

2018 national curriculum assessments

Key stage 1

Teacher assessment exemplification

English reading: working towards the expected standard



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Guidance

Teacher assessment judgements

- Teachers should assess their pupils according to their school's assessment policy and use the statutory [teacher assessment framework](#)¹ only to make a judgement at the end of the key stage. This judgement should be based on day-to-day evidence from the classroom, which shows that a pupil has met the 'pupil can' statements within the framework.
- Teachers should not produce evidence specifically for the purpose of local authority moderation. However, a sample of evidence from the pupil's classroom work must support how teachers have reached their judgements.
- Local authorities may find it useful to refer to the exemplification materials to support external moderation visits. The materials show what meeting the 'pupil can' statements might look like for each standard. However, moderators should not expect or require teachers to provide specific evidence similar to the examples in this document.

Using exemplification materials

- Exemplification materials provide examples of pupils' work to support teachers in making judgements against the statutory teacher assessment frameworks at the end of the key stage. If teachers are confident in their judgements, they do not need to refer to this document.
- Exemplification materials illustrate only how 'pupil can' statements in the frameworks might be met. They do not dictate a particular method of teaching or the evidence expected from the classroom, which will vary from school to school.
- These materials illustrate the reading of 8 year 2 pupils at one of the 3 standards within key stage 1 (KS1) English reading. The exemplars show teachers how they might judge whether a pupil has met a particular standard.
- Each exemplar consists of a video, a commentary, including the pupil's reading test result at the end of KS1, and, in some cases, additional evidence in the form of the pupil's work or the teacher's records. The videos and commentaries have been given alphabetical names to protect pupil identities. The associated videos are available on [GOV.UK](#).²
- Teachers are not required to produce videos, either to support their judgements or for the purpose of local authority moderation. Evidence should be in the form of day-to-day work from across the curriculum. A single example of a pupil's work may provide evidence for multiple statements. Videos have been used for these exemplification materials, 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.
- The videos form the principal evidence to exemplify the 'pupil can' statements in English reading. Not all commentaries refer to all statements, since each video shows a pupil at a particular standard who has already been judged by their teacher to meet each of the statements at that standard. In some of the examples of working towards or working at the expected standard, the pupil reads aloud from a book they have read before, rather than from an unfamiliar text matched to the grapheme-phoneme correspondences (GPCs) that they know. Nevertheless, the videos provide sufficient illustration, overall, of individual pupils' decoding skills at the standard at which they have been judged to be reading.

¹ www.gov.uk/government/publications/teacher-assessment-frameworks-at-the-end-of-key-stage-1

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

- Additional examples of how schools may evidence their teacher assessment judgements can be found on page 7 of this document. There is no expectation that schools will use the specific texts or resources referred to in these materials.
- 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.

End of KS1 English reading teacher assessment frameworks

Teachers should follow the guidance for using this reading framework set out in the complete [teacher assessment frameworks](#).³

Working towards the expected standard

The pupil can:

- read accurately by blending the sounds in words that contain the common graphemes for all 40+ phonemes*
- read accurately some words of two or more syllables that contain the same grapheme-phoneme correspondences (GPCs)*
- read many common exception words*

In a book closely matched to the GPCs as above, the pupil can:

- read aloud many words quickly and accurately without overt sounding and blending
- sound out many unfamiliar words accurately

In a familiar book that is read to them, the pupil can:

- answer questions in discussion with the teacher and make simple inferences

Working at the expected standard

The pupil can:

- read accurately most words of two or more syllables
- read most words containing common suffixes*
- read most common exception words*

In age-appropriate¹ books, the pupil can:

- read most words accurately without overt sounding and blending, and sufficiently fluently to allow them to focus on their understanding rather than on decoding individual words²
- sound out most unfamiliar words accurately, without undue hesitation

In a book that they can already read fluently, the pupil can:

- check it makes sense to them, correcting any inaccurate reading
- answer questions and make some inferences
- explain what has happened so far in what they have read

Working at greater depth

The pupil can, in a book they are reading independently:

- make inferences
- make a plausible prediction about what might happen on the basis of what has been read so far
- make links between the book they are reading and other books they have read

* 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.

¹ Teachers should compare the books that their pupils read with those provided for the KS1 English reading test developed by the Standards and Testing Agency. The sources for the English reading test are listed in the copyright acknowledgements in published KS1 test materials.

² Approximately 90 words per minute is a good indicator of when children start to read with sufficient fluency to focus on their understanding, but some pupils read more slowly than this while still being able to understand what they are reading.

³ <https://www.gov.uk/government/publications/teacher-assessment-frameworks-at-the-end-of-key-stage-1>

Examples of evidence when assessing English reading

The exemplification below does not show what teachers are expected to produce to reach their judgements. It simply shows some examples of ways in which the 'pupil can' statements in the English reading teacher assessment frameworks could be evidenced.

Teachers should consider a range of classroom evidence to base their teacher assessment judgements on.

Evidence must include:

- questions answered within the statutory KS1 English reading test and the test result

Other evidence might include:

- examples of pupils' responses to reading (for example, a task set following a reading session)
- teachers' records or notes about an individual pupil's reading, produced as part of day-to-day assessment (for example, marking in books, or a formal record of the pupil's progress in reading)
- teachers' records or notes about discussions that they have had with pupils about their reading at school or at home
- summative assessments used by schools that benchmark a pupil's reading age, use a standardised score or assess their ability to gain meaning from texts

Exemplification: working towards the expected standard

Pupil A

Video example and context
<p>Pupil A reads 'The Dog from Outer Space' by Nick Abadzis. He has read the first few pages of this reading scheme book before. His teacher reads to him from 'Who's Afraid of the Big, Bad Book?' by Lauren Child, a book he has heard before.</p> <p>The video can be found on GOV.UK.⁴</p> <p>Pupil A achieved a scaled score below 100 in the English reading test.</p>
Additional evidence
None.
Commentary
<p>Pupil A is working towards the expected standard in English reading.</p> <p>Word reading</p> <p>Pupil A can read accurately by blending the sounds in words containing common graphemes for all of the 40+ phonemes. His accuracy and the deliberate way in which he applies his phonic knowledge and his blending are strengths of his reading. He can also read some words of 2 or more syllables accurately, such as 'planet', 'going', 'Speezy', 'hidden', 'very', 'other' and the contracted form 'didn't', as well as the common exception words 'children', 'everybody' and 'beautiful'.</p> <p>He can read words with the -ed and the -ing suffixes, for example, 'lived', 'asked', 'reached', 'picked', 'called', 'looked', 'pleased', 'barking' and 'playing'. Reading words containing common suffixes forms part of the expected standard. This shows the point pupil A has already reached in his reading.</p> <p>Pupil A can read the common exception words he meets in the text, such as 'nowhere', 'behind' and 'only', although he sometimes finds such words more difficult when the teacher presents them out of context. However, while he struggles with distinguishing between 'were' and 'where' in the list of words, he reads them correctly in the text. He also corrects his own reading of the common exception words out of context, such as 'child', 'even', 'cold' and 'bath'.</p> <p>In the text, pupil A reads many individual words quickly and almost always accurately without overt sounding and blending, although his reading as a whole is not yet fluent. He hesitates virtually every time he comes across the name of the dog 'Speezy' and to a lesser extent, 'Veeb'. Both of these words are unfamiliar and require him to check his decoding each time, unlike the word 'seen', which contains the same 'ee' digraph but is a word he is familiar with.</p> <p>He can sound out unfamiliar words mostly accurately, although he sometimes requires support from his teacher to do so, for example when he reads 'feather' and 'rescue'. It is clear that he is applying his phonic knowledge, his blending skill and considerable determination. He succeeds in reading 'Speezy' correctly, albeit slowly, in the text, a word which is clearly unfamiliar to him.</p> <p>Reading comprehension</p> <p>Pupil A is able to answer some of the teacher's questions about the text he reads to her, such as who Speezy is, as well as make simple inferences. He draws a simple inference when he recognises that Veeb was feeling sad because he had lost his dog and that his Dad is going to be angry because Veeb had not done as he had been told.</p>

⁴ <http://www.gov.uk/government/publications/ks1-english-reading-exemplification-working-towards-the-expected-standard>

Commentary (continued)

In the text that the teacher reads to him, pupil A understands that the bedroom was dark and that might have been why Herb had trouble finding things. Although this was not the answer the teacher was looking for, he has understood that it was the evening and this is a reasonable inference. His answer about the dusty book having been under the bed also shows that he has drawn an inference. He has heard the teacher read that the room is untidy and that other books have not been well cared for, for example, there is often food stuck in the pages. He understands too that the book has not been read for a long time.

Pupil A is unable to answer the two questions about “swooping vampires chasing people” who had foolishly gone out without garlic to protect them, and the muddled letters in the word ‘untidying’. Both require extrinsic knowledge that is more than ‘simple inference’.

Pupil A is judged to be ‘working towards the expected standard’. His reading is generally accurate and he applies phonic knowledge and blending rigorously to his reading, recognising and using this as the route to decoding words.



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