

# **2017 national curriculum tests**

## **Key stage 1**

# **ENGLISH**

## **Modified large print**

## **Grammar, punctuation and spelling**

### **Paper 1: spelling**

**First name** \_\_\_\_\_

**Middle name** \_\_\_\_\_

**Last name** \_\_\_\_\_

#### **Note for marking:**

**This paper should be marked using the standard mark schemes for  
KS1 English grammar, punctuation and spelling: Paper 1.**

# Spelling

**P. The \_\_\_\_\_ covered the branches.**

---

**1. Remember to \_\_\_\_\_ your hands  
before cooking.**

**2. I ride my \_\_\_\_\_ to school.**

**3. The Moon looks \_\_\_\_\_ as it is  
so far away.**

**4. My sister is learning to \_\_\_\_\_ .**

**5. Jo is playing in the \_\_\_\_\_ .**

6. The dentist told me to open my  
\_\_\_\_\_.
7. Where is the \_\_\_\_\_?
8. The hamster's \_\_\_\_\_ needs  
cleaning.
9. Dan is \_\_\_\_\_ on his project.
10. My older brother \_\_\_\_\_ our fence.
11. The quiz team \_\_\_\_\_ all of the  
answers.

12. Lots of people were \_\_\_\_\_ at the party.

13. Sonia ran around the football \_\_\_\_\_ .

14. The \_\_\_\_\_ held his breath under the water.

15. I solved the \_\_\_\_\_ quickly.

16. I saw a \_\_\_\_\_ at the farm.

17. The \_\_\_\_\_ leapt out of the sea.

18. The daffodils look \_\_\_\_\_ .

**19. The netball team won their \_\_\_\_\_  
game.**

**20. The pirates found the \_\_\_\_\_.**

**End of spelling test**

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<b>Total marks</b>	
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**Standards  
& Testing  
Agency**

2017 key stage 1 English grammar, punctuation and spelling  
Paper 1: spelling

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2017 national curriculum tests

# Key stage 1

## English grammar, punctuation and spelling

Administering the modified large print (MLP) version of the key stage 1 English grammar, punctuation and spelling test Paper 1: spelling

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

**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 1: spelling

The following information explains how to administer the modified large print (MLP) version of the key stage 1 English grammar, punctuation and spelling test Paper 1: spelling.

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.

<b>Format</b>	<ul style="list-style-type: none"><li>• This component of the test consists of an answer booklet for pupils to complete and a test transcript to be read by the test administrator.</li><li>• Pupils will have approximately 30 minutes (not strictly timed and includes up to 100% additional time) to complete the test.</li><li>• 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.</li></ul>
<b>Equipment</b>	<p>Pupils will need the equipment below:</p> <ul style="list-style-type: none"><li>• a blue / black pen or pencil</li><li>• a rubber (optional). If rubbers are not provided, tell pupils that they should cross out any answers they wish to change.</li></ul> <p>Pupils are not allowed:</p> <ul style="list-style-type: none"><li>• dictionaries</li><li>• electronic spell checkers</li><li>• bilingual word lists.</li></ul>
<b>Assistance</b>	<ul style="list-style-type: none"><li>• Pupils should not require any assistance during the administration of Paper 1: spelling. 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 looks at an answer again.</li><li>• You should take care not to overemphasise spelling when reading out the words that pupils need to spell.</li></ul>
<b>Guidance for specific questions</b>	<ul style="list-style-type: none"><li>• No additional guidance is needed for this component of the test; however, if preferred, pupils may write their spellings in a numbered list on plain paper.</li></ul>
<b>Before the test begins</b>	<ul style="list-style-type: none"><li>• Review the list of pupils with particular individual needs, e.g. pupils who may need a scribe or a transcript made at the end of the test.</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 during the test. You should consider the possibility of at least one test administrator needing to leave the room with a pupil.</li><li>• Ensure that 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 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>• 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</li> <li>• 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 and that no pupil can see another pupil's test paper.</li> <li>• Ensure that each pupil who needs it has 1 MLP copy of Paper 1: spelling.</li> </ul>
<p><b>What to say at the start of the test</b></p>	<ul style="list-style-type: none"> <li>• It is important to brief pupils fully at the start of each test. Use these instructions to introduce Paper 1: spelling.</li> <li>• 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.</li> <li>• <b>The wording of these instructions can be adapted, provided the meaning is retained.</b></li> </ul> <p style="padding-left: 40px;">This is the key stage 1 English grammar, punctuation and spelling test Paper 1: spelling.</p> <p style="padding-left: 40px;">The test will take around 30 minutes.</p> <p style="padding-left: 40px;">You should have Paper 1: spelling in front of you.</p> <p style="padding-left: 40px;">Write your name on the front of your answer booklet.</p> <p style="padding-left: 40px;">When we are doing the test, if you want to change an answer, you should rub it out or put a line through the answer you don't want to be marked.</p> <p style="padding-left: 40px;">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 style="padding-left: 40px;">Do you have any questions you want to ask me now?</p>

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

**What to say  
at the start  
of the test**  
(continued)

**Practice question**

- Read the question to the pupils.

The word is **snow**.

The **snow** covered the branches.

The word is **snow**.

- Check that all pupils have understood that 'snow' should be written in the first blank space.
- Explain that you will now read the rest of the sentences and the missing words.
- Leave at least a 12-second gap between spellings.
- The target words may be repeated if needed.
- The 20 spellings should be read as follows:

1. Give the spelling number
2. Say: *The word is...*
3. Read the context sentence
4. Repeat: *The word is...*

- You should take care not to overemphasise spelling when reading out the words.

# Spelling

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

Remember to **wash** your hands before cooking.

The word is **wash**.

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

I ride my **bike** to school.

The word is **bike**.

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

The Moon looks **small** as it is so far away.

The word is **small**.

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

My sister is learning to **drive**.

The word is **drive**.

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

Jo is playing in the **garden**.

The word is **garden**.

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

The dentist told me to open my **mouth**.

The word is **mouth**.

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

Where is the **bathroom**?

The word is **bathroom**.

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

The hamster's **cage** needs cleaning.

The word is **cage**.

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

Dan is **working** on his project.

The word is **working**.

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

My older brother **fixed** our fence.

The word is **fixed**.

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

The quiz team **know** all of the answers.

The word is **know**.

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

Lots of people were **dancing** at the party.

The word is **dancing**.

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

Sonia ran around the football **pitch**.

The word is **pitch**.

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

The **swimmer** held his breath under the water.

The word is **swimmer**.

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

I solved the **puzzle** quickly.

The word is **puzzle**.

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

I saw a **turkey** at the farm.

The word is **turkey**.

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

The **dolphin** leapt out of the sea.

The word is **dolphin**.

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

The daffodils look **pretty**.

The word is **pretty**.

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

The netball team won their **final** game.

The word is **final**.

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

The pirates found the **treasure**.

The word is **treasure**.

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

This is the end of the test. Please put down your pen or pencil.

<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 spellings 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 to mark the test, following both the general guidance and any specific guidance for each question.</li> </ul>

Administering the modified large print (MLP) version of the 2017 key stage 1  
English grammar, punctuation and spelling: Paper 1 spelling  
Electronic version product code: STA/17/7793/e ISBN: 978-1-78644-299-4

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# **2017 national curriculum tests**

**Key stage 1**

**ENGLISH**

**Modified large print**

**Reading**

**Paper 1: reading prompt and answer booklet**

**First name** \_\_\_\_\_

**Middle name** \_\_\_\_\_

**Last name** \_\_\_\_\_

**Note for marking:**

**This paper should be marked using the standard mark schemes for  
KS1 English reading: Paper 1.**

# Contents

<b>There's an Octopus Under my Bed! ...</b>	<b>Page 3</b>
<b>I'm Riding on a Giant .....</b>	<b>Page 17</b>
<b>World of Water .....</b>	<b>Page 27</b>

# **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.



## Practice questions

a. When did the story start?

Tick **one**.

☐

Monday

☐

Tuesday

☐

Wednesday

☐

Thursday

b. Where was Molly playing?

---

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. . .

Tick **one**.

☐

angry.

☐

sad.

☐

happy.

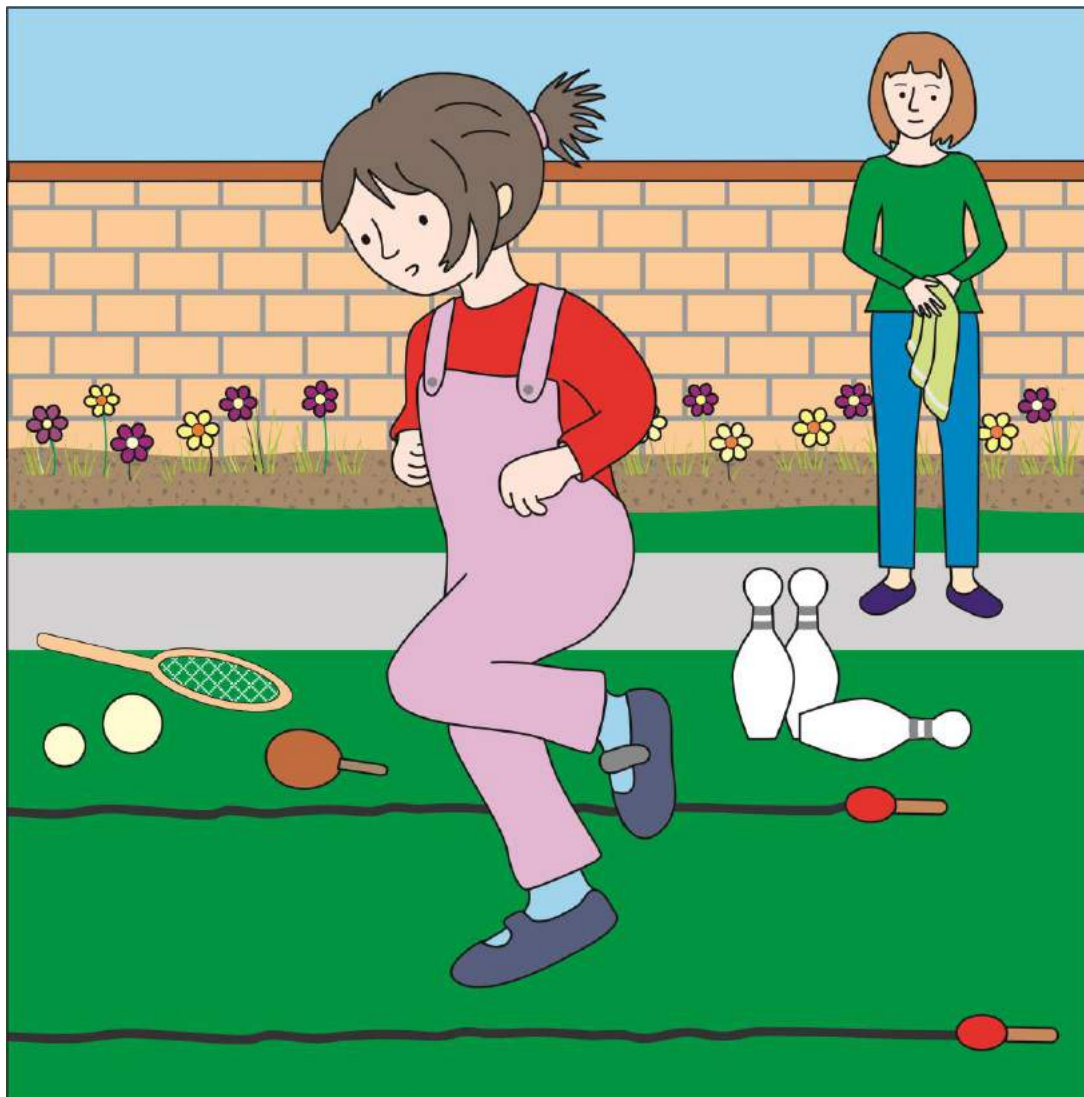
☐

confused.

2. **What did Molly think was magic?**

---

---



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

**But she was too busy hopping around her race track. 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.**



**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. . .**

**Tick one.**

☐

**eaten up.**

☐

**dropped.**

☐

**picked up.**

☐

**broken.**

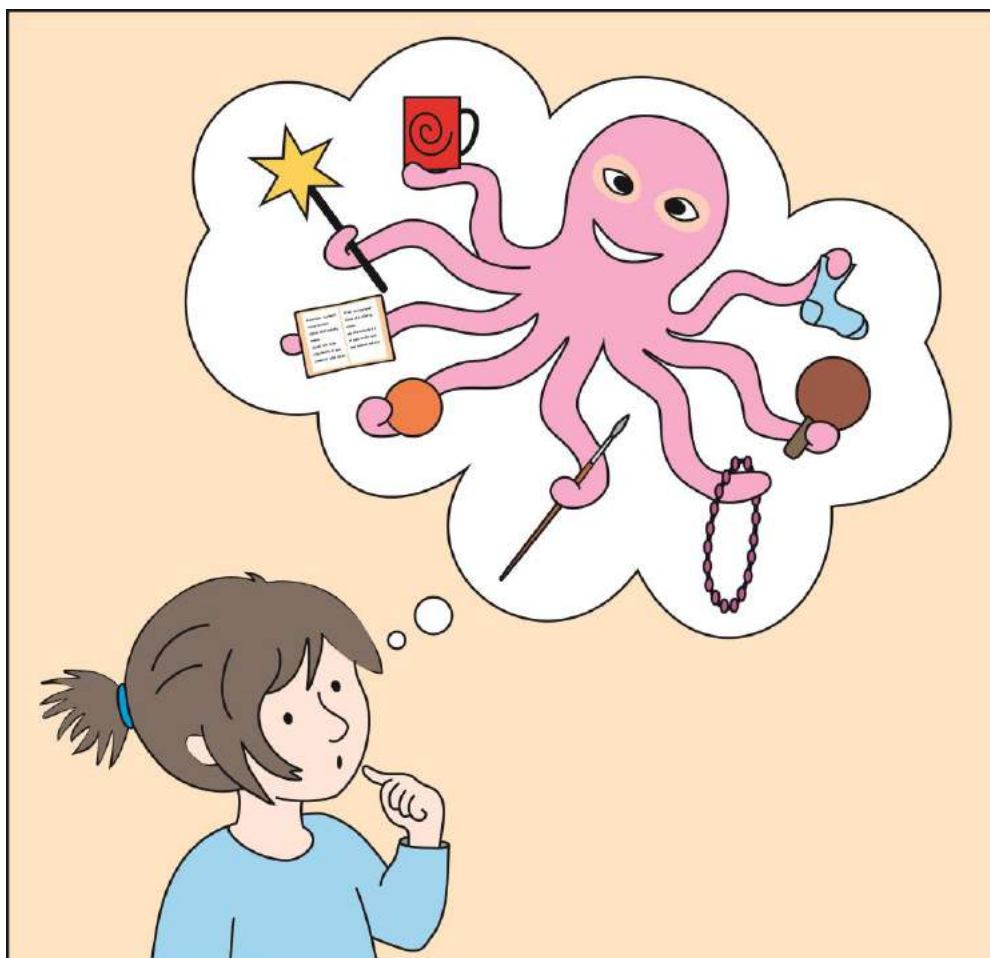
**On Wednesday, Molly was building a monster when her mother said, “Molly, tidy up!” But Molly was too busy having fun. Then Molly went for tea, and she still hadn’t tidied up.**

**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!**

**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.

---

7. **Then she had an idea. . .**

The word **idea** means. . .

Tick **one**.

☐

**a dream.**

☐

**a feeling.**

☐

**a thought.**

☐

**an adventure.**

**BLANK PAGE**

**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!**

**So on Friday, when her mother said, “Molly, tidy up!”, she did.**



8. Why did Molly rush to finish her tea?

Tick **one**.

☐

She wanted to carry on playing.

☐

She wanted to tidy her room.

☐

She wanted to see the octopus.

☐

She wanted to carry on dancing.

9. Draw **three** lines to show where Molly was playing on each day.

Monday	●
--------	---

●	garden
---	--------

Tuesday	●
---------	---

●	living room
---	-------------

Wednesday	●
-----------	---

●	bedroom
---	---------

**BLANK PAGE**



# **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.**



## Practice questions

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

Tick **one**.

☐

a cloud

☐

a giant

☐

a horse

☐

a train

d. Who is the child looking down on?

---

**I'm holding on to giant's ears**

**As we stride along the street**

**Shouting down at people,**

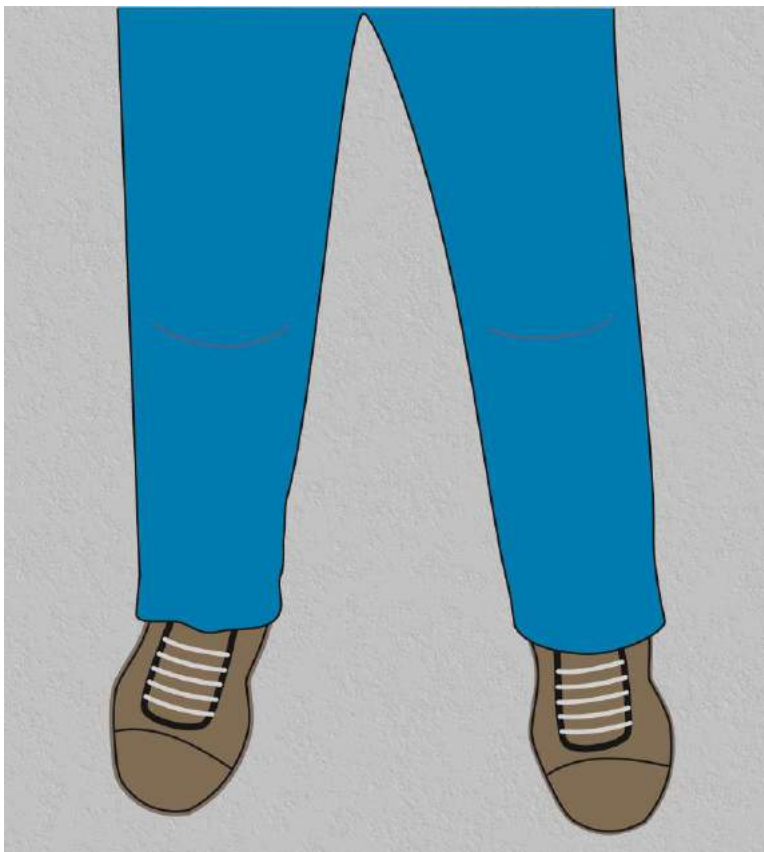
**“Hey! Mind my giant's feet!”**

**We're ducking down through doorways.**

**We're walking over walls.**

**I'm safe as houses way up here.**

**My giant never falls.**



10. What is the child holding on to?

---

11. **As we stride along the street**

Which word means the same as **stride**?

Tick **one**.

☐

crawl

☐

march

☐

dance

☐

climb

**People down below us**

**Simply stop and stare.**

**Then when they see our shadow,**

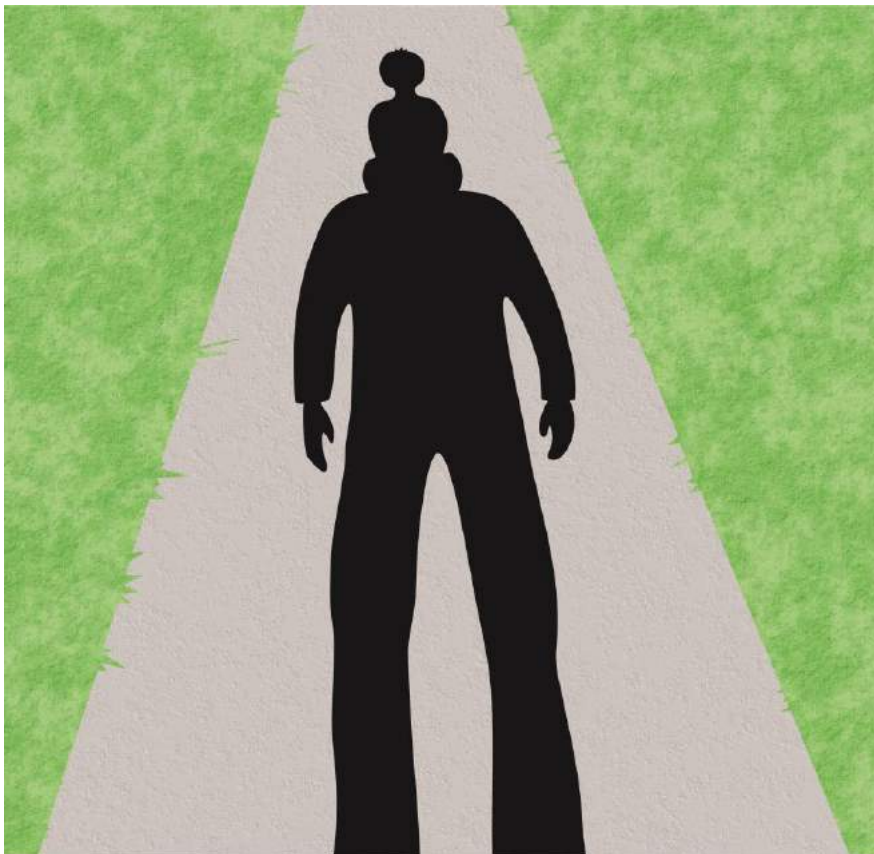
**Oh wow! They get a scare.**

**I'm taller than the tree-tops.**

**I'm high enough to fly.**

**Another centimetre and I'd**

**Bump into the sky.**



## 12. What happens when people see the shadow?

---

**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.**





**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?**

**Tick one.**

☐

**That was fun, Mum. Can you do it all over again?**

☐

**That was so scary. I never want to do it again!**

☐

**That was really boring, Dad.**

☐

**That was great, Dad. Let's do it again!**

**BLANK PAGE**

# **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.**



**A lake**



**A river**



**An ocean**

## Where can you find water?

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

**1.** 

---

**2.** 

---

# **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 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?**

**Tick one.**

☐

**dirt**

☐

**salt**

☐

**fish**

☐

**air**

**18. What is the name of the biggest ocean?**

---

# 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.**



**Lake Victoria**

# Rivers

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



**River Tyne**



19. The text tells us about rivers in England.

Name **two** of them.

1.

---

2.

---

20. Draw **three** lines to describe oceans, lake and rivers.

oceans ●

● bodies of fresh water

lakes ●

● moving fresh water

rivers ●

● large areas of salt water

End of test

Total marks	
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2017 key stage 1 English reading  
Paper 1: reading prompt and answer booklet

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**I'm Riding on a Giant:** Taken from *Family Poems*, Scholastic Children's Books, 2002. Author: David Whitehead.

**World of Water:** Adapted from *Planet Earth* (Explorers series), Macmillan Children's Books, 2011.

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# Key stage 1

## English reading

Administering the modified large print (MLP) 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 MLP key stage 1 English reading test Paper 1: reading prompt and answer booklet (overleaf)
- 1 copy of the MLP Paper 1: reading prompt and answer 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 modified large print (MLP) version of the key stage 1 English reading test Paper 1: reading prompt and answer booklet.

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.

<b>Format</b>	<ul style="list-style-type: none"><li>• This component of the test consists of a single reading prompt and question booklet.</li><li>• Pupils will have approximately 60 minutes to complete the MLP version of the test (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) requires a break during the test or whether, if appropriate, to stop the test early.</li><li>• The layout of the MLP version of the reading booklet may vary as we have tried to ensure questions always appear on the opposite page for ease of reference. Minor changes have also been made to the layout and wording of some questions, compared with the standard version of the test.</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 blue / black pen or pencil</li><li>• a rubber (optional). If rubbers are not provided, you should tell pupils that they may cross out any answers they wish to change.</li></ul> <p>Pupils may use monolingual English electronic spell checkers or highlighter pens if this is normal classroom practice.</p> <p>You may give pupils additional paper if they request it.</p>
<b>Assistance</b>	<ul style="list-style-type: none"><li>• 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 looks at an answer again.</li><li>• You may help pupils to identify and interpret any pictorial information within the booklet, and you may 'stop the clock' while pupils examine it.</li><li>• 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.</li><li>• 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:</li></ul> <p><b>Q.</b> I don't understand the question.</p> <p><b>A.</b> Read the question again and underline key words that tell you what to do.</p>

<b>Guidance for specific questions</b>	<p><b>Q7.</b> Test administrators may point out that children should refer back to the text on page 10 to answer this question.</p> <p>After reading the text on <b>page 24</b>, test administrators may point out to children that the child is sitting on his father's shoulders.</p>
<b>Before the test begins</b>	<ul style="list-style-type: none"> <li>Review the list of pupils with particular individual needs, e.g. so you know whether they may need rest breaks.</li> <li>Ensure 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>
<b>How to deal with issues during the test</b>	<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, 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>
<b>What to do at the start of the test</b>	<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 who needs it has 1 MLP copy of the reading prompt and answer booklet.</li> </ul>
<b>What to say at the start of the test</b>	<ul style="list-style-type: none"> <li>It is recommended that you spend at least 5 minutes introducing each section of this paper to the pupils.</li> <li>The paper contains lists of 'Useful words' and a number of practice pages, designed to familiarise the pupils with each text and to introduce the question formats they will be required to respond to throughout. These are designed to be read by the teacher with the pupils. Meanings of the useful words should be discussed with the group and they should be helped to recognise the words.</li> <li>The practice pages at the beginning of the first two sections also provide the opportunity to discuss setting and characters.</li> <li>Test administrators will need to build in time to go through these practice pages with pupils at specific intervals throughout the time spent on the paper. You should use these instructions to introduce the English reading test:</li> </ul>

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

**What to say  
at the start  
of the test**  
(continued)

We are going to spend some time going through the useful word and practice pages for the first text in the booklet together. When we have done that, you'll need to answer the questions quietly on your own. When you have answered the questions for the first text, you should put your pen or pencil down. We'll then go through the useful words and practice questions for the second text.

There will be a number of different types of question to answer, including:

- writing an answer on a line
- putting a tick in a box next to the answer you think is correct
- drawing a line to match boxes.

Do you have any questions about the types of question there might be?

Now, write your name on the front of the booklet.

# Instructions for reading text 1:

## There's an Octopus Under my Bed!

### What to say at the start of reading text 1

- Read out the name of the first text to the pupils.

There's an Octopus Under my Bed!

You need to look at the useful word on page 3.

- 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.

Now go to page 4.

There is a story on this page and some questions about the story on the page opposite. I'm going to read the story to you and then I'll explain how you should answer the questions.

- Read the story on page 4 aloud to the pupils and discuss what is happening in the narrative.
- Tell the pupils to look at question a. Read it aloud.

When did the story start?

Monday, Tuesday, Wednesday or Thursday.

You need to tick the box that you think is correct.

- 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 put a tick in the correct box in their answer booklet.
- Tell the pupils to look at question b. Read it aloud.

Where was Molly playing?

You need to write your answer for question b on the answer line provided.

- 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 fill in the answer in their booklets.

You now have 20 minutes to finish reading the story and answer the questions on pages 6 to 15 on your own. You should think carefully about the answers you give on the answer lines and which boxes you tick.

- After approximately 20 minutes ask pupils to turn to page 17 of the booklet.

# Instructions for reading text 2:

## I'm Riding on a Giant

### What to say at the start of reading text 2

- Read out the name of the text to the pupils.

I'm Riding on a Giant

You need to look at the useful words on page 17.

- 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.

Now go to page 18.

There is a poem on this page and some questions on the opposite page. I will read the poem on page 18 to you and then I'll explain how you should answer the questions.

- Read the text on page 18 aloud to the pupils and discuss the content.
- Tell the pupils to look at question c. Read it aloud.

What does the child say they are riding on?

A cloud, a giant, a horse or a train.

You need to tick the box that you think is correct.

- 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 put a tick in the correct box in their answer booklet.
- Tell the pupils to look at question d. Read it aloud.

Who is the child looking down on?

You need to write your answer for question d on the answer line provided.

- 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 fill in the answer in their booklets.

You now have 20 minutes to finish reading the poem and answer the questions on pages 20 to 25 on your own. You should think carefully about the answers you give on the answer lines and which boxes you tick.

- After approximately 20 minutes ask pupils to turn to page 27 of the booklet.



# Instructions for reading text 3:

## World of Water

<b>What to say at the start of reading text 3</b>	<ul style="list-style-type: none"><li>● Read out the name of the text to the pupils. <p>World of Water</p><p>You need to look at the useful words on page 27.</p></li><li>● 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. <p>World of Water does not have any practice questions.</p><p>You need to turn to page 28 of the booklet now. You have 20 minutes to read the information and answer the questions on pages 28 to 33.</p></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 to mark the tests, following both the general guidance and any specific guidance for each question. There are no modified mark scheme amendments for this component of the test.</li><li>● Be sympathetic to the fact that the handwriting of pupils with visual impairment may be of inconsistent size and formation – they may also have difficulty circling or ticking answers. Award marks where there is a clear and unambiguous indication of the correct answer.</li></ul>

Administering the modified large print (MLP) version of the 2017 key stage 1  
English reading Paper 1: reading prompt and answer booklet  
Electronic version product code: STA/17/7790/e ISBN: 978-1-78644-317-5

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2017 national curriculum tests

# Key stage 1

## English grammar, punctuation and spelling

Administering the modified large print (MLP) 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 MLP key stage 1 English grammar, punctuation and spelling test: Paper 2: questions (overleaf)
- 1 copy of the MLP 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 modified large print (MLP) version of the key stage 1 English grammar, punctuation and spelling test Paper 2: questions. 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. You will also need a copy of the standard test administration instructions. Failure to administer the test correctly could result in a maladministration investigation at the school.

<b>Format</b>	<ul style="list-style-type: none"><li>• This component of the test consists of a single test paper.</li><li>• Pupils will have approximately 40 minutes (not strictly timed and includes up to 100% additional time) to complete the questions in the test paper.</li><li>• Minor changes have been made to the wording and layout of some parts of the MLP text and questions.</li><li>• 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.</li></ul>
<b>Equipment</b>	<p>Pupils will need the equipment below:</p> <ul style="list-style-type: none"><li>• a blue / black pen or pencil</li><li>• a rubber (optional). If rubbers are not provided, tell pupils that they should cross out any answers they wish to change.</li></ul> <p>Pupils are not allowed:</p> <ul style="list-style-type: none"><li>• dictionaries</li><li>• electronic spell checkers</li><li>• bilingual word lists.</li></ul>
<b>Assistance</b>	<ul style="list-style-type: none"><li>• 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 looks at an answer again.</li><li>• Ensure that pupils are able to locate all answer spaces correctly.</li><li>• 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'.</li><li>• You must not give alternative explanations, e.g. explain 'commands' as 'instructions' or name punctuation.</li></ul> <p>The notes for readers in the English grammar, punctuation and spelling test can be found at <a href="http://www.gov.uk/government/publications/notes-for-readers-in-the-english-grammar-punctuation-and-spelling-test-short-answer-questions">www.gov.uk/government/publications/notes-for-readers-in-the-english-grammar-punctuation-and-spelling-test-short-answer-questions</a>. This document gives examples of how to read particular types of question in Paper 2: questions.</p> <p>The examples below illustrate how to deal with some common situations.</p> <p><b>Q.</b> I don't understand the question. <b>A.</b> Read the question again and underline key words that tell you what to do.</p> <p><b>Q.</b> What does 'comma' mean? <b>A.</b> 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"><li>• If any context or words related to a question are unfamiliar to a pupil, you may show them related objects or pictures, or describe the related context.</li></ul>

<b>Guidance for specific questions</b>	<p><b>Q3.</b> Test administrators may draw attention to the underlined word.</p> <p><b>Q4.</b> Test administrators may draw attention to the space indicated by the arrow.</p>
<b>Before the test begins</b>	<ul style="list-style-type: none"> <li>Review the list of pupils with particular individual needs, e.g. pupils who may need a scribe, a reader or a transcript made at the end of the test.</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 that you understand how to deal with issues during the tests.</li> </ul>
<b>How to deal with issues during the test</b>	<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"> <li>test papers are incorrectly collated or the print is illegible</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</li> <li>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>
<b>What to do at the start of the test</b>	<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 and that no pupil can see another pupil's test paper.</li> <li>Ensure that each pupil who needs it has 1 MLP copy of Paper 2: questions.</li> </ul>
<b>What to say at the start of the test</b>	<ul style="list-style-type: none"> <li>It is important to brief pupils fully at the start of each test. Use these instructions to introduce Paper 2: questions.</li> <li>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.</li> <li><b>The wording of these instructions can be adapted, provided the meaning is retained.</b></li> </ul> <p style="padding-left: 40px;">This is the key stage 1 English grammar, punctuation and spelling test Paper 2: questions.</p> <p style="padding-left: 40px;">The test will take around 40 minutes.</p> <p style="padding-left: 40px;">You should have Paper 2: questions in front of you.</p>

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

**What to say  
at the start  
of the test**  
(continued)

Write your name on the front of your answer booklet.

When you are doing the test, if you want to change an answer, you should rub it out or put a line through the answer you don't want to be marked.

Now turn to page 2.

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

- Read the question to the pupils.

Write one word to complete the sentence below.

- Then read the sentence.

We have PE outside \_\_\_\_\_ it is not raining.

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

Circle the word in the sentence below that must have a **capital letter**.

- Then read the sentence.

my class is singing in assembly.

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

There will be other types of question. If you are unsure how to answer, you should put up your hand to ask.

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.

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.

Read each question carefully so you know what it is asking.

Remember to check your work carefully.

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.

Do you have any questions you want to ask me now?

Turn to page 3 and start the test.

<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, including spelling, 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 MLP to mark the test, following both the general guidance and any specific guidance for each question.</li> <li>● Be sympathetic to the fact that the handwriting of pupils with visual impairment may be of inconsistent size and formation – they may also have difficulty circling or ticking answers. Award marks where there is a clear and unambiguous indication of the correct answer.</li> </ul>

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Administering the modified large print (MLP) version of the 2017 key stage 1  
English grammar, punctuation and spelling: Paper 2 questions  
Electronic version product code: STA/17/7794/e ISBN: 978-1-78644-300-7

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# Key stage 1

## English reading

Administering the modified large print (MLP) 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 MLP key stage 1 English reading test Paper 2: reading booklet and reading answer booklet (overleaf)
- 1 copy of the MLP Paper 2: reading booklet
- 1 copy of the MLP Paper 2: reading answer 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 modified large print (MLP) 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 answer booklet.</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 pupils 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 blue / black pen or pencil</li><li>• a rubber (optional). If rubbers are not provided, you should tell pupils that they should cross out any answers they wish to change.</li></ul> <p>Pupils may use monolingual English electronic spell checkers or highlighter pens if this is normal classroom practice.</p> <p>You may give pupils additional paper if they request it.</p>
<b>Assistance</b>	<ul style="list-style-type: none"><li>• 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 looks at an answer again.</li><li>• You may help pupils to identify and interpret any pictorial information within the test, and you may 'stop the clock' while pupils examine it.</li><li>• The English reading test 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.</li></ul> <p><b>Q.</b> I don't understand the question. <b>A.</b> Read the question again and underline key words that tell you what to do.</p>
<b>Guidance for specific questions</b>	<p><b>Q6.</b> Test administrators may help pupils to locate spaces in the table for their answers.</p> <p><b>Q15.</b> Test administrators may help pupils to locate number 1 in the list given.</p>

<b>Before the test begins</b>	<ul style="list-style-type: none"> <li>Review the list of pupils with particular individual needs, e.g. so you know 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>
<b>How to deal with issues during the test</b>	<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>
<b>What to do at the start of the test</b>	<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 and that no pupil can see another pupil's answer booklet.</li> <li>Ensure each pupil who needs it has 1 MLP copy of the reading booklet and a copy of the MLP reading answer booklet.</li> </ul>
<b>What to say at the start of the test</b>	<p>Paper 2 doesn't contain a list of useful words or practice questions and I'm not going to read any of the pages aloud to you this time.</p> <p>There will be a number of different types of question to answer, including:</p> <ul style="list-style-type: none"> <li>• writing an answer on a line</li> <li>• putting a tick in a box next to the answer you think is correct</li> <li>• putting ticks in a table to show if an answer is true or false.</li> </ul> <p>You'll have about 80 minutes to complete the test.</p> <ul style="list-style-type: none"> <li>Note that the test is not strictly timed.</li> </ul>

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

<b>What to say at the start of the test</b> (continued)	<p>You should try to get through as many questions as you can. If you can't answer a question, you should move on to the next one and come back to the question you can't answer later on if you have time.</p> <p>If you start to find the reading or the questions too hard, you should stop working.</p> <p>If you want to change an answer, you should rub it out or put a line through the answer you don't want to be marked.</p> <p>You need to work quietly on your own. You need to think of your own answers and you must not discuss them with anyone else.</p> <p>Read the questions carefully and check your work.</p> <p>If you have any questions during the test, put your hand up and wait for me / someone to come over to you. Remember, I / we can't help you answer any of the test questions or read any of the words to you.</p> <p>Do you have any questions?</p> <p>Write your name on the front of the answer booklet and start the test.</p>
<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 to mark the test, following both the general guidance and any specific guidance for each question. There are no modified mark scheme amendments for this component of the test.</li> <li>● Be sympathetic to the fact that the handwriting of pupils with visual impairment may be of inconsistent size and formation – they may also have difficulty circling or ticking answers. Award marks where there is a clear and unambiguous indication of the correct answer.</li> </ul>

Administering the modified large print (MLP) version of the 2017 key stage 1 English reading Paper 2: reading booklet and reading answer booklet  
Electronic version product code: STA/17/7791/e ISBN: 978-1-78644-318-2

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# **2017 national curriculum tests**

## **Key stage 1**

## **ENGLISH**

### **Modified large print**

### **Grammar, punctuation and spelling**

### **Paper 2: questions**

**First name** \_\_\_\_\_

**Middle name** \_\_\_\_\_

**Last name** \_\_\_\_\_

#### **Note for marking:**

**This paper should be marked using the standard mark schemes for KS1 English grammar, punctuation and spelling: Paper 2. There is additional guidance on marking some questions in this paper in the Key stage 1 English grammar, punctuation and spelling amendments to mark schemes – MLP document.**

## **Practice questions**

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

We have PE outside \_\_\_\_\_ it is not raining.

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

my class is singing in assembly.



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

Sasha was running to school \_\_\_\_\_ she was late.

Tick **one**.

☐

if

☐

or

☐

that

☐

because

2. Tick **one** word to complete the sentence below.

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

Tick **one**.

☐

that

☐

but

☐

when

☐

or

3. Why does the underlined word start with a **capital letter** in the sentence below?

Dad cleaned the kitchen and Joe helped.

---

---

**4. Look at where the arrow is pointing.**

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



### Which punctuation mark is needed?

## Tick one.

## an apostrophe

## a comma

**a full stop**

## a question mark

5. Circle the **noun** in the sentence below.

The shoes were shiny.

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

There is a pony in the field

Are we going swimming

Have you seen my hat and gloves

7. Circle the **adjective** in the sentence below.

Take a blue crayon from the box to  
colour in the sky.

8. Add **two** full stops in the correct places below.

Jamie walks to school with his  
mum Alex joins them

9. Draw a line to match each word to the **suffix** that turns it into a noun.

**Word**

**Suffix**

kind ●

● ness

● ment

enjoy ●

● ness

● ment

tired ●

● ness

● ment

10. Write one **adverb** to complete the sentence below.

We cut out the shapes \_\_\_\_\_ .

11. Which sentence uses an **exclamation mark** correctly?

Tick **one**.

☐

What a beautiful picture you've drawn!

☐

Do you like art!

☐

How did you make the colour so bright!

☐

Can you help Samir finish his painting!



12. Tick the **noun phrase** below.

Tick **one**.

☐

the tiny insect

☐

so quickly

☐

had been eating

☐

very colourful

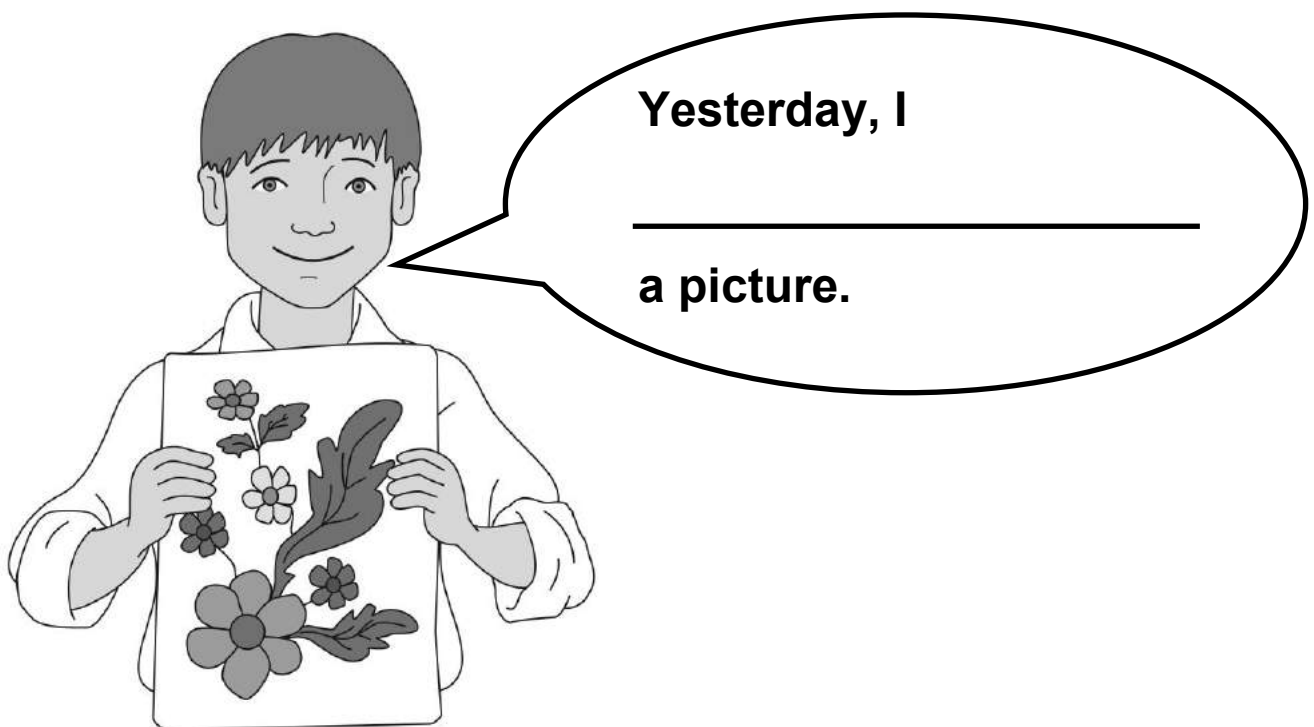
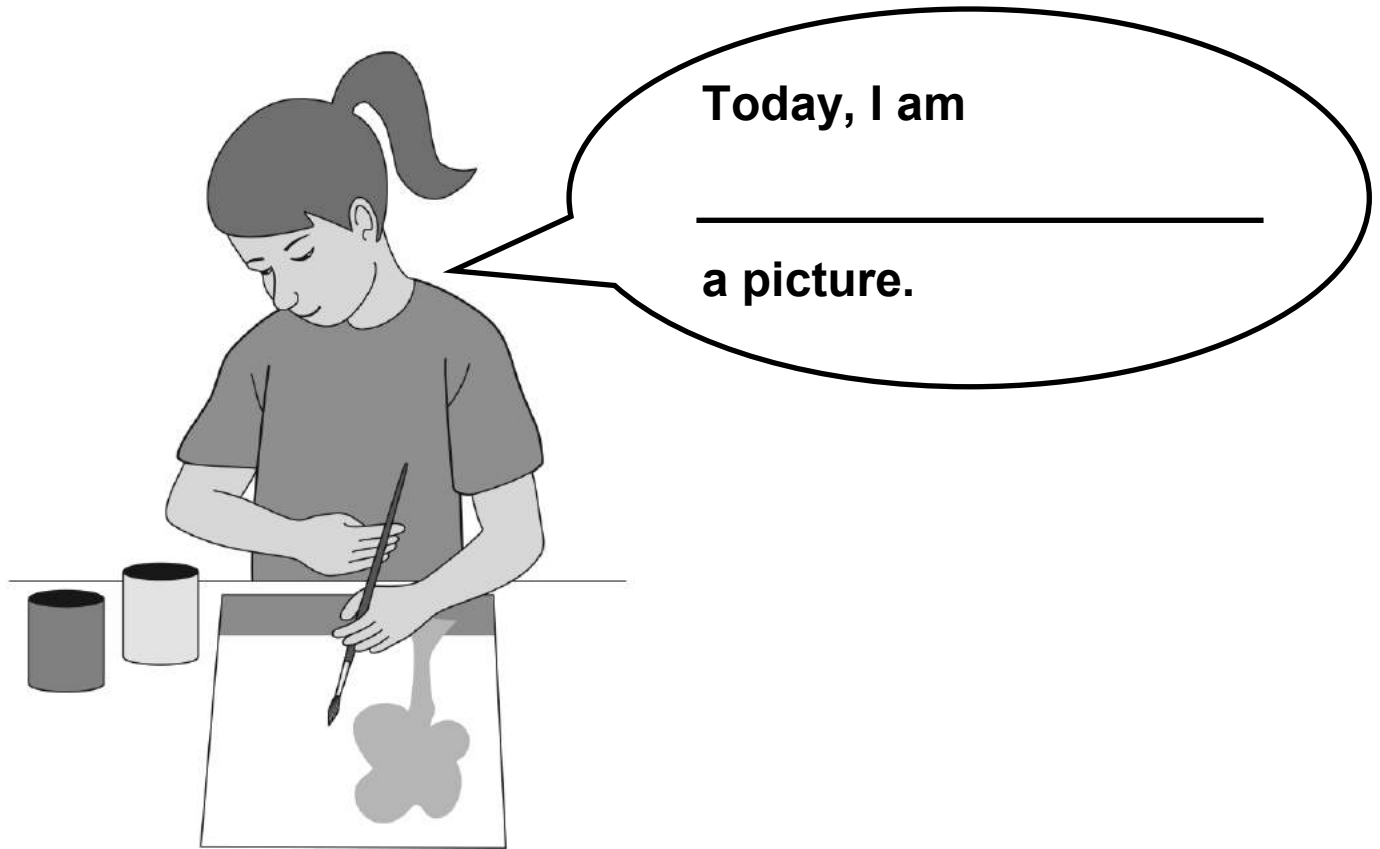
13. Circle all the **verbs** in the sentence below.

Anna washed the grapes and shared  
them with her friends.

14. Write an **apostrophe** in the correct place in the sentence below.

**Those are Jims books.**

15. Write **one** verb to complete what each child is saying.



16. Write **One** sentence to describe something you see in the picture.

Remember to use correct punctuation.



---

---

17. Tick to show whether each noun is **singular** or **plural**.

Noun	Singular	Plural
dress		
house		
socks		

**18. Which sentence is written in the present tense?**

**Tick one.**

☐

**Mum took Ella breakfast in bed.**

☐

**Mum makes Ella a hot drink.**

☐

**Mum gave Ella a book.**

☐

**Mum told Ella a story.**

**End of test**

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<b>Total marks</b>	
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2017 key stage 1 English grammar, punctuation and spelling  
Paper 2: questions

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# **2017 national curriculum tests**

## **Key stage 1**

## **ENGLISH**

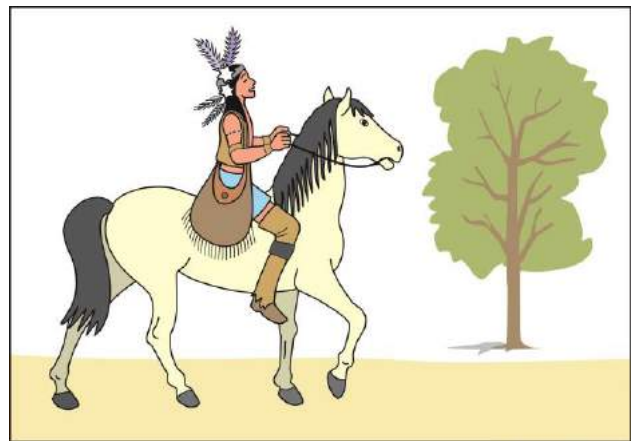
### **Modified large print**

### **Reading**

### **Paper 2: reading booklet**



**Sea Spray  
Swimming Pool**



**The Fox and the  
Boastful Brave**

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# Contents

**Sea Spray Swimming Pool ..... Page 4**

**The Fox and the Boastful Brave..... Page 6**

# **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.**

**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 and all water skills. Are you scared of water? Don't worry! Our trainers are experts in dealing with nervous beginners.**

<b>The lessons will run from 1st – 14th August.</b>
-----------------------------------------------------

**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:**

- **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.**

**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.**

**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.**

**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'.**

## **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.**



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 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.

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.

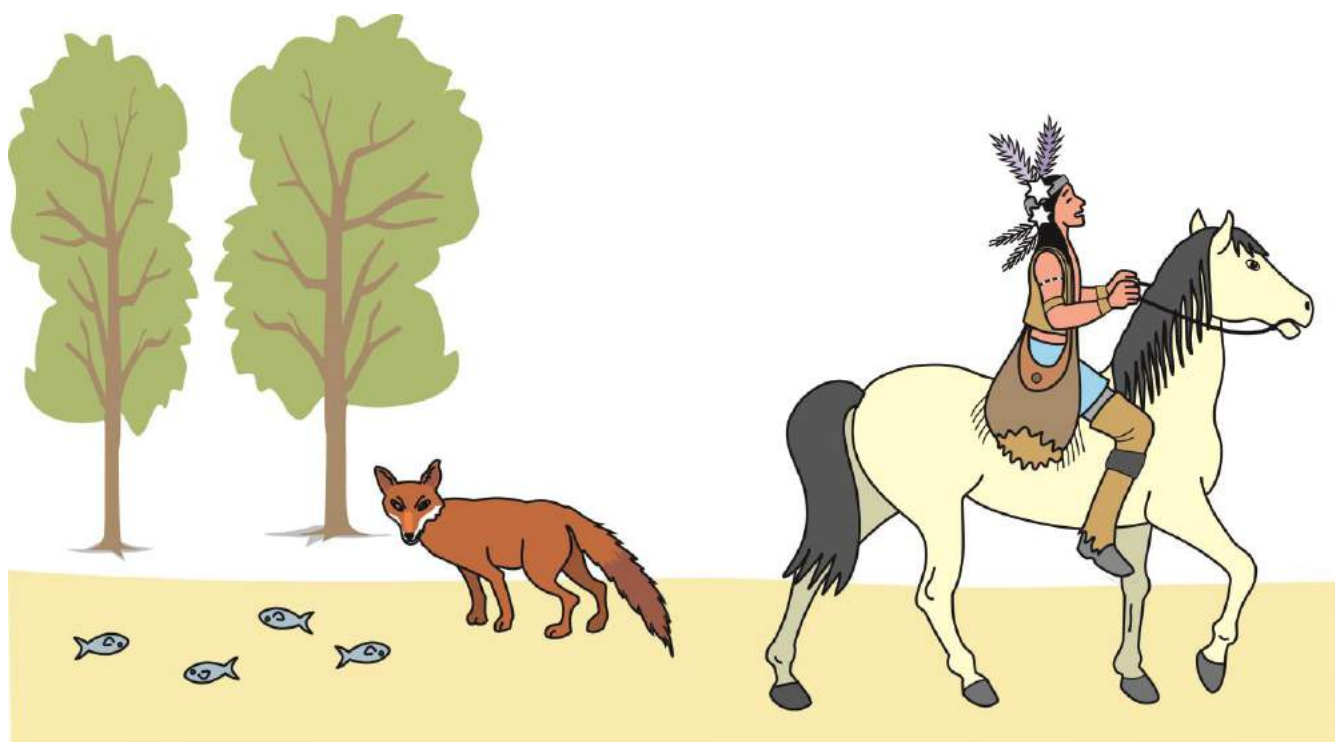
Fox bounded ahead of the horse and lay down on the path.

"No one is stronger than. . . what's this? A fox? 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. . ."

**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.**





**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. (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.**

**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."**



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2017 key stage 1 English reading  
Paper 2: reading booklet

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# **2017 national curriculum tests**

## **Key stage 1**

## **ENGLISH**

### **Modified large print**

### **Reading**

### **Paper 2: reading answer booklet**

**First name** \_\_\_\_\_

**Middle name** \_\_\_\_\_

**Last name** \_\_\_\_\_

#### **Note for marking:**

**This paper should be marked using the standard mark schemes for  
KS1 English reading: Paper 2.**

**Questions 1 – 6 are about Sea Spray Swimming Pool (pages 4 – 5)**

- 1. Who might be interested in reading this leaflet? (page 4)**

---

---

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

---

---

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

1. \_\_\_\_\_

2. \_\_\_\_\_

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

1. \_\_\_\_\_

2. \_\_\_\_\_

5. **'golden' rules** (page 5)

This means the rules are. . .

Tick **one**.

☐

very expensive to follow.

☐

only for good swimmers.

☐

very important.

☐

completely useless.



6. Put ticks in the table to show which sentences are **true** and which are **false**. (pages 4 and 5)

Sentence	True	False
The lessons are only for good swimmers.		
A six-year-old could take part in the lessons.		
Children can sign up on their own.		
There is a party at the end of the course.		

Questions 7 – 15 are about **The Fox and the Boastful Brave** (pages 6 – 9)

7. Just in time, he heard someone singing. Fox dashed off the path and hid behind a bush. (page 6)

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

---

8. What did Fox think was coming over the hill? (page 7)

Tick **one**.

☐

a horse

☐

a man

☐

a bird

☐

a fish

- 9. Explain why Fox became interested in Heron Feather when he heard his song. (page 7)**

---

---

---

---

- 10. What was Heron Feather on his way to do? (page 7)**

---

---

11. **How** did Fox trick Heron Feather into picking him up? (page 7)

Tick **one**.

☐

He prepared to pounce.

☐

He lay on the path.

☐

He bounded ahead.

☐

He hid in a bush.

**12a. How did Fox escape from the bag? (page 8)**

---

---

---

**12b. Why did Heron Feather **not** notice Fox's escape?  
(page 8)**

---

---

---

**13a. Look at pages 6 – 9.**

The story shows that **Heron Feather** was. . .

Tick **one**.

☐

truthful.

☐

foolish.

☐

very brave.

☐

hard-working.

**13b. The story shows that **Fox** was. . .**

Tick **one**.

☐

loud.

☐

slow.

☐

clever.

☐

shy.

**14a. How do you think Heron Feather felt at the end of the story? (page 9)**

---

---

---

**14b. Why did he feel like that? (page 9)**

---

---

---

- 15. Number the following events from 1 to 5 to show the order that they happened in the story. (pages 6 – 9)**

**The first one has been done for you.**

**Heron Feather picked up Fox.**

**Fox pretended to be dead.**

**Fox ate the fish.**

**Fox saw Heron Feather.**

**Fox wanted Heron Feather's fish.**

**End of test**



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<b>Total marks</b>	
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2017 key stage 1 English reading  
Paper 2: reading answer booklet

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2017 national curriculum tests  
Key stage 1

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

**Modified Large Print (MLP)**



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## Introduction

This guidance details the amendments made to the mark schemes for questions that have been adapted, or replaced, in the Modified Large Print (MLP) versions of the key stage 1 English grammar, punctuation and spelling test materials. It also has some important additional guidance to help with the marking of the key stage 1 tests.

Refer to the standard mark schemes when marking the MLP test papers. They should be used in conjunction with the additional guidance in this document.

## Amendments to the mark scheme

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

There are no amendments to the mark schemes for the MLP versions. However, please note the additional marking information in this document.

Paper 1	No amendments to mark schemes – follow the standard mark schemes.
Paper 2	No amendments to mark schemes – follow the standard mark schemes. However, pay attention to the additional guidance in this document for the following questions:  <b>Practice question b, 5, 7, 8, 13 and 14.</b>

## **General guidance to be applied throughout the MLP 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.
- If children have missed any answer lines within the text their answers may be elsewhere on the page. Any unambiguous indication of the correct answer should be credited.

## Paper 2: questions

Qu.	Additional information to help markers
<b>Practice b, 5, 7, 13</b>	Markers should be aware that children with visual impairment may have difficulty circling words precisely and should be sympathetic to this, awarding a mark for unambiguous correct answers. (Please note that there are no marks to be awarded for the practice questions.)
<b>8</b>	Markers should be aware that children with visual impairment may have difficulty positioning the two full stops precisely and should be sympathetic to this, awarding a mark for unambiguous correct answers.
<b>14</b>	Markers should be aware that children with visual impairment may have difficulty positioning the apostrophe precisely and should be sympathetic to this, awarding a mark for unambiguous correct answers.

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2017 key stage 1 English grammar, punctuation and spelling test

Amendments to mark schemes - MLP

Electronic PDF version product code: STA/17/7819/e ISBN: 978-1-78644-519-3

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	Reading Booklet 1 Pages 12 - 16	I'm Riding on a Giant  From: Family Poems Scholastic Children's Books 2002	Text – Author David Whitehead.  Illustrations – commissioned by item-writing agency. Crown copyright.

	Reading Booklet 1 Pages 18 - 21	World of Water, adapted from Planet Earth (Explorers series), Macmillan Children's Books, 2011	Text – Author Daniel Gilpin.  Images sourced from <a href="http://www.shutterstock.com">www.shutterstock.com</a> . Copyright Shutterstock - Johnny Adolphson: Serene mountain lake, Utah, USA. Copyright Shutterstock - M. Pellinni: landscape with mountains trees and a river in front. Copyright Shutterstock - Galyna Andrushko: sea sunset. Copyright Shutterstock - Galyna Andrushko: Indian ocean on sunset. Sri Lanka, Galle Fort. Images on page 21 sourced from <a href="http://www.freeimages.com">www.freeimages.com</a> – copyright Getty images.
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	Reading Booklet 2, pages 4 - 5	Sea Spray Swimming Pool	Text – written by item-writing agency, specifically for the test. Crown copyright. Illustrations – commissioned by item-writing agency or by STA. Crown copyright. Images of child swimming and swimming pool background sourced from <a href="http://www.freeimages.com">www.freeimages.com</a> – copyright Getty images.
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