

National curriculum assessments

# Key stage 2

## **Pre-key stage 2: pupils working below the national curriculum assessment standard**

Teacher assessment framework



Standards  
& Testing  
Agency

For use from the 2020/21 academic  
year onwards

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## Changes to statutory assessment arrangements for pupils working below the standard of national curriculum assessments

In 2015, the government established an independent review of statutory assessment arrangements for pupils in primary school who are working below the standard of national curriculum assessments, led by Diane Rochford. We conducted a public consultation on the Rochford Review's recommendations between March and June 2017, and published our response to the consultation in September 2017.

### Pupils engaged in subject-specific study

The government consultation on the Rochford Review found broad support to extend the interim pre-key stage standards to include all pupils working below the standard of national curriculum assessment engaged in subject-specific study. The Standards and Testing Agency conducted a review of the interim pre-key stage standards, working with teachers and other education experts, before publishing the final versions presented in this document. We have revised the 'pupil can' statements to ensure that they appropriately represent the key aspects of each subject, allow for progression towards the national curriculum and better reflect classroom practice.

These standards must be used for statutory assessment at the end of key stage 2 for pupils working below the standard of national curriculum assessments engaged in subject-specific study. These standards were first used from the 2018/19 academic year.

### Pupils not yet engaged in subject-specific study

The government response to the public consultation on the Rochford Review recommendations set out the plans for the Review's recommended approach to statutory assessment for those pupils not yet engaged in subject-specific study. Following a pilot using the 7 aspects of engagement, the engagement model was developed with the support of an expert group involving members of the Rochford Review and using the evidence from an evaluation of the 7 aspects carried out in 2018.

The engagement model was published in March 2020 and is now statutory.

### Summary for 2022-23 onwards

	2022/23 onwards
<b>Subject-specific study</b>	<b>Final pre-key stage 2 standards</b> <ul style="list-style-type: none"><li>• Standard 6 (working at the KS1 expected standard)</li><li>• Standard 5 (working towards the KS1 expected standard)</li><li>• Standard 4</li><li>• Standard 3</li><li>• Standard 2</li><li>• Standard 1</li></ul>
<b>Not subject specific study</b>	Engagement model

### Comparability over time

Schools, and those reviewing school performance, should note that judgements made against

these pre-key stage standards (since 2018/19) will not be directly comparable to those made up to 2017/18 against the interim pre-key stage standards and P scales.

## Guidance for teachers

### Main principles

- 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.
- If a pupil is working below the standard of these pre-key stage standards, their outcome should be reported using the engagement model.
- The pre-key stage standards must be used to make statutory teacher assessment judgements for pupils who have reached the 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.
- The pre-key stage standards focus on certain key aspects of English reading, English writing and mathematics for the specific purpose of statutory end-of-key stage assessment. While the standards are designed to capture attainment in these subjects, individual pupils will demonstrate achievement in different aspects of their education and this should also be reported to parents. Teachers should recognise the progress of individual pupils, setting targets that refer to agreed outcomes within the Special Educational Needs and Disability Code of Practice 2015, where appropriate.
- Teachers should base their judgements on a broad range of evidence, which will come from day-to-day work in the classroom. 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. Teachers may also consider a single example of a pupil's work to provide sufficient evidence for multiple statements.
- Teachers should be confident that pupils have met the standard(s) preceding the one at which they judge them to be working. However, they are not required to have specific evidence for that judgement. A pupil's work which demonstrates a standard is met is sufficient to show that they are working above the preceding standards.
- Each subject framework has six standards of attainment containing 'pupil can' statements upon which teachers will base their judgements. Teachers should follow the specific guidance for each subject.
- The standards are not a formative assessment tool: they should not be used to track progress throughout the key stage or to guide individual programmes of study, classroom practice or methodology. Teachers should assess individual pieces of pupils' work in line with their school's own, more detailed assessment policy and not against these standards. **Those reviewing school performance, including Ofsted inspectors, would not expect them to be used for anything other than summative assessment at the end of the key stage.**
- The pre-key stage standards may also be useful for teachers to refer to for pupils of all ages, including those attending secondary school, but there is no statutory requirement to do so.

### Qualifiers and examples

Some of the statements within the standards contain qualifiers ('some', 'many' and 'most') to indicate the extent to which pupils should demonstrate the knowledge or skill required. 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 skill/knowledge is starting to be acquired and is demonstrated correctly on occasion, but is not yet consistent or frequent.

Some of the statements contain examples. These do not dictate the evidence required, but show only how that statement might be met.

### **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, 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, using a braille or a computer with access technology for a pupil with vision impairment who writes in braille, or using a word processor or scribe for a pupil who is physically unable to write). 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.

### **Moderation**

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 qualityassure 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.

## **English language comprehension and reading**

### **Using the English language comprehension and reading pre-key stage standards**

- The six 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.

- As stated on page 3, teachers should assess each individual pupil based on their own method of communication, and disregard statements which a pupil is physically unable to access.

### 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.

### Standard 2

#### Word reading<sup>1</sup>

The pupil can:

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

#### 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, e.g. 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.

<sup>1</sup> 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.

### 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.

**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).

**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.

**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.

\* 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.

**Standard 5 (working towards the KS1 expected standard)**



### **Word reading**

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.

### **Language comprehension**

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

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

## **Standard 6 (working at the KS1 expected standard)**

### **Word reading**

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-appropriate<sup>1</sup> 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 words<sup>2</sup>
- sound out most unfamiliar words accurately, without undue hesitation.

### **Language comprehension**

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.

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<sup>1</sup> Teachers should compare the books that their pupils read with those provided for the key stage 1 reading test developed by the STA. The sources for the reading test are listed in the copyright acknowledgements in published key stage 1 test materials.

<sup>2</sup> Some pupils need to read faster than others to understand what they are reading but, as a guide, *approximately* 90 words per minute is a good indicator of sufficient fluency for a pupil learning to 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.

# English writing

## Using the English writing pre-key stage standards

- The six standards in this framework contain a number of 'pupil can' statements. To judge that a pupil is working at a standard in English writing, teachers need to have evidence which demonstrates that the pupil meets the standard described overall.
- A pupil's writing *should* meet **all** of the statements within the standard at which they are judged. However, teachers can use their discretion to ensure that, on occasion, a particular weakness does not prevent an accurate judgement from being made of a pupil's attainment overall. A teacher's professional judgement about whether the pupil has met the standard overall takes precedence. This approach applies to English writing **only**.
- A particular weakness could relate to a part or the whole of a statement (or statements), if there is good reason to judge that it would prevent an accurate judgement from being made.
- As stated on page 3, teachers should assess each individual pupil based on their own method of communication, and disregard statements which a pupil is physically unable to access.

### Standard 1

#### Composition

The pupil can:

- say an appropriate word to complete a sentence when the adult pauses (e.g. 'We're going to the...zoo/park/shop/beach').

#### Transcription

The pupil can:

- draw lines or shapes on a small or a large scale (e.g. on paper or in the air or sand).

### Standard 2

#### Composition

The pupil can:

- say a clause to complete a sentence that is said aloud (e.g. 'When we went to the beach today, ... we ate ice cream / I played in the sand / it was hot').

#### Transcription

The pupil can:

- form correctly most of the 10+ lower-case letters in Standard 2 of English language comprehension and reading
- identify or write these 10+ graphemes on hearing corresponding phonemes.

### Standard 3

#### Composition

The pupil can:

- make up their own phrases or short sentences to express their thoughts aloud about stories or their experiences
- write a caption or short phrase using the graphemes that they already know.

#### Transcription

The pupil can:

- form correctly most of the 20+ lower-case letters in Standard 3 of English language comprehension and reading
- identify or write these 20+ graphemes on hearing the corresponding phonemes
- spell words (with known graphemes) by identifying the phonemes and representing the phonemes with graphemes (e.g. in, cat, pot).

### Standard 4

#### Composition

The pupil can:

- make up their own sentences and say them aloud, after discussion with the teacher
- write down one of the sentences that they have rehearsed.

#### Transcription

The pupil can:

- form most lower-case letters correctly
- identify or write the 40+ graphemes in Standard 4 of English language comprehension and reading on hearing the corresponding phonemes
- spell words by identifying the phonemes and representing the phonemes with graphemes, including words with consonant clusters and simple digraphs (e.g. frog, hand, see, chop, storm, splash)
- spell a few common exception words (e.g. I, the, he, said, of).

### Standard 5 (working towards the KS1 expected standard)

## **Composition**

The pupil can, after discussion with the teacher:

- write sentences that are sequenced to form a short narrative (real or fictional)
- demarcate some sentences with capital letters and full stops.

## **Transcription**

The pupil can:

- segment spoken words into phonemes and represent these by graphemes, spelling some words correctly and making phonically-plausible attempts at others
- spell some common exception words\*
- form lower-case letters in the correct direction, starting and finishing in the right place
- form lower-case letters of the correct size relative to one another in some of their writing
- use spacing between words.

## **Standard 6 (working at the KS1 expected standard)**

### **Composition**

The pupil can, after discussion with the teacher:

- write simple, coherent narratives about personal experiences and those of others (real or fictional)
- write about real events, recording these simply and clearly
- demarcate most sentences in their writing with capital letters and full stops, and use question marks correctly when required
- use present and past tense mostly correctly and consistently
- use co-ordination (e.g. or / and / but) and some subordination (e.g. when / if / that / because) to join clauses.

### **Transcription**

The pupil can:

- segment spoken words into phonemes and represent these by graphemes, spelling many of these words correctly and making phonically plausible attempts at others
- spell many common exception words\*
- form capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters
- use spacing between words that reflects the size of the letters.

\* These are detailed in the word lists within the spelling appendix to the national curriculum (English Appendix 1). Teachers should refer to these to exemplify the words that pupils should be able to spell.

# Mathematics

## Using the mathematics pre-key stage standards

- The six standards in this framework contain a number of 'pupil can' statements. To judge that a pupil is working at a standard in mathematics, teachers need to have evidence which demonstrates that the pupil meets **all** of the statements within that standard.
- As stated on page 3, teachers should assess each individual pupil based on their own method of communication, and disregard statements which a pupil is physically unable to access.

### Standard 1

The pupil can:

- demonstrate an understanding of the concept of transaction (e.g. by exchanging a coin for an item, or one item for another, during a role-play activity)
- distinguish between 'one' and 'lots', when shown an example of a single object and a group of objects
- demonstrate an understanding of the concept of 1:1 correspondence (e.g. giving one cup to each pupil).

### Standard 2

The pupil can:

- identify the big or small object from a selection of two
- sort objects according to a stated characteristic (e.g. group all the small balls together, sort the shapes into triangles and circles)
- say the number names to 5 in the correct order (e.g. in a song or by joining in with the teacher)
- demonstrate an understanding of the concept of numbers up to 5 by putting together the right number of objects when asked
- copy and continue simple patterns using real-life materials (e.g. apple, orange, apple, orange, etc.).

### Standard 3

The pupil can:

- identify how many objects there are in a group of up to 10 objects, recognising smaller groups on sight and counting the objects in larger groups up to 10.
- demonstrate an understanding that the last number counted represents the total number of the count
- use real-life materials (e.g. apples or crayons) to add and subtract 1 from a group of objects and indicate how many are now present
- copy and continue more advanced patterns using real-life materials (e.g. apple, apple, orange, apple, apple, orange, etc.).

#### Standard 4

The pupil can:

- read and write numbers in numerals from 0 to 9
- demonstrate an understanding of the mathematical symbols of add, subtract and equal to
- solve number problems involving the addition and subtraction of single-digit numbers up to 10
- demonstrate an understanding of the composition of numbers to 5 and a developing ability to recall number bonds to and within 5 (e.g.  $2 + 2 = 4$  and  $3 + 1 = 4$ )
- demonstrate an understanding of the commutative law (e.g.  $3 + 2 = 5$ , therefore  $2 + 3 = 5$ )
- demonstrate an understanding of inverse relationships involving addition and subtraction (e.g. if  $3 + 2 = 5$ , then  $5 - 2 = 3$ )
- demonstrate an understanding that the total number of objects changes when objects are added or taken away
- demonstrate an understanding that the number of objects remains the same when they are rearranged, providing nothing has been added or taken away
- count to 20, demonstrating that the next number in the count is one more and the previous number is one less
- recognise some common 2-D shapes.

#### Standard 5 (working towards the KS1 expected standard)

The pupil can:

- read and write numbers in numerals up to 100
- partition a two-digit number into tens and ones to demonstrate an understanding of place value, though they may use structured resources<sup>1</sup> to support them
- add and subtract two-digit numbers and ones, and two-digit numbers and tens, where no regrouping is required, explaining their method verbally, in pictures or using apparatus (e.g.  $23 + 5$ ;  $46 + 20$ ;  $16 - 5$ ;  $88 - 30$ )
- recall at least four of the six<sup>2</sup> number bonds for 10 and reason about associated facts (e.g.  $6 + 4 = 10$ , therefore  $4 + 6 = 10$  and  $10 - 6 = 4$ )
- count in twos, fives and tens from 0 and use this to solve problems
- know the value of different coins
- name some common 2-D and 3-D shapes from a group of shapes or from pictures of the shapes and describe some of their properties (e.g. triangles, rectangles, squares, circles, cuboids, cubes, pyramids and spheres).

#### Standard 6 (working at the KS1 expected standard)

The pupil can:

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<sup>1</sup> For example, base 10 apparatus.

<sup>2</sup> Key number bonds to 10 are:  $0 + 10$ ,  $1 + 9$ ,  $2 + 8$ ,  $3 + 7$ ,  $4 + 6$ ,  $5 + 5$ .



- read scales<sup>1</sup> in divisions of ones, twos, fives and tens
- partition any two-digit number into different combinations of tens and ones, explaining their thinking verbally, in pictures or using apparatus
- add and subtract any 2 two-digit numbers using an efficient strategy, explaining their method verbally, in pictures or using apparatus (e.g.  $48 + 35$ ;  $72 - 17$ )
- recall all number bonds to and within 10 and use these to reason with and calculate bonds to and within 20, recognising other associated additive relationships (e.g. If  $7 + 3 = 10$ , then  $17 + 3 = 20$ ; if  $7 - 3 = 4$ , then  $17 - 3 = 14$ ; leading to if  $14 + 3 = 17$ , then  $3 + 14 = 17$ ,  $17 - 14 = 3$  and  $17 - 3 = 14$ )
- recall multiplication and division facts for 2, 5 and 10 and use them to solve simple problems, demonstrating an understanding of commutativity as necessary

$\frac{1}{4}$   $\frac{1}{3}$   $\frac{1}{2}$   $\frac{2}{3}$  • identify , , , , , of a number or shape, and know that all parts must be equal

parts of the whole

- use different coins to make the same amount
- read the time on a clock to the nearest 15 minutes
- name and describe properties of 2-D and 3-D shapes, including number of sides, vertices, edges, faces and lines of symmetry.

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<sup>1</sup> The scale can be in the form of a number line or a practical measuring situation.

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2020/21 Pre-key stage 2: pupils working below the national curriculum assessment standard

For use from the 2020/21 academic year onwards - published 23/7/2020

Electronic version product code: STA/20/8554/e ISBN: 978-1-78957-537-8

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