

Key stage 1

Mathematics

Administering Paper 2: reasoning

Key stage 1 tests are designed to be taken at the end of the key stage 1 programme of study. It is suggested that schools administer the tests during **May**, to help inform the support that can be given to pupils ahead of their transition to key stage 2.

Schools may choose to administer the non-statutory key stage 1 tests under test conditions. To help maintain the integrity of the tests for those doing so, we ask that all schools treat all test materials as confidential until **June 2025**.

Key stage 1 mathematics test

The key stage 1 mathematics test consists of 2 papers. The papers should be administered in order. Pupils do not have to sit both papers on the same day. If both papers are administered on the same day, pupils may benefit from a break between papers. Both papers can be administered to the whole class, smaller groups of pupils or on an individual basis.

Paper 2: reasoning

The following information explains how to administer the key stage 1 mathematics Paper 2: reasoning.

Format	• Paper 2: reasoning consists of a single test paper. • It is expected that Paper 2 will take approximately 35 minutes to complete, but it is not strictly timed. • It is at your discretion to choose when or if a pupil requires a break during the test or whether to stop the test early. • This paper has 2 sections: an aural section and a written section. The first section starts with a practice aural question, followed by 5 aural questions. • After the aural questions, the pupils are presented with written questions. The time for the written questions should be approximately 30 minutes.
Equipment	• Each pupil will need the equipment specified below: - a pencil or blue or black pen - a sharp, dark pencil for mathematical drawing - a ruler (showing centimetres and millimetres) - a mirror • Rubbers are allowed, but please encourage pupils to cross out answers they wish to change instead of rubbing them out. • Pupils may use the following equipment, if this is normal classroom practice, provided they only give word-for-word translations: - bilingual dictionaries or electronic translators - bilingual word lists - monolingual English electronic spell checkers - highlighter pens • Pupils are not allowed: - calculators - tracing paper - number apparatus, for example, base ten materials and number squares.

Assistance	- You should ensure that nothing you say or do during the test could be interpreted as giving pupils an advantage, for example, indicating that an answer is correct or incorrect, or suggesting the pupil look at an answer again. - If a pupil requests it, you may read a question to them on a one-to-one basis. You can also read questions 6 to 33 if a pupil has difficulty in reading the questions for themselves. - If reading to a pupil, you may read words and numbers, but not mathematical symbols. This is to ensure that pupils are not given an unfair advantage by having the function inadvertently explained by reading its name. - For pupils with hearing impairments, be careful when signing numbers and mathematical signs. In particular, please be careful when signing the following: Q5: Take care not to indicate 'quarters' as four. You may fingerspell the word. Q8: Do not sign the word 'thirteen'. You may point to the word or fingerspell it. Q9: Take care to sign 'line of symmetry' away from the diagram in a neutral space. Q22: You may point to the mathematical symbols, but do not sign the name of the mathematical symbols. Q27: You may point to the mathematical symbol, but do not sign the name of the mathematical symbol. Q30: You may indicate the clocks generally, but do not sign the times on the clocks. Q33: Take care to sign 'clockwise' and the four different turns away from the diagram in a neutral space. - Guidance for administering the test to pupils with a visual impairment is contained in the relevant modified test pack. - If reading questions to a pupil, you may point to parts of the test paper such as charts, diagrams, statements and equations, but you should not explain the information or help the pupil by interpreting it. - For the aural section of this paper there is an optional pupil script that you may provide to pupils to access this part of the test. Please refer to page 8 of this document for further guidance. - You should not explain any subject-specific terminology. 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 context. - The examples below illustrate how to deal with some common situations. Question: What does 'fraction' mean? Answer: I can't tell you, but think hard and try to remember. We can talk about it after the test. Question: What does '>' or '<' mean? Answer: I can't tell you, but think hard and try to remember. We can talk about it after the test.
Guidance for specific questions	Q8: If you are reading the question to a pupil, you must not read the word 'thirteen' or any of the numbers in figures.
Before the test begins	- Review the list of pupils with any particular individual needs, for example, pupils who may need to use the optional pupil script for the aural questions, or who may need support from a scribe or a transcript made at the end of the test. - The optional pupil script for the aural questions can be found at the back of this document. Please photocopy it for the pupils who need it.
What to do at the start of the test	- Check seating is appropriately spaced and that no pupil can see another pupil's test paper. - Check pupils do not have mobile phones or other disruptive items. - Check pupils do not have any materials or equipment that may give them extra help. - Ensure each pupil has a copy of mathematics Paper 2: reasoning.

How to introduce the test

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

This is the mathematics test Paper 2: reasoning. You should have a test booklet in front of you. This test will take around 35 minutes.

Write your name on the front of your test booklet.

I'm going to explain how to write down your answers to the questions. You'll have plenty of time to work out the answers.

You need to work on your own. You should think of your own answers and you shouldn't talk about them with anyone else.

If you want to change an answer, you should rub it out or put a line through the answer that you don't want to be marked.

If you need to change a diagram or graph, make sure that you completely rub out or cross out your answer before writing your new answer.

Some questions have boxes for you to write your answers in. You can do any working out in the white space around the boxes if you need to.

- Where necessary, you can show the pupils how to draw a tick, circle or cross to indicate the answer.

Open your test booklet at page 2. There are six children who are in some of the questions. Their names are Ajay, Amy, Ben, Kemi, Sam and Sita.

Introducing the aural questions

What to say at the start of the aural questions

Now I'm going to read aloud some questions for you to answer. I'm going to read each question twice, with a short gap in between. You need to listen very carefully when I read the questions to you.

You should work on your own and you should not call out the answers.

- If any pupils are using the optional pupil script to support their access to these questions, you should follow the guidance on page 8 of this document. If any pupils are using the optional pupil script, remind them to write their answers in the test booklet and not on the script.

Look at the practice question on page 3. This is a practice question for us to do together.

- When reading the question to the pupils, remember to repeat the bold text only.
- You may help pupils locate the question where necessary.

What number is one more than ten?

Write your answer in the box.

- Before proceeding, ensure that the pupils know where they should have written their answer, and the correct answer they should have written. Discuss methods the pupils used to work out their answer. Allow the pupils to change their answer to the correct one by crossing or rubbing out, to make sure they know how to correct errors.

Now I'm going to read out questions 1 to 5.

You should try to answer all of the questions. You should write your answers in the correct place for each question.

Remember, I can't help you with these questions. You should try to work them out on your own.

Do you have any questions?

Turn to page 4 of the booklet.

- Read questions 1 to 5, allowing sufficient time for pupils to write their answers before you move on to the next question. When reading the question to the pupils, remember to repeat the bold text only. Words that are underlined should be emphasised.

This section continues on the next page.

Question 1	A shopkeeper has <u>fifteen</u> apples in a box. He sells <u>six</u> of the apples. How many apples does he have left? Write your answer in the box.
Question 2	Look at the rods and cubes. [Pause] Each rod stands for <u>ten</u>. Each cube stands for <u>one</u>. What number does the picture show? Write your answer in the box.
Question 3	Turn to the next page. [Pause] Look at the number line. What number is <u>half-way</u> between ten and twenty?
Question 4	What is the <u>total</u> of two, three and four? Write your answer in the box.
Question 5	Look at the <u>four</u> shapes. Tick the <u>two</u> shapes that have exactly <u>one-quarter</u> shaded.

At the end of the aural section of the test, stop and introduce the written section of the test.

Introducing the written questions

What to say at the start of the written questions	<i>For the rest of the test you will need to read the questions in the booklet yourself.</i> • Please note, you may need to change the instruction above if you are supporting some pupils with reading. <i>In some places there will be an answer box. In other places you may need to write your answer on a diagram or graph.</i> • Where necessary, you can show the pupils how to change their answers if they think they have made a mistake. <i>Remember, if you want to change an answer, you should put a line through the answer that you don't want to be marked.</i> <i>If you need to change a diagram or graph, make sure that you completely rub out or cross out your answer before writing your new answer.</i> • Where necessary, you can show the pupils how to draw a tick, circle or cross to indicate the answer. <i>You can use the white space on the page to do any working out if you need to.</i> <i>You need to work on your own. You need to think of your own answers and you shouldn't discuss them with anyone else.</i> <i>If you can't answer a question, move on to the next one and come back to that question later on if you have time.</i> <i>You have around 30 minutes to complete the rest of the paper now.</i> <i>Turn to page 8 and start working.</i>
What to do at the end of the test	• If you need to make a transcript of a test script, complete it with the individual pupil at the end of the test, under test conditions. Particular care should be taken to ensure accurate transcriptions are made and the pupil's answers are not corrected or amended.
Marking the tests	• Use the key stage 1 test mark schemes to mark the test, following both the general guidance and any specific guidance for each question.

Optional pupil script for the aural questions

Key stage 1 mathematics test Paper 2: reasoning

This is an optional script.

Some pupils may need extra visual support to access the first 5 aural questions of the key stage 1 mathematics reasoning test. The class teacher can provide this optional script to any pupils in addition to their test booklet if they consider it necessary.

Pupils should use the script alongside their test booklet when listening to the aural questions read by the teacher.

Who is the script for?	• The optional pupil script may be used with any pupil who would find it difficult to access and respond to the aural questions and the visual prompts in the test booklet. • Before administering the test with the optional pupil script, you should consider whether the pupil has any needs where providing the optional pupil script alongside the test would improve their access to the aural questions. • You should only use this script with pupils if you are confident that it will not confuse them.
Assistance	• You should adhere to the administration guidelines in the test administration booklet when administering the test. • Pupils using the optional pupil script will need support so that they can manage the script and the test booklet, and listen to the administrator appropriately.
Before the test begins	• Make a note of pupils who will have access to the optional pupil script for the aural questions. • Make copies of the optional pupil script on page 9 of this booklet, as required. • Provide a copy of the test booklet and the additional optional pupil script to the designated pupils. • Tell the pupils that they should use the script to help them follow the questions as you read them. • Refer to the teacher's aural script on pages 5 to 6 of this booklet to administer the aural section of the test.
What to say at the start of the aural questions	• Follow the administration guidance provided in this document. • Tell the pupils to write their name on their optional script as well as their test booklet. • Remind pupils who have the optional script that they should follow each question as you read it aloud. • Explain to pupils that they should record their answers in their test booklet and not on the optional script.
After the aural questions have been administered	• After the last aural question has been read aloud, collect the optional pupil scripts.
Marking the aural questions	• Use the key stage 1 test mark schemes to mark the tests, following both the general guidance and any specific guidance for each question. • Answers given in the test booklet should take precedence. However, if a pupil has written their answer on the optional script and not in the test booklet, teachers should mark accordingly, as long as the pupil's answer is not contradicted elsewhere.

Key stage 1 mathematics test Paper 2: reasoning
Optional pupil script for the aural questions

You may photocopy the optional pupil script for each pupil who is using it during the administration of the aural questions (1 to 5) of Paper 2. Please refer to the guidance on page 8 before using it.

First name	
Middle name	
Last name	

Practice question	What number is one more than ten?
Question 1	A shopkeeper has 15 apples in a box. He sells 6 of the apples. How many apples does he have left?
Question 2	Look at the rods and cubes. Each rod stands for ten . Each cube stands for one . What number does the picture show?
Question 3	Look at the number line. What number is half-way between 10 and 20?
Question 4	What is the total of two, three and four?
Question 5	Look at the four shapes. Tick the two shapes that have exactly one-quarter shaded.

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