

Key stage 1

English reading

Administering the braille (UEB) version of the key stage 1 English reading test Paper 1: reading prompt and answer booklet

CONFIDENTIAL

This pack must be kept secure and unopened until **Tuesday 2 May 2017**. The pack must not be opened until the pupils are in the test room ready to complete the first administration of the test.

Please ensure you have read and understood the 2017 test administration guidance before opening this pack.

Pack contents:

- An overview of the braille (UEB) version of the key stage 1 English reading Paper 1: reading prompt and answer booklet (overleaf)
- 1 copy of the braille (UEB) reading prompt and answer booklet
- 1 copy of the printed transcript of the braille (UEB) version of the English reading prompt and answer booklet
- 1 copy of the sentence cards (2 pages of card tagged at the back of the booklet)

For test administration

2017 Key stage 1 English reading test

The key stage 1 English reading test consists of 2 papers. The papers must 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. Pupils can also be stopped at the teacher’s discretion if pupils reach a point where they are increasingly struggling with the paper. Test packs must not be opened until the pupils are in the test room ready to complete the first administration of the test.

Paper 1: reading prompt and answer booklet

The following information explains how to administer the braille (UEB) version of the key stage 1 English reading test Paper 1: reading prompt and answer booklet. There is additional information on www.gov.uk about administering braille tests to pupils.

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. Failure to administer the test correctly could result in a maladministration investigation.

Format	<ul style="list-style-type: none">This component of the test consists of a single reading prompt and answer booklet in braille (UEB), on paper that is slightly larger than A4.There is a printed transcript of the braille (UEB) booklet to help administrators.Pupils will have approximately 60 minutes to complete the questions in the booklet (not strictly timed and includes up to 100% additional time).It is at your discretion to choose when or if a pupil(s) requires a break during the test or whether, if appropriate, to stop the test early.In this booklet the text and corresponding questions have been presented as facing pages wherever possible.You must not refer to the standard test questions when administering this test.
Equipment	<p>Pupils will need the equipment below:</p> <ul style="list-style-type: none">a suitable way of recording their answers, such as a brailler, blue / black pen, pencil or word processor (i.e. the usual way they write in class)braille paper (if the pupil is brailleing their responses) <p>No additional equipment is allowed.</p>
Assistance	<ul style="list-style-type: none">You must ensure that nothing you say or do during the test could be interpreted as giving pupils an advantage e.g. indicating that an answer is correct or incorrect, or suggesting the pupil reviews an answer again.You may help pupils to locate pages / paragraphs in the text, as well as the questions in the booklet.The English reading tests must not be read to individuals or to a group, except for the general instructions below, and the practice text and practice questions.If a pupil asks a question about test content during their individual working time, you must not explain any words or expressions. However, explanations regarding words or expressions from the ‘Useful words’ list for Paper 1 can be given before the start of each section of the test (see general instructions below). The example below illustrates how to deal with a common situation: <p>Q. I don’t understand the question. A. Read the question again and pay attention to key words that tell you what to do.</p> <ul style="list-style-type: none">If any everyday context or words related to a question are unfamiliar to a pupil, you may describe the related context.
Guidance for specific questions	<p>Practice question a. Braillists do not need to write down the whole word, simply the letter of their chosen answer. Test administrators may use this example of multiple choice question to help familiarise braillists with how to answer similar questions later in the test. The correct answer is A.</p> <p>Q1, Q4, Q7 and Q8 Braillists should write down the letter of their chosen answer.</p> <p>Q9. There are six cards provided at the back of the braille booklet for this question. Test administrators should place the three ‘day’ cards on the table in the following vertical order:</p> <p>Monday Tuesday Wednesday</p> <p>Braillists should be told to match the three ‘place’ cards (garden, living room and bedroom) to the correct day to show where Molly was playing each day.</p>

Guidance for specific questions (continued)	<p>Practice question c, Q11, Q14, Q17 Braillists should write down the letter of their chosen answer.</p> <p>Q20. A different set of six cards are provided at the back of the braille booklet for this question. Test administrators should place the three cards showing the words oceans, lakes and rivers on the table in a vertical list. Braillists should be told to match the three descriptions to these words.</p>
Before the test begins	<ul style="list-style-type: none"> ● Detach the sets of brailled cards at the back of the braille booklet. Cut out the cards and keep them to one side until the pupil reaches Q9 for the first set and Q20 for the second set. ● Make sure you have the printed transcript of the braille (UEB) booklet to hand. ● Review the list of pupils with particular individual needs, e.g. whether they may need rest breaks. ● Ensure you know how to administer these access arrangements correctly. Please refer to the 2017 key stage 1 access arrangements guidance. ● Check that there are enough administrators to maintain adequate supervision and support for the test. You should consider the possibility of at least one test administrator needing to leave the room with a pupil. ● Ensure 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, a group of pupils 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 ● consider contacting the national curriculum assessments helpline on 0300 303 3013. <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 pupils don't have mobile phones or other disruptive items. ● Check that pupils don't have any materials or equipment that may give them extra help. ● Check that seating is appropriately spaced. ● Ensure each pupil that needs it has 1 braille (UEB) copy of the combined reading prompt and answer booklet.

What to say at the start of the test	<p>It is recommended that you spend at least 5 minutes introducing each section of this paper to the pupils.</p> <p>The paper contains lists of 'Useful words' and a number of practice pages, designed to help the pupils approach 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 pupils and they should be helped to recognise the words.</p> <p>The practice pages at the beginning of the first two sections also provide the opportunity to discuss setting and characters.</p> <p>Test administrators will need to build in time to go through the 'Useful words' and the practice pages with the pupils at specific intervals throughout the test.</p> <ul style="list-style-type: none">● Explain to the pupils at the start of the administration that you will spend some time going through the 'Useful word' 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.● Explain that you will then go through the 'Useful words' and the practice pages for the second text in the booklet.● Explain to the pupils that there will be a number of different ways to answer including:<ul style="list-style-type: none">• writing the question number and their answer• writing the question number and their chosen letter• matching sentence cards.● Ask the pupils if they have any questions about how to answer questions.● Tell the pupils to write their name on the front of the booklet.
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Instructions for reading text 1: There’s an Octopus Under my Bed!

What to say at the start of reading text 1	<ul style="list-style-type: none">● Read out the name of the first text to the pupils. <p>There’s an Octopus Under my Bed!</p><p>You need to look at the useful word on page 2 in your braille booklet.</p>● Talk about the letters and the sounds in the word to ensure that 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>Look at the story on page 2 in your braille booklet.</p><p>There is a story on this page and some questions about the story on the next page. I’m going to read the story to you and then I’ll explain how you should answer the questions.</p>● Read the story on page 2 (page 2 in the transcript) aloud to the pupils and discuss what is happening in the narrative.● Tell the pupils to look at question a. Read it aloud. <p>When did the story start?</p><p>A. Monday, B. Tuesday, C. Wednesday or D. Thursday.</p><p>You need to write the letter of the day you think is correct.</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 write their chosen letter on their braille paper.● Tell the pupils to look at question b. Read it aloud. <p>Where was Molly playing?</p><p>You need to write your answer for question b.</p>● Give the pupils some time to think. You should then discuss their selections, noting different ways of expressing the correct answer and explaining that it is perfectly acceptable to use different words to explain the same idea. Let the pupils write their answer on their braille paper. <p>You now have 20 minutes to finish reading the story and answer the questions on pages 4 to 12 in your braille booklet on your own. You should think carefully about the answers you give.</p>● After approximately 20 minutes ask pupils to turn to page 13 of their braille booklet.
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Instructions for reading text 2: I’m Riding on a Giant

What to say at the start of reading text 2	<ul style="list-style-type: none">● Read out the name of the text to the pupils. <p>I’m Riding on a Giant</p><p>You need to look at the useful words on page 13.</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>There is a poem on page 13.</p><p>On the next page there are some questions about the poem. I will read the poem to you and then I’ll explain how you should answer the questions.</p>● Read the text on page 13 (page 4 in the transcript) aloud to the pupils and discuss the content.● Tell the pupils to look at question c. Read it aloud. <p>What does the child say they are riding on?</p><p>A. a cloud, B. a giant, C. a horse or D. a train.</p><p>You need to write the letter of the answer that you think is correct.</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 write their chosen letter on their braille paper.● Tell the pupils to look at question d. Read it aloud. <p>Who is the child looking down on?</p><p>You need to write your answer for question d on your braille paper.</p>● Allow pupils time to think. You should then discuss their selections, noting different ways of expressing the correct answer and explaining that it is perfectly acceptable to use different words to explain the same idea. Let the pupils write their answer on their braille paper. <p>You now have 20 minutes to finish reading the poem and answer the questions on pages 15 to 20 in the braille booklet on your own. You should think carefully about the answers you give.</p>● After approximately 20 minutes ask pupils to turn to page 21 of the booklet.
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Instructions for reading text 3: World of Water

What to say at the start of reading text 3	<ul style="list-style-type: none">● Read out the name of the text to the pupils. World of Water You need to look at the useful words on page 21.● 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. World of Water does not have any practice questions. Read the text on page 21 and 22 and answer the questions. You have 20 minutes to read the information and answer the questions on pages 21 to 26.
What to do at the end of the test	<ul style="list-style-type: none">● Follow your school’s procedure for collecting and storing the pupils’ test scripts.● 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.
Marking the tests	<ul style="list-style-type: none">● 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.

Administering the braille (UEB) version of the 2017 key stage 1
English reading test Paper 1: reading prompt and answer booklet
Electronic version product code: STA/17/7804/e ISBN: 978-1-78644-601-5

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Standards
& Testing
Agency

OGL

Transcription of the Braille Version

2017 national curriculum tests

Key stage 1

English reading

Braille

Paper 1: reading prompt and question booklet

[braille page 1]

Contents

There's an Octopus Under my Bed!	2
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[braille page 2, facing page 3]

Useful word

octopus

There's an Octopus Under my Bed!

Molly didn't like tidying up.

On Monday, Molly was playing in her room when her mother said, "Molly, tidy up!"

But she was too busy being a princess. Then Molly went for tea, and she still hadn't tidied up.

.....

[braille page 3]

Practice questions

a. When did the story start?

A. Monday

B. Tuesday

C. Wednesday

D. Thursday

b. Where was Molly playing?

[braille page 4]

When she came back, the palace had gone. Her bedroom was tidy.

Molly didn't understand.

"It's magic," thought Molly.

.....

1. Molly didn't understand.

This means Molly was...

A. angry.

B. sad.

C. happy.

D. confused.

2. What did Molly think was magic?

[braille page 5, facing page 6]

On Tuesday, Molly was racing in the garden when her mother said, "Molly, tidy up!"

But she was too busy hopping around the race track she had made with ropes, bats, balls and skittles. Then Molly went for tea, and she still hadn't tidied up.

When she came back, her race track had disappeared.

"Something with a lot of arms is tidying up," thought Molly.

.....

[braille page 6]

3. What was Molly doing on Tuesday?

4. Molly thought that something with many arms had been in the garden.

Why?

Her race track had been...

A. eaten up.

B. dropped.

C. picked up.

D. broken.

[braille page 7, facing page 8]

On Wednesday, Molly was building a monster when her mother said, "Molly, tidy up!" But Molly was too busy having fun. Then Molly went for tea, and she still hadn't tidied up.

When Molly came back, the living room was tidy.

"Who's tidying up? I'd like to meet them. Maybe it's an octopus..." she thought.

Molly looked everywhere: under her bed, inside the top drawer and even down the toilet!

[braille page 8]

But Molly couldn't find Octopus anywhere. Then she had an idea...

.....

5. Why was Molly always too busy to tidy up?

6. Where did Molly look for the octopus?

Write down one place.

[braille page 9]

7. Then she had an idea...

The word "idea" means...

A. a dream.

B. a feeling.

C. a thought.

D. an adventure.

[braille page 10, facing page 11]

On Thursday, when her mother said, "Molly, tidy up!", Molly carried on dancing, making a massive mess of her bedroom.

And when Molly went for tea, she ate it super fast and raced back to her bedroom.

Molly imagined Octopus would be very busy today because she'd left a huge mess.

But she had a surprise... there wasn't an octopus: it was her mother!

[braille page 11]

So on Friday, when her mother said, "Molly, tidy up!", she did.

.....

8. Why did Molly rush to finish her tea?

- A. She wanted to carry on playing.
- B. She wanted to tidy her room.
- C. She wanted to see the octopus.
- D. She wanted to carry on dancing.

[braille page 12]

9. Your teacher will give you cards for this question.

Match the cards to show where Molly was playing on each day.

[braille page 13, facing page 14]

Useful words

ducking down

safe as houses

I'm Riding on a Giant

I'm riding on a giant.

I'm way up in the sky.

Looking down on everyone

From higher up than high.

.....

[braille page 14]

Practice questions

c. What does the child say they are riding on?

- A. a cloud
- B. a giant
- C. a horse
- D. a train

d. Who is the child looking down on?

[braille page 15, facing page 16]

I'm holding on to giant's ears
As we stride along the street
Shouting down at people,
"Hey! Mind my giant's feet!"

We're ducking down through doorways.
We're walking over walls.
I'm safe as houses way up here.
My giant never falls.

.....

[braille page 16]

10. What is the child holding on to?

11. As we stride along the street
Which word means the same as stride?
- A. crawl
 - B. march
 - C. dance
 - D. climb

[braille page 17, facing page 18]

People down below us
Simply stop and stare.
Then when they see our shadow,
Oh wow! They get a scare.

I'm taller than the tree-tops.
I'm high enough to fly.
Another centimetre and I'd
Bump into the sky.

.....

[braille page 18]

12. What happens when people see the shadow?

[braille page 19, facing page 20]

I've been riding on my giant,
Oh! What a day I've had.
I'm not afraid of giants,
'Cause this one is my dad.

.....

[braille page 20]

13. Why did the child describe their father as a giant?
14. Which of these do you think the child is likely to say at the end of the outing?
- A. That was fun, Mum. Can you do it all over again?
 - B. That was so scary. I never want to do it again!
 - C. That was really boring, Dad.
 - D. That was great, Dad. Let's do it again!

[braille page 21, facing page 22]

Useful words
bodies of water

World of Water

Water is important to life. Plants and animals need it to grow. We use water to drink, cook and clean. A large part of the Earth is covered in water.

Where can you find water?

We can see water fall from the sky as rain, or frozen into ice and snow.

[braille page 22]

You can find water in the sea, in lakes and in rivers. Let's find out more about water in nature...

.....

15. Why is water so important?
16. Give two places where you could find water in nature.

[braille page 23, facing page 24]

Water in nature

Water from lakes, rivers and streams is called fresh water and, after cleaning, it can be used for drinking. Water from oceans and seas is called salt water.

Drinking lots of salt water can make you very ill.

Seas

Seas are large areas of salt water that surround the land. The largest seas are called oceans. The three **[braille page 24]** biggest oceans are the Atlantic, the Indian and the Pacific. The Pacific Ocean is the biggest of them all.

.....

17. What is the main difference between seawater and fresh water?

- A. dirt
- B. salt
- C. fish
- D. air

18. What is the name of the biggest ocean?

[braille page 25, facing page 26]

Lakes

Lakes are large bodies of water with land all around them. Most lakes are full of fresh water. Lake Victoria in Africa is one of the biggest lakes in the world.

Rivers

Rivers are full of fresh, moving water and flow across the land. Some of England's rivers are the Avon, **[braille page 26]** the Mersey, the Thames and the Tyne.

.....

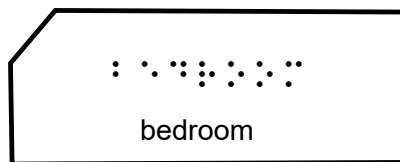
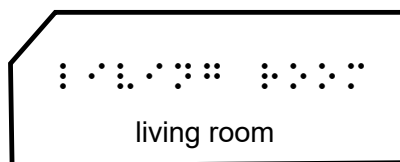
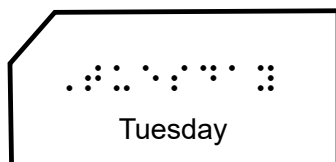
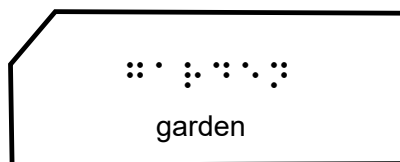
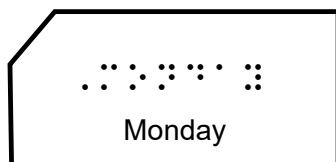
19. The text tells us about rivers in England.

Name two of them.

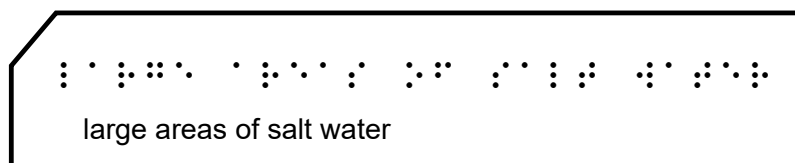
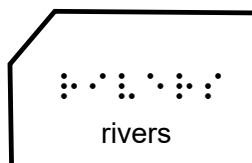
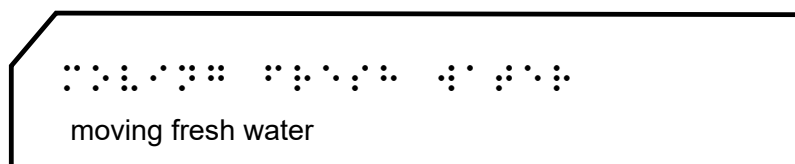
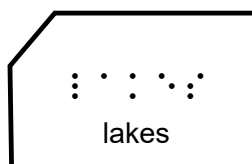
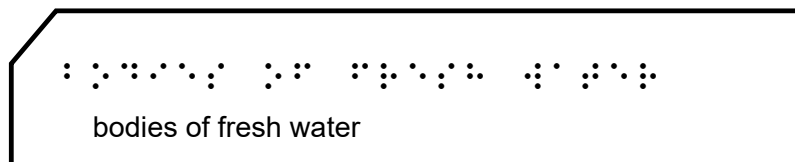
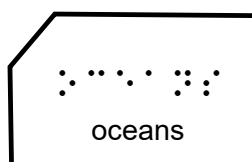
20. Your teacher will give you cards for this question. Match the cards to describe oceans, lakes and rivers.

.....
End of test

Braille cards for question 9.



Braille cards for question 20.



2017 national curriculum tests

Key stage 1

English grammar, punctuation and spelling

Administering the braille (UEB) version of the
key stage 1 English grammar, punctuation
and spelling test Paper 2: questions

CONFIDENTIAL

This test can be administered during **May 2017**.

The confidentiality and integrity of the test must be maintained until **Monday 5 June 2017**. The test must not be shared or made available outside your school before this date.

Please ensure you have read and understood the 2017 test administration guidance before administering the test.

Pack contents:

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

For test administration

2017 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 must 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. However, test packs must not be opened until the pupils are in the test room ready to complete the first administration of the test.

Paper 2: questions

The following information explains how to administer the braille (UEB) version of the key stage 1 English grammar, punctuation and spelling test Paper 2: questions. There is additional information on www.gov.uk about administering braille tests to pupils. 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 to ensure that the test is properly administered. Failure to administer the test correctly could result in a maladministration investigation at the school.

Format	<ul style="list-style-type: none">• This component of the test consists of a single question booklet in braille (UEB).• There is a printed transcript of the braille (UEB) booklet to help test administrators.• Pupils will have approximately 40 minutes (not strictly timed and includes up to 100% additional time) to complete the questions by brailleing a list of question numbers and their answers on blank braille paper.• It is at your discretion to choose when or if a pupil(s) requires a break during the test or whether, if appropriate, to stop the test early.• You must not refer to the standard test questions when administering this test.
Equipment	<p>Pupils will need the equipment below:</p> <ul style="list-style-type: none">• a suitable way of recording their answers, such as a brailier, blue / black pen, dark pencil or word processor (i.e. the usual way they write in class)• braille paper (if the pupil is brailleing their responses) <p>No additional equipment is allowed.</p>
Assistance	<ul style="list-style-type: none">• You must ensure that nothing you say or do during the test could be interpreted as giving pupils an advantage, e.g. indicating that an answer is correct or incorrect, or suggesting the pupil reviews an answer again.• You may explain or rephrase a question provided you do not give away subject-specific information. For example, if a question asks to 'insert a comma', 'insert' may be explained, but not 'comma'.• You must not give alternative explanations, e.g. explain 'commands' as 'instructions' or name punctuation. <p>The notes for readers in the English grammar, punctuation and spelling test can be found at www.gov.uk/government/publications/notes-for-readers-in-the-english-grammar-punctuation-and-spelling-test-short-answer-questions. This document gives examples of how to read particular types of question in Paper 2: questions.</p> <ul style="list-style-type: none">• The examples below illustrate how to deal with some common situations. <p>Q. I don't understand the question. A. Read the question again and pay attention to key words that tell you what to do.</p> <p>Q. What does 'comma' mean? A. I can't tell you, but think hard and try to remember. We can talk about it after the test.</p> <ul style="list-style-type: none">• If any context or words related to a question are unfamiliar to a pupil, you may describe the related context.

Guidance for specific questions	<p>The 'What to say at the start of the test' section tells you how to introduce the 2 practice questions.</p> <p>Practice question b. Brailleists do not need to write down the whole sentence, simply the word they have chosen.</p> <p>Q1, Q2, Q4. Brailleists should write down the letter of their chosen answer.</p> <p>Q6. Brailleists may either copy the three sentences and add their chosen punctuation to each, or may write full stop or question mark for A, B and C.</p> <p>Q7. This is a replacement question. There is an amended mark scheme for this question.</p> <p>Q8. Brailleists do not have to copy the sentences. They may show the test administrator where the two missing full stops should go by describing the positions orally, by physically pointing to the places or by placing 'sticky-tack' in their chosen location.</p> <p>Q9. Nine cards are provided at the back of the braille booklet for this question.</p> <p>Test administrators should give the pupil the three words 'kind', 'enjoy' and 'tired' and the two sets of suffixes 'ment' and 'ness'. Brailleists should match each of the three words with their chosen suffix.</p> <p>Q10. Brailleists should simply write their chosen adverb.</p> <p>Q11, Q12. Brailleists should write down the letter of their chosen answer.</p> <p>Q14. Brailleists should copy the short sentence, inserting the missing apostrophe in their chosen place.</p> <p>Q15. There is a range of possible answers. Responses should be marked in accordance with the standard mark scheme.</p> <p>Q16. This is a replacement question. There is an amended mark scheme for this question.</p> <p>Q17. Brailleists should simply write S (singular) or P (plural) for A, B and C.</p> <p>Q18. Brailleists should write down the letter of their chosen answer.</p>
Before the test begins	<ul style="list-style-type: none"> • Make sure you have the printed transcript of the braille (UEB) booklet. • Review the list of pupils with particular individual needs, e.g. so you know how much additional time pupils are allowed or whether they may need rest breaks. • Ensure you know how to administer any access arrangements correctly. Please refer to the 2017 key stage 1 access arrangements guidance. • Check that there are enough administrators to maintain adequate supervision and support during the test. You should consider the possibility of at least one 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 • 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 • consider contacting the national curriculum assessments helpline on 0300 303 3013 for further advice. <p>You should brief your headteacher on how the incident was dealt with once the test is over.</p>

<p>What to do at the start of the test</p>	<ul style="list-style-type: none"> • Check that pupils don't have mobile phones or other disruptive items. • Check that pupils don't have any materials or equipment that may give them extra help. • Check that seating is appropriately spaced. • Ensure each pupil that needs it has 1 braille (UEB) question booklet for Paper 2: questions.
<p>What to say at the start of the test</p>	<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 2: questions. • You should use words and phrases familiar to the pupils when explaining how the test will be administered, and you may repeat them as many times as necessary to ensure that the pupils understand what to do. • The wording of these instructions can be adapted, provided the meaning is retained. <p>This is the key stage 1 English grammar, punctuation and spelling test Paper 2: questions.</p> <p>The test will take around 40 minutes.</p> <p>You should have Paper 2: questions in front of you.</p> <p>Write your name on your braille paper.</p> <p>When you are doing the test, if you want to change an answer, you should put a line through the answer you don't want to be marked, or use a series of 'for' braille signs (all 6 dots).</p> <p>Now turn to page 1.</p> <p>There are 2 practice questions that we'll do together.</p> • Read the question to the pupils. <p>Write one word to complete the sentence below.</p> • Then read the sentence. <p>We have PE outside _____ it is not raining.</p> • Give pupils the opportunity to answer the question. If any pupil is not sure what to do, explain what they need to do to answer the question. • Read the question to the pupils. <p>Write the word in the sentence below that must have a capital letter.</p> • Then read the sentence. <p>my class is singing in assembly.</p> • Give pupils the opportunity to answer the question. If any pupil is not sure what to do, explain what they need to do to answer the question. • Tell the pupils that: <p>There will be other types of question. If you are unsure how to answer, you should put up your hand to ask.</p> <p>You need to work on your own. You need to think of your own answers and you mustn't talk about them with anyone else.</p> <p>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.</p> <p>Read each question carefully so you know what it is asking.</p>

What to say at the start of the test (continued)	<p>Remember to check your work carefully.</p> <p>If you have any questions during the test, you should put your hand up and wait for me / someone to come over. Remember that I / we can't help you answer any of the test questions.</p> <p>Do you have any questions you want to ask me now?</p> <p>Turn to page 2 and start the test.</p>
What to do at the end of the test	<ul style="list-style-type: none"> ● Follow your school's procedure for collecting and storing the pupils' test scripts. ● 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, including spelling, are not corrected or amended.
Marking the tests	<ul style="list-style-type: none"> ● Use the key stage 1 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.

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Administering the braille (UEB) version of the 2017 key stage 1
English grammar, punctuation and spelling test Paper 2: questions
Electronic version product code: STA/17/7808/e ISBN: 978-1-78644-593-3

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Standards
& Testing
Agency

OGL

Transcription of the Braille version

2017 national curriculum tests

Key stage 1

English grammar, punctuation and spelling

Braille

Paper 2: questions

[braille page 1]

Practice questions

- a. Write one word to complete the sentence below.

We have PE outside ____ it is not raining.

- b. Write the word in the sentence below that must have a capital letter.

my class is singing in assembly.

.....

[braille page 2]

1. Choose the correct word to complete the sentence below.

Sasha was running to school ____ she was late.

- A. if
- B. or
- C. that
- D. because

[braille page 3]

2. Choose one word to complete the sentence below.

Potatoes are good for you, ____ you should not eat chips too often.

- A. that
- B. but
- C. when
- D. or

[braille page 4]

3. Dad cleaned the kitchen and Joe helped.

Why does "Joe" start with a capital letter?

[braille page 5]

4. Archie the hamster eats seeds nuts and dried peas every day.

Which punctuation mark is needed after the word "seeds"?

- A. an apostrophe
- B. a comma
- C. a full stop
- D. a question mark

[braille page 6]

5. Find and copy the noun in the sentence below.

The shoes were shiny.

6. Add a full stop or a question mark to complete each sentence below.

- A. There is a pony in the field
- B. Are we going swimming
- C. Have you seen my hat

[braille page 7]

7. Find and copy the adjective in the sentence below.

Use the big bricks to make a tower.

[braille page 8]

8. Two full stops are missing from the sentences below. Show your teacher where the full stops should go.

Jamie walks to school with his mum Alex joins them

[braille page 9]

9. Your teacher will give you cards for this question.

Match each word to the suffix that turns it into a noun.

10. Write one adverb to complete the sentence below.

We cut out the shapes _____.

[braille page 10]

11. Which sentence uses an exclamation mark correctly?

A. What a beautiful picture you've made!

B. Do you like art!

C. How did you make the collage so well!

D. Can you help Samir finish his picture!

[braille page 11]

12. Which of the following is a noun phrase?

A. the tiny insect

B. so quickly

C. had been eating

D. very colourful

13. Find and copy all the verbs in the sentence below.

Anna washed the grapes and shared them with her friends.

[braille page 12]

14. Copy the sentence below, adding an apostrophe in the correct place.

Those are Jims books.

[braille page 13]

15a. Write one verb to complete the sentence below.

Today, I am _____ a picture.

15b. Write one verb to complete the sentence below.

Yesterday, I _____ a picture.

[braille page 14]

16. Write one sentence to describe something you do in the playground.

Remember to use correct punctuation.

17. Are the following nouns singular or plural?

Write S for singular or P for plural.

A. dress

B. house

C. socks

[braille page 15]

18. Which sentence is written in the present tense?

A. Mum took Ella breakfast in bed.

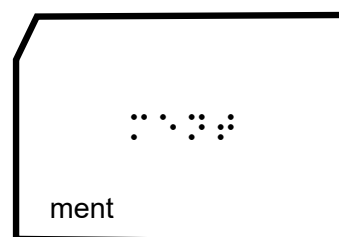
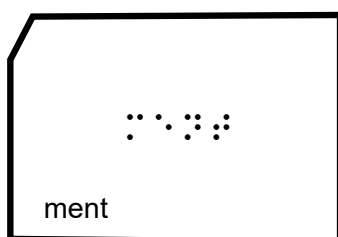
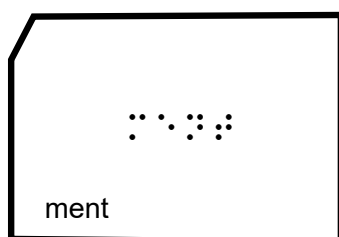
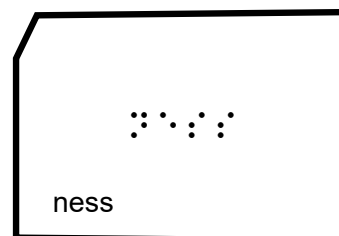
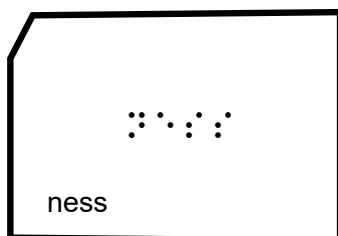
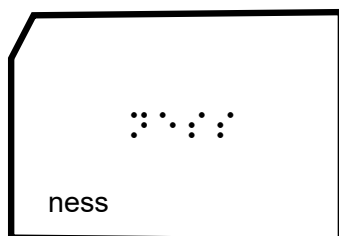
B. Mum makes Ella a hot drink.

C. Mum gave Ella a book.

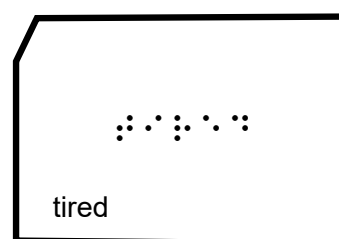
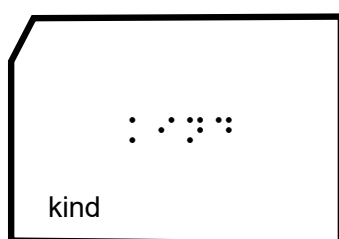
D. Mum told Ella a story.

.....
End of test

Braille cards for question 9.



Braille cards for question 9.



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Transcription of the Braille Version

2017 national curriculum tests

Key stage 1

English reading

Braille

Paper 2: reading booklet

Sea Spray Swimming Pool

The Fox and the Boastful Brave

[braille page 1]

Contents

Sea Spray Swimming Pool	2
The Fox and the Boastful Brave	8

[braille page 2]

Sea Spray Swimming Pool

Free swimming lessons for you

Are you aged between 5 and 10? Would you like to learn to swim or to improve your swimming skills? Then you may be interested in our fantastic offer during the school summer holidays.

[braille page 3]

Sea Spray Swimming Pool is running a super ten-day swimming course and we are making you an offer you can't refuse because two of the lessons will be completely free!

The lessons are suitable for complete beginners to advanced swimmers. The instructors are trained to teach swimming, life-saving **[braille page 4]** and all water skills. Are you scared of water? Don't worry! Our trainers are experts in dealing with nervous beginners.

The lessons will run from 1st - 14th August.

To join, all you have to do is come to Sea Spray Pool for your first lesson on Monday, 1st August at 10:00am and bring:

[braille page 5]

- a swimming kit
- a towel
- a packed lunch.

You must bring an adult with you, so speak to your parents or carers about this wonderful offer. Your swimming ability will be checked and you will be put into one of three groups:

- Tadpole
- Goldfish
- Dolphin.

[braille page 6]

During your lessons, we ask you to keep to these "golden" rules:

1. Listen to the trainers and follow their instructions at all times.
2. Help to keep changing rooms clean and tidy.
3. Do not shout or dive into the pool.

[braille page 7]

Sea Spray Pool will provide all of your equipment and the swimming instructors.

At the end of the course, there will be a gala with races and a party.

.....

[braille page 8]

This is an old Native American story about a man called Heron Feather and the time he met a fox.

Heron Feather is a Native American warrior. Warriors were sometimes known as "braves".

~~~~~

**[braille page 9]**

The Fox and the Boastful Brave

One fine day, a hungry fox was walking down the road. His tummy was rumbling so loudly that he almost didn't hear the sound of someone coming. Just in time, he heard someone singing. Fox dashed off the path and hid behind a bush.

**[braille page 10]**

Over the top of the hill, he saw a tall feather. Fox crouched down and prepared to pounce on the bird. Imagine his surprise when he saw that the "bird" was riding a horse! The feather was stuck in the headdress of a handsome young man who was riding along the path, singing as he went, "No one is handsomer than Heron Feather. No one is a **[braille page 11]** better fisherman than Heron Feather. And I should know, for I am he."

Fox didn't care if the man was handsome, but he pricked up his ears at the word "fisherman", for where there are fishermen, there are fish. And a tasty fish would just suit Fox. His nose twitched. A delightful fishy smell was coming out of the man's leather bag.

**[braille page 12]**

Heron Feather continued his boastful song. He was on his way to ask a young woman called Swaying Reed to marry him, and he was making himself feel braver by singing his own praises.

Fox bounded ahead of the horse and lay down on the path.

"No one is stronger than... what's this? A fox? **[braille page 13]** When Swaying Reed's mother sees this, she will know what a great hunter I am."

And he picked Fox up, flung him into his bag of fish and laced it shut again. Heron Feather remounted and began a new song.

"No one is a greater hunter than Heron Feather..."

**[braille page 14]**

Inside the bag, surrounded by lovely smelly fish, Fox's mouth was watering. He waited a few minutes, then bit a big hole in the side of the bag. One by one, all the fish fell out, followed last of all by Fox. Heron Feather was singing too loudly to notice.

**[braille page 15]**

Fox made his way slowly along the path, stopping to eat each fish as he went. His tummy was fuller than it had been for days.

Meanwhile, Heron Feather had arrived at Swaying Reed's house. He stopped his horse outside and sang his song about how clever and handsome he was, what a great hunter and what a great fisherman he was. **[braille page 16]** (In fact, he hadn't caught those fish at all; he had traded his mother's shoes for them.)

Heron Feather reached for his bag of fish to show Swaying Reed and her mother what a good husband he would be. When he saw it was empty, with a large hole in it, he stopped in mid-song.

**[braille page 17]**

He sang no more, but turned his horse and rode away.

Safe in his den, Fox was content. "It is one thing to catch a fox," he thought,  
"but quite another to keep it."

.....

## **Transcription of the Braille Version**

2017 national curriculum tests

Key stage 1

English reading

Braille

Paper 2: reading question booklet

Sea Spray Swimming Pool

The Fox and the Boastful Brave

**[braille page 1]**

Questions 1 – 6 are about Sea Spray Swimming Pool (pages 2 – 7)

1. Who might be interested in reading this leaflet? (page 2)

2. When are the swimming lessons? (page 4)

**[braille page 2]**

3. Give two things that the instructors at Sea Spray Pool are trained to teach.  
(pages 3 – 4)

4. Find and copy two things children have to take when they go to the lessons.  
(page 5)

**[braille page 3]**

5. "golden" rules (page 6)

This means the rules are...

A. very expensive to follow.

B. only for good swimmers.

C. very important.

D. completely useless.

**[braille page 4, facing page 5]**

6. Which of the following sentences are true and which are false? (pages 2 – 7)

A. The lessons are only for good swimmers. True or false?

B. A six-year-old could take part in the lessons. True or false?

C. Children can sign up on their own. True or false?

**[braille page 5]**

D. There is a party at the end of the course. True or false?

**[braille page 6]**

Questions 7 – 15 are about The Fox and the Boastful Brave (pages 8 – 17)

7. Just in time, he heard someone singing. Fox dashed off the path and hid behind a bush. (page 9)

Find and copy one word that shows that Fox moved quickly.

**[braille page 7]**

8. What did Fox think was coming over the hill? (page 10)

A. a horse

B. a man

C. a bird

D. a fish

9. Explain why Fox became interested in Heron Feather when he heard his song. (page 11)

**[braille page 8]**

10. What was Heron Feather on his way to do? (page 12)

11. How did Fox trick Heron Feather into picking him up? (page 12)

A. He prepared to pounce.

B. He lay on the path.

C. He bounded ahead.

D. He hid in a bush.

**[braille page 9]**

12a. How did Fox escape from the bag? (page 14)

b. Why did Heron Feather not notice Fox's escape? (page 14)

**[braille page 10]**

13a. Look at pages 9 – 17.

The story shows that Heron Feather was...

A. truthful.

B. foolish.

C. very brave.

D. hard-working.

**[braille page 11]**

13b. Look at pages 9 – 17.

The story shows that Fox was...

A. loud.

B. slow.

C. clever.

D. shy.

**[braille page 12]**

14a. How do you think Heron Feather felt at the end of the story?  
(pages 16 – 17)

b. Why did he feel like that? (pages 16 – 17)

**[braille page 13]**

15. Your teacher will give you 5 sentence cards for this question. Put the events in the order they happen in the story. (pages 9 – 17)

The first one will be done for you.

.....  
End of test

Braille cards for question 15.

.Heron Feather picked up Fox.

Fox pretended to be dead.

Fox ate the fish.

Braille cards for question 15 continued.

Fox saw Heron Feather.

Fox wanted Heron Feather's fish.



# Key stage 1

## English reading

Administering the braille (UEB) version of the key stage 1 English reading test Paper 2: reading booklet and reading answer booklet

# CONFIDENTIAL

This pack must be kept secure and unopened until **Tuesday 2 May 2017**. The pack must not be opened until the pupils are in the test room ready to complete the first administration of the test.

Please ensure you have read and understood the 2017 test administration guidance before opening this pack.

### Pack contents:

- An overview of the braille (UEB) version of the key stage 1 English reading Paper 2: reading booklet and reading answer booklet (overleaf)
- 1 copy of the braille (UEB) reading answer booklet
- 1 copy of the braille (UEB) reading booklet
- 1 copy of the printed transcript of the braille (UEB) version of the English reading Paper 2: reading booklet and reading answer booklet
- 1 copy of the sentence cards (2 pages of card tagged at the back of the booklet)

**For test administration**

## 2017 Key stage 1 English reading test

The key stage 1 English reading test consists of 2 papers. The papers must 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. Pupils can also be stopped at the teacher's discretion if pupils reach a point where they are increasingly struggling with the paper. Test packs must not be opened until the pupils are in the test room ready to complete the first administration of the test.

### Paper 2: reading booklet and reading answer booklet

The following information explains how to administer the braille (UEB) version of the key stage 1 English reading test: Paper 2.

If you have any questions you should check with your headteacher or key stage 1 test co-ordinator before you administer the test.

Pupils should be given the opportunity to attempt Paper 2 but administrators can stop a pupil at any stage of the test, if they feel that is appropriate for that particular pupil.

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

|                                        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
|----------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Format</b>                          | <ul style="list-style-type: none"><li>• This component of the test consists of a reading booklet and a separate question booklet.</li><li>• There are printed transcripts of the braille (UEB) booklets to help administrators.</li><li>• It is expected that the test will take approximately 80 minutes (not strictly timed and includes up to 100% additional time).</li><li>• It is at your discretion to choose when or if a pupil(s) require a break during the test or whether, if appropriate, to stop the test early.</li><li>• There are no practice questions in this paper.</li><li>• You <b>must not</b> refer to the standard test questions when administering this test.</li></ul>                                                                                                                                                                                                                                                                        |
| <b>Equipment</b>                       | <p>Pupils will need the equipment below:</p> <ul style="list-style-type: none"><li>• a suitable way of recording their answers, such as a brailier, blue / black pen, pencil or word processor (i.e. the usual way they write in class)</li><li>• braille paper (if the pupil is brailleing their responses)</li></ul> <p>No additional equipment is allowed.</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 must 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 reviews an answer again.</li><li>• The English reading tests must 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 must not explain any words or expressions. The example below illustrates how to deal with a common situation:<br/><b>Q.</b> I don't understand the question.<br/><b>A.</b> Read the question again and pay attention to the key words that tell you what to do.<br/>If any context or words related to a question are unfamiliar to a pupil, you may describe the related context.</li></ul> |
| <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><b>Q5.</b> Braillists should write down the letter of their chosen answer.</p> <p><b>Q6.</b> Braillists should write down <b>True</b> or <b>False</b> for parts A, B, C and D.</p> <p><b>Q8, Q11, Q13a, Q13b.</b> Braillists should write down the letter of their chosen answer.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |

|                                                               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
|---------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p><b>Guidance for specific questions</b><br/>(continued)</p> | <p><b>Q15.</b> Five sentence cards are provided at the back of the braille booklet for this question. Test administrators should show the five cards to the pupil in the following order:</p> <p><b>Heron Feather picked up Fox.</b><br/> <b>Fox pretended to be dead.</b><br/> <b>Fox ate the fish.</b><br/> <b>Fox saw Heron Feather.</b><br/> <b>Fox wanted Heron Feather's fish.</b></p> <p>Braillists should be told to order the sentence cards to show the order of the events in the story. The test administrator should give the pupil the first card to place, <b>Fox saw Heron Feather.</b></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
| <p><b>Before the test begins</b></p>                          | <ul style="list-style-type: none"> <li>● Detach the five cards from the back of the braille booklet. Cut them out and put them to one side until the pupil reaches <b>Q15</b>.</li> <li>● Make sure you have the printed transcript of the braille (UEB) booklet to hand.</li> <li>● Review the list of pupils with particular individual needs, e.g. whether they may need rest breaks.</li> <li>● Ensure that you know how to administer any access arrangements correctly. Please refer to the 2017 key stage 1 access arrangements guidance.</li> <li>● Check that there are enough administrators to maintain adequate supervision and support for the test. You should consider the possibility of at least one test administrator needing to leave the room with a pupil.</li> <li>● Ensure you understand how to deal with issues during the tests.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                     |
| <p><b>How to deal with issues during the test</b></p>         | <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, a group of pupils or for the whole cohort:</p> <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 test room during the tests</li> <li>● a pupil is caught cheating.</li> </ul> <p>If you need to stop the test:</p> <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 – if they have to leave the room, ensure they don't talk about the test</li> <li>● speak to your test co-ordinator or a senior member of staff for advice on what to do next</li> <li>● consider contacting the national curriculum assessments helpline on 0300 303 3013 for further advice.</li> </ul> <p>You should brief your headteacher on how the incident was dealt with once the test is over.</p> |
| <p><b>What to do at the start of the test</b></p>             | <ul style="list-style-type: none"> <li>● Check that pupils don't have mobile phones or other disruptive items.</li> <li>● Check that pupils don't have any materials or equipment that may give them extra help.</li> <li>● Check that seating is appropriately spaced.</li> <li>● Ensure each pupil that needs it has 1 braille (UEB) copy of the reading booklet and a braille (UEB) copy of the reading question booklet.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |

|                                             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
|---------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>What to say at the start of the test</b> | <p>Paper 2 does not contain a list of 'Useful words' nor practice questions and no pages should be read aloud to the pupils.</p> <ul style="list-style-type: none"> <li>● Explain to the pupils that the question types will be the same as those already seen in Paper 1 of the reading test.</li> <li>● Ask the pupils if they have any questions about the types of question in the booklet.</li> <li>● Tell the pupils that they will have up to 80 minutes to complete the test, which includes up to 100% additional time allowance, but that it is not strictly timed.</li> <li>● Tell the pupils they should try to get through as many questions as possible and, if they can't answer a question, they should move to the next one and come back to that one later.</li> <li>● Be clear to pupils that when they start to find the reading or the questions too hard, they should stop working.</li> <li>● Explain if they want to change an answer, they should put a line through the response they don't want to be marked or use a series of 'for' braille signs (all 6 dots).</li> <li>● Tell the pupils that they will be working on their own, meaning they should think of their own answers and not discuss them with others.</li> <li>● Explain that they must read the questions carefully and they should check their work.</li> <li>● If they have any questions during the test, tell the pupils that they should put their hand up and wait for someone to come over, but the test administrator cannot help them answer any of the test questions or read any of the words to them.</li> <li>● Tell the pupils that there should be no talking.</li> <li>● Ask the pupils if they have any questions.</li> <li>● Remind the pupils they will have up to 80 minutes, which includes up to 100% additional time, to finish the booklet on their own.</li> <li>● Tell pupils to write their name on the front of the reading answer booklet and begin the test.</li> </ul> |
| <b>What to do at the end of the test</b>    | <ul style="list-style-type: none"> <li>● Follow your school's procedure for collecting and storing the pupils' test scripts.</li> <li>● 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.</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>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |

Administering the braille (UEB) version of the 2017 key stage 1  
English reading test Paper 2: reading booklet and reading answer booklet  
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**Standards  
& Testing  
Agency**

**OGL**

2017 national curriculum tests  
Key stage 1

**English grammar, punctuation and spelling test  
Amendments to mark schemes**

**Braille**



Standards  
& Testing  
Agency

## Introduction

This guidance details the amendments made to the mark schemes for questions that have been adapted, or replaced, in the braille version of the key stage 1 English grammar, punctuation and spelling test materials.

This guidance must be used in conjunction with the standard version of the key stage 1 English grammar, punctuation and spelling test mark schemes. Refer to the standard mark schemes when marking the braille test papers unless an alternative is given in this guidance.

## Amendments to the mark schemes

Amendments to the mark schemes are only provided where the content of the standard mark schemes are altered.

Amendments to the mark schemes are not provided where the only change has been to further divide the question into subsections or where the layout of the question is different.

The mark schemes have been amended in some respects for the following questions:

|         |                                                                   |
|---------|-------------------------------------------------------------------|
| Paper 1 | No amendments to mark schemes – follow the standard mark schemes. |
| Paper 2 | 1, 2, 4, 6, 7, 8, 9, 11, 12, 14, 15, 16, 17 and 18.               |

## **General guidance to be applied throughout the braille papers**

- You should make every effort to understand what the child has written in an answer, without reading into the answer anything that the child did not intend.
- Some children with visual impairment find it difficult to get their answers across clearly. It may take you longer to read their answers. Apply the mark schemes but be sympathetic to their difficulties.
- Depending on the question in Paper 2, responses may be recorded simply as a letter or number of a pupil's chosen answer. For example, in question 1 they may write D only.

## Paper 2: questions

| Qu. | Requirement                                                                                                                                                                                                                                                                                                                                  |
|-----|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1   | Braillists do not need to write down the whole word, simply the letter of their chosen answer.<br>The correct answer is <b>D</b> .                                                                                                                                                                                                           |
| 2   | The correct response for this question is <b>B</b> .                                                                                                                                                                                                                                                                                         |
| 4   | The correct response for this question is <b>B</b> .                                                                                                                                                                                                                                                                                         |
| 6   | Braillists may either copy the three sentences and add their chosen punctuation to each, or may write <b>full stop</b> or <b>question mark</b> for A, B and C.<br>The correct answers are:<br>A. Full stop<br>B. Question mark<br>C. Question mark                                                                                           |
| 7   | This is a replacement question.<br>Award 1 mark for correct identification of the word 'big'.                                                                                                                                                                                                                                                |
| 8   | Braillists do not have to copy the sentences. They will show the test administrators where the two missing full stops should go by describing the positions orally, by physically pointing to the places or by placing 'sticky-tack' in their chosen location. Their responses should be marked in accordance with the standard mark scheme. |
| 9   | Braillists will physically match each of the three word cards with their chosen suffix. Their responses should be marked in accordance with the standard mark scheme.                                                                                                                                                                        |
| 11  | The correct response for this question is <b>A</b> .                                                                                                                                                                                                                                                                                         |
| 12  | The correct response for this question is <b>A</b> .                                                                                                                                                                                                                                                                                         |
| 14  | Braillists will copy the short sentence, inserting the missing apostrophe in their chosen place. Their responses should be marked in accordance with the standard mark scheme.                                                                                                                                                               |
| 15  | There is a range of possible answers for this question. Their responses should be marked in accordance with the standard mark scheme.                                                                                                                                                                                                        |
| 16  | This is a replacement question.<br>Mark the response describing something a child may do in the playground in accordance with the criteria outlined in the standard mark scheme.                                                                                                                                                             |
| 17  | The correct responses for this question are:<br>A. S<br>B. S<br>C. P                                                                                                                                                                                                                                                                         |
| 18  | The correct response for this question is <b>B</b> .                                                                                                                                                                                                                                                                                         |



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2017 key stage 1 English grammar, punctuation and spelling test

Amendments to mark schemes - braille

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# 2017 national curriculum tests

## Key stage 1

### **English reading test**

### **Amendments to mark schemes**

### **Braille**



Standards  
& Testing  
Agency

## Introduction

This guidance details the amendments made to the mark schemes for questions which have been adapted, or replaced, in the braille version of the key stage 1 reading test.

This guidance must be used in conjunction with the standard version of the key stage 1 reading test mark schemes. Refer to the standard mark schemes when marking the braille test papers unless an alternative is given in this guidance. There is a list of questions for the amended mark schemes in the table below.

## Amendments to the mark schemes

Amended mark schemes are only provided where the content of the standard mark schemes are altered.

Amended mark schemes are not provided where the only change has been to further divide the question into subsections or where the layout of the question is different.

The mark schemes have been amended in some respects for the following questions:

|         |                                                                                   |
|---------|-----------------------------------------------------------------------------------|
| Paper 1 | Practice question a, 1, 4, 7, 8 and 9.<br>Practice question c, 11, 14, 17 and 20. |
| Paper 2 | 5, 6, 8, 11, 13a, 13b and 15.                                                     |

## **General guidance to be applied throughout the braille papers**

- You should make every effort to understand what the child has written in an answer, without reading into the answer anything that the child did not intend.
- Some pupils with visual impairment find it difficult to get their answers across clearly. It may take you longer to read their answers. Apply the mark schemes but be sympathetic to their difficulties.
- Throughout the test, where question responses are labelled with letters or letters and numbers, pupils may write the letter or letter and corresponding number of their chosen answer rather than writing out their answer in full, e.g. B, D, 1C, 2A, etc.

## Paper 1: reading prompt and question booklet

| Q                          | Information for marking                                                                                                                                                                                                                                                                                                                                                                  |
|----------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Practice question a</b> | Braillists will not write down the whole word, simply the letter of their chosen answer.<br>The correct answer is <b>A</b> .                                                                                                                                                                                                                                                             |
| <b>1</b>                   | The correct response for this question is <b>D</b> .                                                                                                                                                                                                                                                                                                                                     |
| <b>4</b>                   | The correct response for this question is <b>C</b> .                                                                                                                                                                                                                                                                                                                                     |
| <b>7</b>                   | The correct response for this question is <b>C</b> .                                                                                                                                                                                                                                                                                                                                     |
| <b>8</b>                   | The correct response for this question is <b>C</b> .                                                                                                                                                                                                                                                                                                                                     |
| <b>9</b>                   | Braillists will need to have physically matched each of the three 'day' cards with the 'place' cards.<br><br>The correct responses are:<br><b>Monday - bedroom</b><br><b>Tuesday - garden</b><br><b>Wednesday - living room</b>                                                                                                                                                          |
| <b>Practice question c</b> | The correct response for this question is <b>B</b> .                                                                                                                                                                                                                                                                                                                                     |
| <b>11</b>                  | The correct response for this question is <b>B</b> .                                                                                                                                                                                                                                                                                                                                     |
| <b>14</b>                  | The correct response for this question is <b>D</b> .                                                                                                                                                                                                                                                                                                                                     |
| <b>17</b>                  | The correct response for this question is <b>B</b> .                                                                                                                                                                                                                                                                                                                                     |
| <b>20</b>                  | Braillists will need to have physically matched each of the three description cards to either <b>oceans</b> , <b>lakes</b> or <b>rivers</b> . Their responses should be marked in accordance with the standard mark scheme.<br><br>The correct responses are:<br><b>oceans – large areas of salt water</b><br><b>lakes – bodies of fresh water</b><br><b>rivers – moving fresh water</b> |

## Paper 2: reading booklet and reading question booklet

| Q   | Information for marking                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
|-----|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 5   | The correct response for this question is <b>C</b> .                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
| 6   | <p>Braillists will write <b>True</b> or <b>False</b> for A, B, C and D.</p> <p>The correct responses are:</p> <p style="padding-left: 40px;">A. False<br/>B. True<br/>C. False<br/>D. True</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
| 8   | The correct response for this question is <b>C</b> .                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
| 11  | The correct response for this question is <b>B</b> .                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
| 13a | The correct response for this question is <b>B</b> .                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
| 13b | The correct response for this question is <b>C</b> .                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
| 15  | <p>Braillists will order the five sentences practically to show the order of events in the story. The first will be done for them. A mark should be awarded for correctly ordering the remaining four cards as shown below:</p> <p style="padding-left: 40px;"><b><i>Fox saw Heron Feather.</i></b> (<i>Identified as the first card by the test administrator</i>)</p> <p style="padding-left: 40px;"><b>Fox wanted Heron Feather's fish.</b></p> <p style="padding-left: 40px;"><b>Fox pretended to be dead.</b></p> <p style="padding-left: 40px;"><b>Heron Feather picked up Fox.</b></p> <p style="padding-left: 40px;"><b>Fox ate the fish.</b></p> |

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