

**2019 national curriculum assessments**

# **Pre-key stage**

## **Pre-key stage exemplification**

### **English language comprehension and reading**

**March 2019**



**Standards  
& Testing  
Agency**

**[BLANK PAGE]**

This page is intentionally blank.

# Contents

<b>Guidance</b>	<b>4</b>
Introduction	4
Teacher assessment judgements	4
Using exemplification materials	4
Examples of evidence when assessing English language comprehension and reading	5
Assessment of pupils with disabilities	5
<b>Pre-key stage: Teacher assessment framework for English language comprehension and reading</b>	<b>6</b>
<b>Exemplification: working at standard 1</b>	<b>7</b>
<b>Exemplification: working at standard 2</b>	<b>8</b>
<b>Exemplification: working at standard 3</b>	<b>9</b>
<b>Exemplification: working at standard 4</b>	<b>10</b>
<b>Matrix of standards</b>	<b>11</b>

# Guidance

## Introduction

- The pre-key stage standards are provided for the statutory assessment of pupils engaged in subject-specific study, who are working below the overall standard of the national curriculum tests and teacher assessment frameworks.
- The pre-key stage standards must be used to make statutory teacher assessment judgements for pupils who have reached the end of year 2 and end of year 6, when an outcome must be reported for school accountability purposes, but who have not completed the relevant national curriculum programme of study.
- These exemplification materials provide examples to support teachers in making judgements against the pre-key stage standards at the end of the key stage. If teachers are confident in their judgements, they do not need to refer to this document.
- Standards 1 to 4 are the same at key stage 1 and key stage 2. Only one example is given for each standard. Standards 5 and 6 (for year 6 pupils only) are not exemplified in these materials.

## Teacher assessment judgements

- The pre-key stage standards should only be used to make a judgement at the end of the key stage. They are not a formative assessment tool and should not be used to track progress throughout the key stage or to guide individual programmes of study, classroom practice or methodology of assessment. Teachers should assess individual pieces of pupils' work in line with their school's own, more detailed assessment policy and not against these standards.
- The judgement should be based on a broad range of day-to-day evidence from the classroom, which shows that a pupil has met the 'pupil can' statements within the framework. This can be drawn from work in subjects other than the one being assessed, although a pupil's work in that subject alone may provide sufficient evidence to support the judgement.
- The materials show what meeting the 'pupil can' statements might look like for each standard. However, there is no expectation for teachers to provide specific evidence similar to the examples in this document.
- It is good practice for schools to ensure that judgements made using the pre-key stage standards are, as far as possible, moderated internally and with other schools. This will quality assure teachers' judgements and provide a valuable opportunity for professional development. There is, however, no statutory moderation of judgements made against the pre-key stage standards.

## Using exemplification materials

- Exemplification materials illustrate only how 'pupil can' statements in the framework might be met. They do not dictate a particular method of teaching or assessment, or the evidence expected from the classroom, which will vary from school to school. There is no expectation that schools will use the specific texts or resources referred to in these materials. However, it is good practice for schools to use high-quality texts to develop pupils' love of literature through widespread reading for enjoyment.
- These materials illustrate pre-key stage standards 1, 2, 3 and 4 in English language comprehension and reading. The exemplars show teachers how they might judge whether a pupil has met a particular standard and can be used at the end of key stage 1 and key stage 2.
- Each exemplar consists of a description to illustrate teachers' day-to-day practice of listening to pupils read and making judgements based on how they can apply their knowledge and skills to what they read.

- This document illustrates how the statements containing qualifiers ('some', 'many', 'most') may be applied to a particular example. Where qualifiers are used, they have consistent meaning. 'Most' indicates that the statement is generally met with only occasional errors. 'Many' indicates that the statement is met frequently but not yet consistently and 'some' indicates that the knowledge or skill is starting to be acquired and is demonstrated correctly on occasion but, is not yet consistent or frequent.

## Examples of evidence when assessing English language comprehension and reading

- The exemplification below shows some examples of ways in which the 'pupil can' statements in the English language comprehension and reading pre-key stage standards could be evidenced. Teachers should consider drawing upon a range of classroom evidence to inform their judgements. The evidence could include:
  - examples of pupils' responses to reading, or being read aloud to by an adult, based on their own method of communication for example verbal, braille or Augmentative and Alternative Communication (ACC)
  - examples of pupils' responses that show derivation of meaning from visual or tactile representations, for example objects, pictures, symbols or written words
  - teachers' records or notes about an individual pupil's reading, produced as part of day-to-day assessment (for example, a formal record of pupil's progress in reading)
  - teachers' records or notes about discussions that they have had with pupils about their reading
  - summative assessments used by schools to benchmark a pupil's reading age, use a standardised score or assess their ability to gain meaning from texts

## Assessment of pupils with disabilities

- All schools are required to make reasonable adjustments for pupils with disabilities. Disability is defined in the Equality Act 2010 as a physical or mental impairment which has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities. When teachers assess pupils against the 'pupil can' statements, they should base their judgements on what disabled pupils can do when those reasonable adjustments are in place (for example, presenting text in different formats, reducing anxiety by providing a quiet study space, or allowing more time to process instructions).
- If a pupil has a disability that prevents them from demonstrating attainment in the way described in a 'pupil can' statement, their individual method of communication or study is applicable (for example, using a visual phonics system for a pupil with a hearing impairment). Teachers should ensure that all pupils have the opportunity to demonstrate attainment with reasonable adjustments in place, but the standards of the assessment must not be compromised and must be met in an equivalent way. Teachers should use their professional discretion in making such judgements for each pupil.
- If a pupil has a disability that physically prevents them from demonstrating a 'pupil can' statement altogether, even with reasonable adjustments in place, these statements can be excluded from the teacher assessment judgement (for example, for handwriting if the pupil is physically restricted when writing or for phonics if a pupil is deaf and unable to make use of a visual phonics system). Teachers should use their professional discretion in making such judgements for each pupil.

# Pre-key stage: Teacher assessment framework for English language comprehension and reading

- The standards in this framework contain a number of ‘pupil can’ statements. To judge that a pupil is working at a standard in English language comprehension and reading, teachers need to have evidence which demonstrates that the pupil meets all of the statements within that standard.
- Teachers should assess each pupil based on their own method of communication, and disregard statements which a pupil is physically unable to access.
- Standards 5 and 6 (for pupils who have reached the end of year 6 only) are not exemplified in these materials. In order to assess pupils at Standard 5, practitioners are advised to use [2018 teacher exemplification: English reading – working towards the expected standard<sup>1</sup>](#). In order to assess pupils at Standard 6, practitioners are advised to use [2018 teacher exemplification: English reading – working at the expected standard<sup>2</sup>](#).
- In standards 1 to 4 language comprehension, adults are expected to read a story or rhyme that is familiar to the pupil. This will be a quality storybook or rhyme that the pupil knows and loves. Age-appropriate, engaging and well-written texts are likely to elicit a response from pupils. For example, curiosity, anger, excitement, enjoyment. Books that are designed to teach children how to read are more suited when assessing word reading within the standards.

---

1. <https://www.gov.uk/government/publications/ks1-english-reading-exemplification-working-towards-the-expected-standard>  
2. <https://www.gov.uk/government/publications/ks1-english-reading-exemplification-working-at-the-expected-standard>

# Exemplification: working at standard 1

## Language comprehension

In a familiar story/rhyme, the pupil can, when being read to by an adult (one-to-one or in a small group):

- indicate correctly pictures of characters and objects in response to questions such as 'Where is (the)...?'
- show anticipation about what is going to happen (e.g. by turning the page)
- join in with some actions or repeat some words, rhymes and phrases when prompted

Before the assessment, the teacher will have helped the pupil to enjoy a quality storybook that has elicited a response – curiosity, excitement, enjoyment. This should have encouraged the pupil to want to hear the same story again and again so they can anticipate events on each re-reading. By using similar emphases and intonation on each reading session, the pupil will be able to join in with some actions or repeat some words, rhymes and phrases. Once the story is very familiar, the teacher can support the pupil in communicating their understanding. This will enable the teacher to award an overall judgement against the standard.

At pre-key stage standard 1, the pupil will be able to indicate correctly pictures of characters and objects in response to questions such as 'Where is (the)...?'

## Exemplification: working at standard 2

### Word reading<sup>3</sup>

The pupil can:

- say a single sound for 10+ graphemes
- read words by blending sounds with known graphemes, with help from their teacher

The teacher will usually sit side-by-side next to the pupil with their writing hand furthest away.

The teacher has grapheme cards for the sounds the pupil has been taught and uses a small selection to model. The teacher says each sound out loud at a speed that will be necessary for blending sounds into words. The teacher asks the pupil to read the sounds without prompting or interruption (putting the ones modelled at the bottom of the pack). As the pupil reads, the teacher puts unknown sounds to one side. At pre-key stage standard 2, pupils will be able to say a single sound for 10+ graphemes.

The teacher uses word cards containing graphemes the pupil can read easily and uses a small selection to model reading, saying the sounds and blending them to read the word. The pupil can then be asked to read a selection of words with a mix of graphemes, without prompting or interruption.

3. At Standard 2 only, teachers can consider the small number of pupils who can read words as 'sight words' to have met the word reading statements.

### Language comprehension

In a familiar story/rhyme, the pupil can, when being read to by an adult (one-to-one or in a small group):

- demonstrate understanding, by answering questions, such as 'Where is he/she/it?', 'What is this?', 'Who is this?', 'What is he/she doing?'
- join in with predictable phrases or refrains

Before the assessment, the teacher will have helped the pupil to enjoy a quality storybook that has elicited a response – curiosity, excitement, enjoyment. This should have encouraged the pupil to want to hear the same story again and again so they can anticipate events on each re-reading. By using similar emphases and intonation on each reading session, the pupil will be able to join in with predictable phrases or refrains.

Once the story is very familiar, the teacher can have a relaxed and informal discussion with the pupil in order to assess their overall understanding. The responses given by the pupil during this discussion can be used by the teacher to award an overall judgement against the standard.

At pre-key stage standard 2, the pupil will be able to demonstrate their understanding by answering questions such as 'Where is he/she/it?', 'What is this?', 'Who is this?', 'What is he/she doing?'

## Exemplification: working at standard 3

### Word reading

The pupil can:

- say a single sound for 20+ graphemes
- read accurately by blending the sounds in words with two and three known graphemes.

The teacher sits side-by-side next to the pupil with their writing hand furthest away.

The teacher has grapheme cards for the sounds the pupil has been taught and uses a small selection to model reading. The teacher says each sound out loud, using a speed that will be necessary for blending sounds into words. The teacher asks the pupil to read the sounds without prompting or interruption (putting the ones modelled at the bottom of the pack). As the pupil reads, the teacher puts unknown sounds to one side. At pre-key stage standard 3, pupils will be able to say a single sound for 20+ graphemes.

The teacher uses word cards containing two and three graphemes the pupil can read easily and uses a small selection to model reading, saying the sounds and blending them to read the word. The pupil can then be asked to read a wider selection of words with a mix of graphemes, without prompting or interruption.

### Language comprehension

In a familiar story/rhyme, the pupil can, when being read to by an adult (one-to-one or in a small group):

- respond to questions that require simple recall
- recount a short sequence of events (e.g. by sequencing images or manipulating objects)

Before the assessment, the teacher will have helped the pupil to enjoy a quality storybook that has elicited a response – curiosity, excitement, enjoyment. This should have encouraged the pupil to want to hear the same story again and again so they can anticipate events on each re-reading. By using similar emphases and intonation on each reading session, the pupil will be able to join in with the retelling. Once the story is very familiar, the teacher can have a relaxed and informal discussion with the pupil in order to assess their overall understanding. The responses given by the pupil during this discussion can be used by the teacher to award an overall judgement against the standard.

At pre-key stage standard 3, the pupil will be able to demonstrate their understanding through simple recall and the sequencing of events based on the story or rhyme.

## Exemplification: working at standard 4

### Word reading

The pupil can:

- say sounds for 40+ graphemes, including one grapheme for each of the 40+ phonemes\*
- read accurately by blending the sounds in words with up to five known graphemes
- read some common exception words\*
- read aloud books that are consistent with their phonic knowledge, without guessing words from pictures or the context of the sentence

The teacher sits side-by-side next to the pupil with their writing hand furthest away.

The teacher has grapheme cards for the sounds the pupil has been taught and uses a small selection to model reading. The teacher says each sound out loud, using a speed that will be necessary for blending sounds into words. The teacher asks the pupil to read the sounds without prompting or interruption (putting the ones modelled at the bottom of the pack). As the pupil reads, the teacher puts unknown sounds to one side. At pre-key stage standard 4, pupils will be able to say a single sound for 40+ graphemes, including one grapheme for each of the 40+ phonemes.

The teacher will have word cards containing up to five graphemes the pupil can read easily and use a small selection to model reading, saying the sounds and blending them to read the word. The pupil can then be asked to read an increasing number of words containing a different digraph in each word, without prompting or interruption.

The qualifier 'some' indicates that the pupil will be able to read some common exception words on occasion but this is not yet consistent or frequent.

When reading aloud to assess word reading, pupils must read books matched to the sounds they can read well. Decodable books should contain a cumulative progression of sounds and should not encourage the pupil to guess words from pictures or context.

\*Teachers should refer to the spelling appendix to the national curriculum (English Appendix 1) to exemplify the words that pupils should be able to read as well as spell.

### Language comprehension

In a familiar story/rhyme, the pupil can, when being read to by an adult (one-to-one or in a small group):

- talk about events in the story and link them to their own experiences
- retell some of the story

Before the assessment, the teacher will have helped the pupil to enjoy a quality storybook that has elicited a response – curiosity, excitement, enjoyment. This should have encouraged the pupil to want to hear the same story again and again so they can anticipate events on each re-reading. By using similar emphases and intonation on each reading session, the pupil will be able to join in with the retelling. Once the story is very familiar, the teacher can have a relaxed and informal discussion with the pupil in order to assess their overall understanding. The responses given by the pupil during this discussion can be used by the teacher to award an overall judgement against the standard.

At pre-key stage standard 4, the pupil will be able to talk confidently about the events in the story and link them to their own experiences. They will have progressed from simple sequencing and be able to retell some of the story.

# Matrix of standards

To judge that a pupil is working at a standard in English language comprehension and reading, teachers need to have evidence which demonstrates that the pupil meets **all** of the statements within that standard. The table below provides a simple matrix as a quick reference guide.

ENGLISH READING AND LANGUAGE COMPREHENSION					
Word reading					Language comprehension
Pre-key stage (PKS)	Read graphemes	Read words by blending known graphemes	Read common exception words	Read aloud books	Comprehend a familiar story that is read to the pupil
PKS 1					Indicate correctly pictures of... Show anticipation... Join in with some actions or repeat some words, rhymes and phrases...
PKS 2	Say a single sound for 10+ graphemes	A few graphemes			Demonstrate understanding, e.g. 'where is this?' Join in with predictable phrases...
PKS 3	20+ graphemes	Words with 2 and 3 graphemes			Respond to questions that require simple recall Recount a short sequence of events...
PKS 4	40+ graphemes including 1 from each of the 40+ phonemes	Words with up to 5 graphemes	Some	Books that match known graphemes	Talk about events... Retell some of the story



Standards  
& Testing  
Agency

Pre-key stage exemplification: English language comprehension and reading  
Electronic version product code: STA/19/8339/e ISBN: 978-1-78957-250-6

© Crown copyright 2019

You may re-use this document/publication (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence v3.0. To view this licence, visit [www.nationalarchives.gov.uk/doc/open-government-licence/version/3](http://www.nationalarchives.gov.uk/doc/open-government-licence/version/3) or email: [psi@nationalarchives.gsi.gov.uk](mailto:psi@nationalarchives.gsi.gov.uk). When you use this information under the Open Government Licence v3.0, you should include the following attribution: 'Contains material developed by the Standards and Testing Agency for 2018 national curriculum assessments and licenced under Open Government Licence v3.0' and where possible provide a link to the licence.

