

Key stage 1

English grammar, punctuation and spelling

Administering the modified large print (MLP)
version of Paper 1: spelling

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 MLP key stage 1 English grammar, punctuation and spelling test Paper 1: spelling (overleaf)
- One copy of the MLP Paper 1: spelling

For test administration

Key stage 1 English grammar, punctuation and spelling test

The key stage 1 English grammar, punctuation and spelling 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 1: spelling

The following information explains how to administer the modified large print (MLP) version of the key stage 1 English grammar, punctuation and spelling test Paper 1: spelling. Modified test administration guidance is available at www.gov.uk/sta. The transcript for administration of the test is included in these instructions.

Format	<ul style="list-style-type: none">● Paper 1: spelling consists of an answer booklet for pupils to complete and a test transcript to be read by the test administrator. The transcript is included in this guidance.● It is expected that the standard version of the test will take approximately 15 minutes to complete, but it is not strictly timed. Pupils using MLP versions are automatically entitled to up to 100% additional time.● Changes have been made to the layout of some parts of the standard test paper to create the MLP version.● You should not refer to the standard test questions when administering this test.● It is at your discretion to choose when, or if, pupils require a break during the test or whether, if appropriate, to stop the test early.● The paper includes a practice question for you to use to introduce the contexts and question type to pupils. Test administrators should allow additional time to go through the practice question with pupils.
Equipment	<ul style="list-style-type: none">● Each pupil will need the equipment specified below:<ul style="list-style-type: none">- a pencil or blue or black pen.● Rubbers are allowed, but please encourage pupils to cross out answers they wish to change instead of rubbing them out.● Pupils may use the following, if this is normal classroom practice:<ul style="list-style-type: none">- computers, technical or electronic vision aids, including low-vision aids such as closed-circuit television or OCR scanners- highlighter pens.● Pupils are not allowed:<ul style="list-style-type: none">- a dictionary or thesaurus- electronic spell checkers- bilingual word lists or electronic translators.
Assistance	<ul style="list-style-type: none">● Pupils should not require any assistance during the administration of Paper 1: spelling. You should ensure that nothing you say or do during the test 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.● You should take care not to overemphasise spelling when reading out the words that pupils need to spell.
Guidance for specific questions	<ul style="list-style-type: none">● The answer lines in the spelling answer sheet are numbered. You should use these numbers to help pupils to locate the correct line to write on before reading the sentence aloud, including the missing word for pupils to spell.● Alternatively, pupils may write their spellings in a numbered list on plain paper.

Before the test begins	<ul style="list-style-type: none"> Review the list of pupils with particular individual needs, for example, pupils who may need a rest break, a scribe or a transcript made at the end of the test. Ensure you know how to administer any access arrangements correctly by referring to the key stage 1 access arrangements guidance.
What to do at the start of the test	<ul style="list-style-type: none"> Check seating is appropriately spaced and that no pupil can see another pupil's test paper. Check pupils do not have mobile phones or other disruptive items. Check pupils do not have any materials or equipment that may give them extra help. Ensure each pupil who needs it has one MLP copy of Paper 1: spelling.
How to introduce the test	<ul style="list-style-type: none"> It is important to brief pupils fully at the start of each test. Use these instructions to introduce Paper 1: spelling. The wording of these instructions can be adapted, provided the meaning is retained. <p><i>This is the English grammar, punctuation and spelling test</i> <i>Paper 1: spelling.</i></p> <p><i>The test will take around 30 minutes. This includes your additional time allowance.</i></p> <p><i>You should have Paper 1: spelling in front of you.</i></p> <p><i>Write your name on the front of your answer booklet.</i></p> <p><i>When we are doing the test, if you want to change an answer, you should put a line through it or rub out the answer you do not want to be marked.</i></p> <p><i>You need to work on your own. You should think of your own answers and you should not talk about them with anyone else.</i></p> <p><i>Do you have any questions?</i></p> <p><i>Now turn to page 2.</i></p> <p><i>There is one practice question that we'll do together.</i></p> Read the practice spelling to the pupils. <p><i>The word is tree.</i></p> <p><i>There was a big tree in the garden.</i></p> <p><i>The word is tree.</i></p> Check all pupils have understood that 'tree' should be written in the first blank space. Explain that you will now read the rest of the sentences and the missing words. Leave at least a 12-second gap between spellings. The target words may be repeated if needed. The 20 spellings should be read as follows: <ol style="list-style-type: none"> Give the spelling number Say: <i>The word is...</i> Read the context sentence Repeat: <i>The word is...</i> You should take care not to overemphasise spelling when reading out the words.

Spelling

Spelling 1: The word is **live**.

Cows and sheep **live** in fields.

The word is **live**.

Spelling 2: The word is **tall**.

The buildings are very **tall**.

The word is **tall**.

Spelling 3: The word is **save**.

I want to **save** my snack for after school.

The word is **save**.

Spelling 4: The word is **south**.

Some ducks go **south** in the winter.

The word is **south**.

Spelling 5: The word is **won**.

Andy **won** the tennis match.

The word is **won**.

Spelling 6: The word is **cover**.

Cover the table before art.

The word is **cover**.

Spelling 7: The word is **hopping**.

The rabbit is **hopping** around the field.

The word is **hopping**.

Spelling 8: The word is **rice**.

We are having **rice** with our dinner.

The word is **rice**.

Spelling 9: The word is **walk**.

We took our dog for a **walk**.

The word is **walk**.

Spelling 10: The word is **many**.

There are **many** pens in the box.

The word is **many**.

Spelling 11: The word is **asked**.

The teacher **asked** for a helper.

The word is **asked**.

Spelling 12: The word is **normal**.

It is **normal** for bats to be awake at night.

The word is **normal**.

Spelling 13: The word is **worth**.

The laptop is **worth** a lot.

The word is **worth**.

Spelling 14: The word is **warmest**.

My cat finds the **warmest** place to sleep.

The word is **warmest**.

Spelling 15: The word is **fitness**.

The **fitness** trail was fun.

The word is **fitness**.

Spelling 16: The word is **gravel**.

We have a **gravel** path at our school.

The word is **gravel**.

Spelling 17: The word is **squash**.

They drank orange **squash** after sport.

The word is **squash**.

Spelling 18: The word is **Tuesday**.

On **Tuesday** we have history.

The word is **Tuesday**.

Spelling 19: The word is **ankle**.

There are three bones in your **ankle**.

The word is **ankle**.

Spelling 20: The word is **option**.

Sarah chose a healthy **option** for lunch.

The word is **option**.

- **You should now read all 20 sentences again.**
- Give the pupils the opportunity to make any changes they wish to their answers.
- At the end of the test say:

This is the end of the test. Please stop writing.

What to do at the end of the test	<ul style="list-style-type: none"> • 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 spellings are not corrected or amended.
Marking the test	<ul style="list-style-type: none"> • Use the key stage 1 test mark schemes to mark the test, following both the general guidance and any specific guidance for each question. There are no modified mark scheme amendments for this test paper. • Be sympathetic to the fact that the handwriting of pupils with visual impairment may be of inconsistent size and formation.

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