

# Key stage 2

## English reading

Administering the modified large print (MLP) version of the reading booklet and reading answer booklet

**TUESDAY 13 MAY 2025**

**CONFIDENTIAL:** This pack must be kept secure and unopened until the start of the test on **Tuesday 13 May 2025**.

Early opening, up to 1 hour before the test starts, is only allowed if access to the contents is needed to make adaptations to meet individual pupils' needs. Early opening of more than 1 hour is only allowed if permission has been granted by STA.

Please ensure you have read and understood the 2025 modified test administration guidance before opening this pack.

### Pack contents:

- Administration instructions for the MLP key stage 2 English reading test: reading booklet and reading answer booklet (overleaf)
- One copy of the MLP reading booklet
- One copy of the MLP reading answer booklet

**For test administration**

## Key stage 2 English reading test

The following information explains how to administer the modified large print (MLP) version of the key stage 2 English reading test. Modified test administration guidance is available at [www.gov.uk/sta](http://www.gov.uk/sta). If you have any questions, you should check with your headteacher or key stage 2 test co-ordinator before you administer the test.

Please follow these instructions correctly to ensure the test is properly administered. Failure to administer the test correctly could result in a maladministration investigation.

Test packs must not be opened until pupils are in the test room ready to complete the test, unless early opening is required to meet individual pupils' needs.

<b>Format</b>	<ul style="list-style-type: none"><li>• This test consists of a reading booklet and an answer booklet.</li><li>• Pupils have a total of 1 hour, plus up to 100% additional time, to read the three texts in the reading booklet and complete the questions at their own pace. They can approach the test as they choose, for example, working through one text and answering the questions before moving on to the next.</li><li>• Changes have been made to the layout and wording of some questions in the MLP reading answer booklet, compared with the standard version of the test. The layout of the reading booklet may also vary.</li><li>• You must not refer to the standard test questions when administering this test.</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 dark pencil or blue or black pen.</li></ul></li><li>• Rubbers are allowed, but please encourage pupils to cross out answers they wish to change instead of rubbing them out.</li><li>• Pupils may use the following, if this is normal classroom practice:<ul style="list-style-type: none"><li>- technical or electronic vision aids, including low-vision aids such as closed-circuit television or OCR scanners</li><li>- monolingual English electronic spell checkers, provided they do not give definitions of words</li><li>- highlighter pens.</li></ul></li><li>• Pupils must <b>not</b> use a dictionary or thesaurus.</li><li>• You may give pupils additional lined paper if they request it.</li></ul>
<b>Assistance</b>	<ul style="list-style-type: none"><li>• You must ensure that nothing you say or do during a test could be interpreted as giving pupils an advantage, for example, indicating an answer is correct or incorrect, or suggesting the pupil looks at an answer again.</li><li>• The English reading test must not be read to individuals or to a group, except for the general instructions. However, you may read, and rephrase if necessary, the information provided in the test instructions on pages 2, 3 and 4 of the reading answer booklet to ensure that all pupils understand them.</li><li>• You may help to identify and interpret any pictorial details within the test, but you must not help with the reading of any text. Pupils with severe visual impairment will need extra time to interpret pictures and diagrams. You may 'stop the clock' while pupils examine them.</li><li>• If a pupil asks a question about test content, you must not explain the meanings of any words or expressions.</li><li>• The example below illustrates how to deal with a common situation: <b>Question:</b> I don't understand the question. <b>Answer:</b> Read the question again and underline key words that tell you what to do.</li></ul>
<b>Guidance for specific questions</b>	<p>In the reading booklet, make sure the pupil locates the footnote at the bottom of page 20.</p> <p>In the answer booklet, make sure the pupil locates the last question (page 50).</p>

<b>Before the test begins</b>	<ul style="list-style-type: none"> <li>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.</li> <li>Ensure you know how to administer any access arrangements correctly. Please refer to the key stage 2 access arrangements guidance.</li> <li>It is important that the pupils' names on their tests match the names on the test attendance register. Check with your test co-ordinator whether any pupil in your group is known by a different name in school, or has changed their name since pupil registration. This is so you can ensure the pupil writes the correct name on their test paper.</li> <li>Write the school's name and DfE number on a board that is visible to all pupils.</li> <li>Leave space on the board to write the start and finish times of the test.</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 and that no pupil can see another pupil's answer booklet.</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 MLP copy of the reading booklet and one MLP copy of the answer booklet.</li> <li>Write the start and finish times on a board so all pupils can see them.</li> </ul>
<b>How to introduce the test</b>	<ul style="list-style-type: none"> <li>It is important to brief pupils fully at the start of each test. You should use this script to introduce the English reading test.  <i>This is the key stage 2 English reading test. You should have a reading booklet and an answer booklet in front of you.</i>  <i>You will need a blue or black pen or dark pencil.</i>  <i>Write your name, date of birth, school and DfE number on the front of your answer booklet.</i>  <i>[If any pupil's name differs from the name provided during pupil registration, instruct the pupil to write both names on the paper.]</i>  <i>Open your answer booklet to page 2. I will read the instructions to you.</i> </li> </ul> <p><b>Questions and answers</b></p> <p><i>You have 1 hour, plus your additional time allowance, to complete this test, answering the questions in the answer booklet.</i></p> <p><i>Read one text and answer the questions about that text before moving on to read the next text. There are three texts and three sets of questions.</i></p> <p><i>In this booklet, there are different types of question for you to answer in different ways.</i></p> <p><i>The space for your answer shows you what type of answer is needed. Write your answer in the space provided.</i></p> <p><b>Short answers:</b> <i>This shows that you only need to write a word or a few words in your answer.</i></p> <p><b>Sentence answers:</b> <i>This shows that you need to write more words or a sentence or two.</i></p> <p><b>Longer answers:</b> <i>This shows that a longer, more detailed answer is needed. You can write in full sentences if you want to.</i></p> <p><b>Selected answers:</b> <i>For some questions you do not need to write anything at all and you should tick, draw lines to or circle your answer.</i></p> <p><i>Read the instructions carefully so that you know how to answer the question.</i></p>

**This section continues on the next page**

<p><b>How to introduce the test</b> (continued)</p>	<p><b>Marks</b></p> <p><i>After each question, the type of answer required and the maximum number of marks is shown in [brackets].</i></p> <p><i>As this is a reading test, you must use the information in the texts to help you to answer the questions. When a question includes a page or paragraph reference, you should refer to the text on that page or in that paragraph to help you with your answer.</i></p> <p><i>Pay particular attention to any instructions within test questions.</i></p> <p><i>If you want to change your answer, put a line through the answer you do not want the marker to read. If you have to use a rubber, make sure you rub out your answer completely before writing a new one.</i></p> <p><i>Remember to check your work carefully.</i></p> <p><i>If you have any questions during the test, you should put your hand up and wait for someone to come over to you. Remember, I cannot help you answer any of the test questions or read any of the words to you.</i></p> <p><i>You must not talk to each other.</i></p> <p><i>Do you have any questions?</i></p> <p><i>I will tell you when you have 5 minutes left. I will tell you when the test is over and to stop writing.</i></p> <p><i>You may now start the test.</i></p>
<p><b>How to deal with issues during the test</b></p>	<ul style="list-style-type: none"> <li>● It is impossible to plan for every scenario. Whatever action you take, pupil safety must always be your first consideration.</li> <li>● In the following circumstances, you will need to stop the test either for an individual pupil, group of pupils or for the whole cohort: <ul style="list-style-type: none"> <li>- test papers are incorrectly collated or the print is illegible</li> <li>- an incorrect test has been administered</li> <li>- a fire alarm goes off</li> <li>- a pupil is unwell</li> <li>- a pupil needs to leave the room</li> <li>- a pupil is caught cheating.</li> </ul> </li> <li>● If you need to stop the test: <ul style="list-style-type: none"> <li>- make a note of the time</li> <li>- make sure pupils are kept under test conditions and that they are supervised</li> <li>- if pupils have to leave the room, ensure they do not talk about the test</li> <li>- speak to your test co-ordinator or a senior member of staff for advice about what to do next</li> <li>- consider contacting the national curriculum assessments helpline on 0300 303 3013 for further advice.</li> </ul> </li> <li>● You should brief your headteacher on how the incident was dealt with once the test is over.</li> </ul>

**What to do  
at the end  
of the test**

- 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.
- Ensure that you inform your senior member of staff/test co-ordinator if you have made a transcript, or if a pupil has used a scribe, word processor or other electronic or technical device. This is so they can complete the appropriate online notification.
- Ensure you have collected every test script and any additional paper which pupils have recorded their answers on.
- Return the test scripts, and any additional paper, immediately to the senior member of staff who is responsible for collating the test scripts. Ensure you inform them of any pupils who have used additional paper so they can collate the pupils' responses correctly.
- Do not look at, annotate or review pupils' answers in any way (unless it is necessary to make a transcript). If you amend or tamper with pupils' answers, it will be considered maladministration and results may be annulled.
- Do not keep or photocopy test scripts for any reason.
- Ensure that any unused test materials, including reading booklets, are stored securely until Friday 23 May.

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Agency

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### **For more copies**

Additional copies of the modified large print test paper can be ordered by contacting the national curriculum assessments helpline on 0300 303 3013. After the test window, it can be downloaded 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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The texts used in national curriculum assessments are carefully selected to ensure that they are suitable for pupils. Please note, however, that they are often taken from wider materials and you should review the content from the source material before using it with your pupils.

If you have any queries regarding these test materials, please contact the national curriculum assessments helpline on 0300 303 3013 or email [assessments@education.gov.uk](mailto:assessments@education.gov.uk).