

# Key stage 1

## English grammar, punctuation and spelling

### Administering the braille version of Paper 2: questions

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 key stage 1 English grammar, punctuation and spelling Paper 2: questions (overleaf)
- One copy of the braille Paper 2: questions
- One copy of the printed transcript of the braille version of Paper 2: questions

**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. However, there is no braille version of Paper 1: spelling. Administrators can use the test transcript from the standard version of the spelling test. Pupils should write their answers on plain braille paper. 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: questions

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

<b>Format</b>	<ul style="list-style-type: none"><li>● Paper 2: questions consists of a single question booklet.</li><li>● There is a printed transcript of the braille booklet to help test administrators.</li><li>● It is expected that the standard version of the test will take approximately 20 minutes to complete, but it is not strictly timed. Pupils using braille tests are automatically entitled to up to 100% additional time.</li><li>● Changes have been made to the layout of some parts of the standard test paper to create the braille version.</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>● You should refer to the printed transcript rather than the standard test questions when administering this test.</li><li>● The paper includes some practice questions for you to use to introduce the contexts and question types to pupils. Test administrators should allow additional time to go through the practice questions with pupils.</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 brailier, electronic braille display or word processor</li><li>- braille paper (if the pupil is brailleing their responses).</li></ul></li><li>● Pupils are <b>not</b> allowed:<ul style="list-style-type: none"><li>- a dictionary or thesaurus</li><li>- electronic spell checkers</li><li>- bilingual word lists or electronic translators</li><li>- if a pupil is using any electronic aid, e.g. a BrailleNote, the grammar and spelling check should be disabled prior to the test.</li></ul></li></ul>

<b>Assistance</b>	<ul style="list-style-type: none"> <li>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.</li> <li>You should not explain any subject-specific terminology. If any other word in a question is unfamiliar to pupils, you may explain it, or show them objects to help them understand.</li> <li>You should not give alternative explanations, for example, explain 'commands' as 'instructions' or name punctuation.</li> <li>The document <b>Notes for readers in the English grammar, punctuation and spelling test</b><sup>1</sup> gives examples of how to read particular types of question in Paper 2.</li> </ul> <p>The examples below illustrate how to deal with some common situations:</p> <p><b>Question:</b> I don't understand the question.  <b>Answer:</b> Read the question again and pay attention to key words that tell you what to do.</p> <p><b>Question:</b> What does 'adverb' mean?  <b>Answer:</b> I can't tell you, but think hard and try to remember. We can talk about it after the test.</p>
<b>Guidance for specific questions</b>	<p>The 'How to introduce the test' section tells you how to introduce the 2 practice questions.</p> <p><b>Practice question a.</b> Braillists do not need to write down the whole sentence, simply the letter of their chosen answer. Test administrators may use this example of a multiple-choice question to familiarise braillists with how to answer such questions. The correct answer is <b>A</b>.</p> <p><b>Q1, Q5, Q6a, Q6b, Q7, Q8, Q12, Q15, Q16 and Q19.</b> Braillists should write down the letter or letters of their chosen answer(s).</p> <p><b>Q1, Q6, Q9, Q13 and Q17.</b> Test administrators may point out the braille sign for a missing word or part-word in these questions.</p> <p><b>Q2.</b> Braillists may tell the test administrator orally the correct punctuation mark to go at the end of the sentence.</p> <p><b>Q4, Q11 and Q14.</b> Test administrators may point out the target sentences to the pupil. Braillists do not have to copy the sentence(s). They may show the test administrator where the required punctuation should go in the sentences by describing the position orally, by physically pointing to the place or by placing sticky tack in their chosen location.</p> <p><b>Q8, Q10 and Q12.</b> Speech marks have been used to emphasise a key word instead of the italic sign. Test administrators may point out the speech marks.</p> <p><b>Q9 and Q17.</b> Braillists do not have to write out the sentences in full, simply the two words with their chosen suffixes added.</p> <p><b>Q13.</b> Braillists do not have to write out the sentence in full, simply the target word with their two letters added or just the two letters to be added.</p> <p><b>Q18.</b> Test administrators may point out the four words to be used.</p>
<b>Before the test begins</b>	<ul style="list-style-type: none"> <li>Make sure 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 by referring 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 seating is appropriately spaced.</li> <li>Check pupils do not have mobile phones or other disruptive items.</li> <li>Check pupils do not have any materials or equipment that may give them extra help.</li> <li>Ensure each pupil who needs it has one braille question booklet for Paper 2: questions.</li> </ul>

## How to introduce the test

- It is important to brief pupils fully at the start of each test. Use these instructions to introduce Paper 2: questions.
- The wording of these instructions can be adapted, provided the meaning is retained.

*This is the English grammar, punctuation and spelling test Paper 2: questions. The test will take around 40 minutes. This includes your additional time allowance.*

*You should have Paper 2: questions in front of you.*

*Write your name on your braille paper.*

*If you want to change an answer, you should cross out the answer you don't want to be marked, by using a series of 'for' braille signs (all 6 dots).*

*Now turn to page 1.*

*There are 2 practice questions that we'll do together.*

- Read the sentence to the pupils.

*The punctuation mark is missing from the end of each of the sentences below.*

- Then read the question.

*Which sentence is a command?*

- Direct pupils towards the options and give them the opportunity to answer the question in their booklet. If any pupil is not sure what to do, explain what they need to do to answer the question.

- Read the sentence to the pupils.

*Find and copy the word in the sentence below that must have a capital letter.*

- Then read the sentence.

*my class is singing in assembly.*

- Give pupils the opportunity to answer the question in their booklet. If any pupil is not sure what to do, explain what they need to do to answer the question.

**This section continues on the next page.**

<b>How to introduce the test</b> (continued)	<ul style="list-style-type: none"> <li>● Tell the pupils: <i>There will be other types of question. If you are unsure how to answer, you should put up your hand to ask.</i> <i>You need to think of your own answers and you should not talk about them with anyone else.</i> <i>Try to answer all of the questions. If you can't answer a question, move on to the next one and come back to it later if you have time.</i> <i>Read each question carefully so you know what it is asking.</i> <i>Remember to check your work carefully.</i> <i>If you have any questions during the test, you should put your hand up and wait for someone to come over. Remember that we can't help you answer any of the test questions.</i> <i>Do you have any questions?</i> <i>Turn to page 3 and 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, including spelling, are not corrected or amended.</li> </ul>
<b>Marking the test</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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Standards  
& Testing  
Agency

Key stage 1 English grammar, punctuation and spelling

Administering the braille version of Paper 2: questions

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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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