have any materials or equipment that may give them extra help.</li> <li>• Ensure each pupil who needs it has a braille copy of the reading booklet and a braille copy of the reading question booklet.</li> </ul>
<b>How to introduce the test</b>	<ul style="list-style-type: none"> <li>• You should use these instructions to introduce this paper. The wording of these instructions can be adapted, provided the meaning is retained.  <i>This is the English reading test: Paper 2.</i>  <i>Paper 2 doesn't contain any practice questions and I'm not going to read any of the pages aloud to you this time.</i>  <i>There will be different types of question to answer, including:</i> <ul style="list-style-type: none"> <li>• <i>writing an answer</i></li> <li>• <i>choosing the correct answer from a list.</i></li> </ul> <i>This test will take around 80 minutes. This includes your additional time allowance.</i>  <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.</i>  <i>If you want to change an answer, use a series of 'for' braille signs (all 6 dots) to cross out the answer you don't want to be marked.</i>  <i>You need to work quietly on your own. You need to think of your own answers and you should not discuss them with anyone else.</i>  <i>Read the questions carefully and check your work.</i>  <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.</i>  <i>Do you have any questions?</i>  <i>Write your name at the top of your braille paper.</i>  <i>Now start the test.</i> </li> </ul>
<b>What to do at the end of the test</b>	<ul style="list-style-type: none"> <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>
<b>Marking the tests</b>	<ul style="list-style-type: none"> <li>• Use the key stage 1 test mark schemes and the amended mark schemes for braille to mark the test, following both the general guidance and any specific guidance for each question.</li> </ul>

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Key stage 1 English reading

Administering the braille version of Paper 2: reading booklet and reading question booklet

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### **For more copies**

Additional copies of this braille print test paper can be ordered by contacting the national curriculum assessments helpline on 0300 303 3013. A transcript can be downloaded from [www.primaryassessmentgateway.education.gov.uk](http://www.primaryassessmentgateway.education.gov.uk) during May 2025, or afterwards from [www.gov.uk/government/collections/national-curriculum-assessments-past-test-materials](http://www.gov.uk/government/collections/national-curriculum-assessments-past-test-materials).

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**OGL**

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