2018 national curriculum assessments

Key stage 1

Teacher assessment exemplification

English reading: working at the expected standard

Standards & Testing Agency

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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-at-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-appropriate[1] 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[2] • 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 at the expected standard

Pupil B

Video example and context
Pupil B reads 'The Smartest Giant in Town' by Julia Donaldson and discusses it with her teacher. She is familiar with this book, selected by her teacher, and has read some of it before. The video can be found at on GOV.UK.[4] Pupil B achieved a scaled score above 100 in the KS1 English reading test.
Additional evidence
None.
Commentary
Pupil B is working at the expected standard in English reading. **Word reading** Pupil B reads accurately all words with 2 or more syllables in 'The Smartest Giant in Town'. Some of these words also contain common suffixes such as 'scruffiest', 'diamonds', 'blister', 'wonderfully', 'comfortable', 'ruined', 'squelchy' and 'familiar'. She also reads correctly the year 2 common exception words she encounters, including 'clothes', 'cold', 'behind', 'who', 'any(way)', 'path', 'money' and 'door'. Pupil B reads most of the words in 'The Smartest Giant in Town' accurately without overt sounding and blending. When she does need to sound out a word overtly, as in correcting 'grown' to 'gown' and 'belting' to 'bleating' when prompted by her teacher, she usually does this quickly and correctly. She sometimes needs prompting to correct her reading. For example, when reading the word 'wound' (the scarf), she focuses intently on the opening sound 'w' and the vowel digraph 'ou' (which is repeated moments later in the word 'round'). She blends the sounds successfully and it is clear that she sees phonics as the route to decoding words. She can sound out most unfamiliar words in this text accurately, without undue hesitation, exemplified when she reads "It (the shirt) kept coming…un… untucked, anyway, he said." She appears to recognise the prefix 'un' and uses it as the basis for decoding the rest of the word. Pupil B reads, on average, around 80 words per minute. Although her reading of this text is not completely fluent, her decoding skills are sufficiently strong to allow her to focus on her comprehension. **Reading comprehension** Pupil B is able to explain clearly what has taken place so far in what she has read and she understands the changes that have happened to the main character. For example, she knows that George was the scruffiest giant in town before he found a new clothes shop and now he's the smartest giant in town. Pupil B reads with strong expression. Her good intonation communicates her understanding of what she is reading. For example, when the giraffe says: "It's my neck…It's so very long and so very cold. I wish I had a long, warm scarf." She also takes punctuation into account, such as question marks, exclamation marks and ellipses, as in "But…my trousers are falling down." She makes some independent attempts to read with the rhythm of the text during the repeating refrain. Although she is unable to maintain the pace of reading to read it fluently, this shows that she understands how texts may be patterned and how they should be read. This understanding of structure helps to support her prediction skills.

[4] http://www.gov.uk/government/publications/ks1-english-reading-exemplification-working-at-the-expected-standard

Commentary (continued)

She checks her reading for sense, re-reading when necessary to ensure that she has read the words in the right order, for example: "Suddenly George felt sad and not smart at all… and not…and not at all smart."

Pupil B discusses the book with her teacher. Her responses to the teacher's questions demonstrate her understanding of what she has read and her ability to draw inferences. For example, she infers that the villagers are covering their ears because George is a big loud giant who is hopping and singing, and that he is "a nice giant" because he keeps giving away his new clothes to help the animals he meets.

Pupil B is able to make a plausible prediction about what will happen next in the story, based on what she has read so far. For example, she suggests that George is likely to "take off his top… because that looks like a really good sail" for the goat's boat and that the shop might not be open for him to buy more new clothes, so he will have to put his old clothes back on.

The evidence shows that pupil B meets all the statements for 'working at the expected standard'.

Exemplification: working at the expected standard

Pupil C

Video example and context
Pupil C reads 'Winter's Child' by Angela McAllister, an age-appropriate book selected by his teacher, and discusses it with her. He has not read this book before. The video can be found on GOV.UK.[5] Pupil C achieved a scaled score above 100 in the KS1 English reading test.
Additional evidence
Retelling the story in writing through a 'story mountain'.
Commentary
Pupil C is working at the expected standard in reading. **Word reading** This is the first time Pupil C has read 'Winter's Child', which is an age-appropriate book. His reading shows the successful application of his phonic knowledge. He reads accurately all words with 2 or more syllables in 'Winter's Child', some of which also contain common suffixes, for example: 'heavy', 'shining', 'longest', 'muttered', 'worried', 'wonderful', 'gently', 'beckoned' and 'beneath'. He reads all the words in 'Winter's Child' automatically and accurately with no need for overt sounding and blending, as well as the year 2 common exception words that occur, for example: 'could', 'climb', 'only', 'behind' and 'father'. He is also able to read the somewhat unfamiliar word 'sleigh' accurately and without hesitation, even though the 'eigh' spelling for the long 'a' sound is not taught until years 3 and 4. He does not need to sound out this word. He can read the text fluently, typically reading more than 120 words per minute and this fluency allows him to concentrate on his comprehension. **Reading comprehension** Pupil C can explain what has happened so far in what he has read and he understands the sequence of events. He recognises how the feelings of the main character, Tom, change from the beginning of the story to later, as winter delays the arrival of spring. Other evidence, such as the 'story mountain' (below), produced after reading the text, also testifies to his understanding. Pupil C's good intonation reflects his ability to infer how the different characters are feeling at different points in the story and his wider understanding of the text. He captures longing and wistfulness maturely and sensitively when he reads, "'Goodbye,' said the boy. 'Let's play tomorrow.'" He understands how punctuation such as question marks and exclamation marks affect how texts should be read. This is effectively demonstrated in his reading of "I want winter to go on forever!" His convincing expressiveness shows he reads for meaning. For example, he identifies that 'Winter's Child' is entertained by Tom's question about where he lives and reads, "everywhere and nowhere" in a way that reflects this amusement. He checks his reading for sense, re-reading and correcting any inaccurate reading when necessary to, ensure the order of his words matches that on the page and gives the correct meaning, for example, "Together they filled the snow with…hushed…snow-hushed air with tinkling notes", "He didn't see the pale figure sitting behi… beneath his window", "A tiny green shoot pushed through the window…in Nana's…through the earth in Nana's window box."

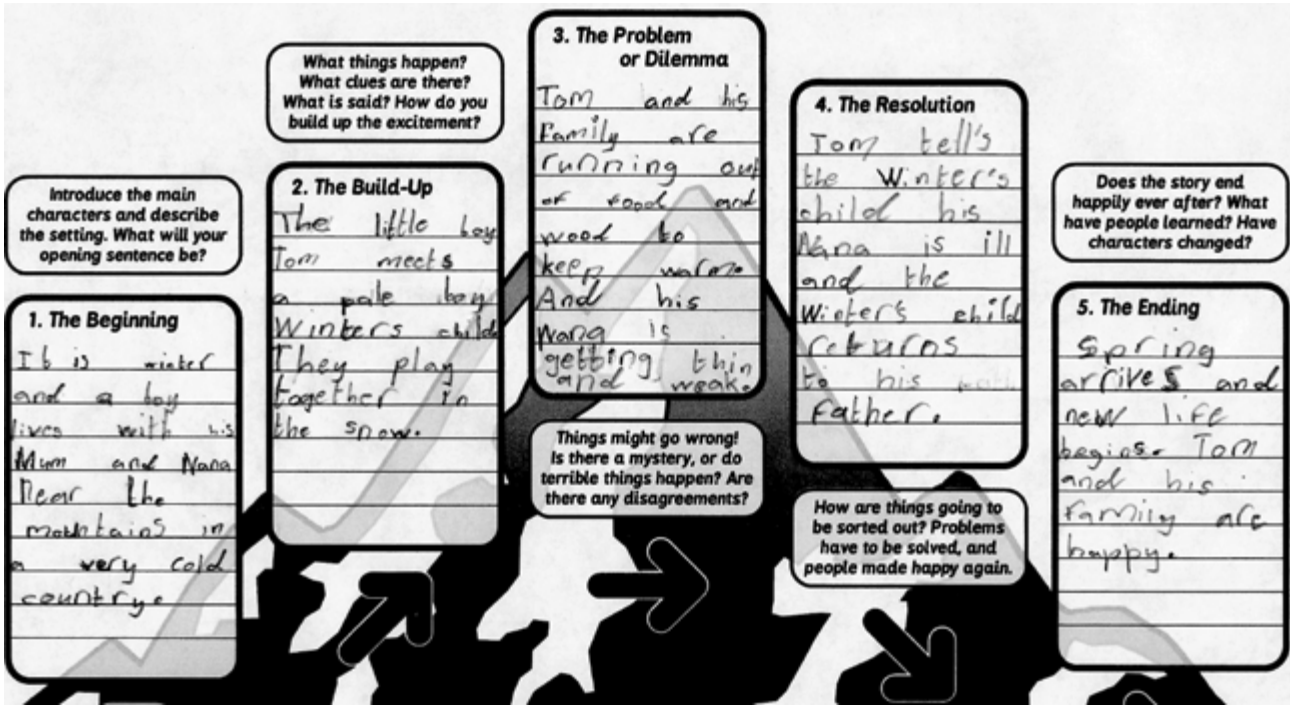
[5] http://www.gov.uk/government/publications/ks1-english-reading-exemplification-working-at-the-expected-standard

Commentary (continued)

Pupil C's discussion with his teacher and his answers to her questions show his understanding of what he has read and his ability to draw some inferences. For example, he infers that the boy's father will feel sad and afraid that his son has gone somewhere, and he retrieves the information that Tom will see 'Winter's Child' again "with the first snowflake" He infers, with support from his teacher, that the distant voice heard was that of Winter, calling his child home.

Pupil C is also able to make plausible predictions about what might happen, based on what he has read, such as if the spring does not come soon, "Nana might die … because she's cold."

Pupil C meets all the statements for 'working at the expected standard'. Although his reading is fluent and expressive, he does not make links easily between this book and others he has read. He can recall only one text and cannot remember the title. He is judged to be not yet working at greater depth within the expected standard, despite the overall quality of his reading.



It is winter and a boy lives with his Mum and Nana near the mountains in a very cold country.

The little boy Tom meets a pale boy Winters child. They play together in the snow.

Tom and his family are running out of food and wood to keep warm. And his Nana is getting thin and weak.

Tom tell's the Winter's child his Nana is ill and the Winter's child returns to his father.

Spring arrives and new life begins. Tom and his family are happy.

Exemplification: working at the expected standard

Pupil D

Video example and context
Pupil D reads and discusses 'Come Down, Golden' by Diana Noonan. She has read the first two pages previously, with her teacher. She also reads un unfamiliar book, which is a version of 'Rumpelstiltskin' by Vera Southgate. The video can be found on GOV.UK.[6] Pupil D achieved a scaled score above 100 in the KS1 English reading test.
Additional evidence
None.
Commentary
Pupil D is working at the expected standard in English reading. **Word reading** Pupil D reads most words quickly and accurately, including words with 2 or more syllables, for example: 'autumn', 'circles', 'labrador', 'mountain', 'guinea (pig)' and 'despair'. He also reads words containing common suffixes, such as 'closer', 'delighted', 'suddenly', 'racing', 'watching', 'strangest', 'wandering' and 'happiness'. She applies her efficient decoding skills successfully to less familiar words, such as 'whereupon', 'lecture' and 'seized'. The momentary hesitation before she reads 'swivel' appears to show her taking account of the individual graphemes before reading this word correctly at the first attempt. When she meets a word that she needs to sound out overtly, she does so methodically, working through the word and persevering with blending the sounds, as in 'communicator', 'commission', 'portrait', 'equality' and 'grumpily'. She sometimes requires support with longer and unfamiliar words. Once she has decoded words for the first time, she is able to read them without hesitation when they appear again later, for example, 'communicator' and 'disappeared'. She reads correctly the year 2 common exception words, including 'beautiful', 'again', 'behind', 'gold', 'child', 'could' and 'poor'. Pupil D's reading is sufficiently fluent, at approximately 100 words per minute, to allow her to focus on her understanding. **Reading comprehension** Pupil D reads both books with expression. Her intonation communicates her understanding of what she reads, especially when reading speech to emphasise the characters' feelings, such as when Mum says, "He's not going to be home in the first week of the holidays," and when the king in Rumpelstiltskin tells the miller's daughter, "…if by tomorrow morning you have not spun this straw into gold, you must die!". In both books, pupil D is able to explain in detail what has taken place so far. For example, she describes the character, Louis, that he is in a wheelchair because he has hurt himself and that he likes dogs. After reading 'Rumpelstiltskin', she is able to retell the sequence of events in the story accurately. She consistently checks her reading for sense, pausing or re-reading when necessary to ensure that she has read the words correctly, for example: "Louis turned his chair…so that he was facing Mum", "she'd set acid…aside the holidays to finish them off", "At school his class was… had a rabbit."

[6] http://www.gov.uk/government/publications/ks1-english-reading-exemplification-working-at-the-expected-standard

Commentary (continued)

Pupil D's discussion of the books with her teacher shows her understanding of what she has read and her ability to draw some inferences. For example, she explains the likely function of the capital 'M' in Matrovix Communicator': "It might be a name." She knows the meaning of 'communicating' ("like talking") and uses this knowledge of vocabulary, and what she knows about Louis, to infer that the Matrovix Communicator might help him: "maybe because he can't really speak that much." In 'Rumpelstiltskin', she infers that the house that the messenger comes across belongs to the strange little man and that the word 'shrieked' is a loud sound someone makes when they're angry.

Pupil D is also able to make a simple and plausible prediction about what will happen next in the story, based on what she has read so far. For example, she predicts that the king will marry the miller's daughter and that she won't give up her baby to the little man.

Pupil D applies her phonic knowledge and blending skills effectively. Her reading is confident and sufficiently fluent to underpin her comprehension. The evidence shows that she meets all the statements for 'working at the expected standard'.

Exemplification: working at the expected standard

Pupil E

Video example and context
Pupil E reads and discusses 'The Shopping Basket' by John Burningham, a book selected by her teacher. She has read the start of this book before, reaching the point where she begins reading in this video. The video can be found on GOV.UK.[7] Pupil E achieved a scaled score above 100 in the KS1 English reading test.
Additional evidence
• Reading of a selection of common exception words • Reading of words with common suffixes • Reading of words with 2 or more syllables • Teacher's records
Commentary
Pupil E is working at the expected standard in English reading. **Word reading** Pupil E reads accurately most words with 2 or more syllables (some of which contain common suffixes), for example: 'basket', 'letterbox', 'carrying', 'hurried', 'saddest', 'badly' and 'sending'. The book contains few of the common exception words listed in the national curriculum and pupil E reads accurately those that she encounters. Her reading of the list of seven common exception words, as shown in the video, as well as the teacher's record sheet, provide additional evidence. Pupil E reads most of the words in 'The Shopping Basket' automatically and accurately, and with little overt sounding and blending. When she needs to sound out a word overtly, as in correcting 'squashed' to read 'squeezed' when prompted by the teacher, she generally does this quickly and accurately. This includes the unfamiliar words that she encounters, such as 'butt', 'railings' and 'whack'. Pupil E's reading, at approximately 90 words per minute, is sufficiently fluent to support her comprehension. The teacher's reading record provides additional evidence that pupil E can use her secure phonic knowledge to decode unfamiliar words, such as 'thousands' (Week 1), 'important' and 'pointed' (Week 2). **Reading comprehension** Pupil E is able to explain clearly what has happened so far in the story and has an overall grasp of its sequence. She recalls the different animals, where they were and what they did. She checks her own decoding for sense, as in, "I'll butt you over the fence," where she pauses before reading "over the fence" to ensure that this fits with her understanding of the word 'butt', as well as matching the picture in the book. Her good intonation also illustrates that she understands what she is reading and makes the meaning clear to her audience, for example: "Where on earth have you been, Steven?"

[7] http://www.gov.uk/government/publications/ks1-english-reading-exemplification-working-at-the-expected-standard

Commentary (continued)

Pupil E's discussion of the story with the teacher shows her understanding of what she has read and her ability to draw some inferences. For example, she responds to the teacher's questions, discusses how Steven and his mother might be feeling at the end of the story, and is able to give reasons for her answers.

Pupil E's response to 'A Cat's Christmas Wish List', in the example below, provides additional evidence to support a judgement that she can draw some inferences. For example, she reasons that the cat likes fish and cream because fish is on the wish list twice and cream, not milk, is specifically requested.

The reading record provides other evidence that pupil E understands what she reads across a variety of books, including 'Shipwrecks', 'Freaky Fish' and 'Atlantic Adventure'.

Pupil E is also able to make simple predictions about what will happen, based on her reading of the book, such as that Steven would go back to number 25 as he reverses his journey back home.

Pupil E meets all the statements for 'working at the expected standard'.

Reading record

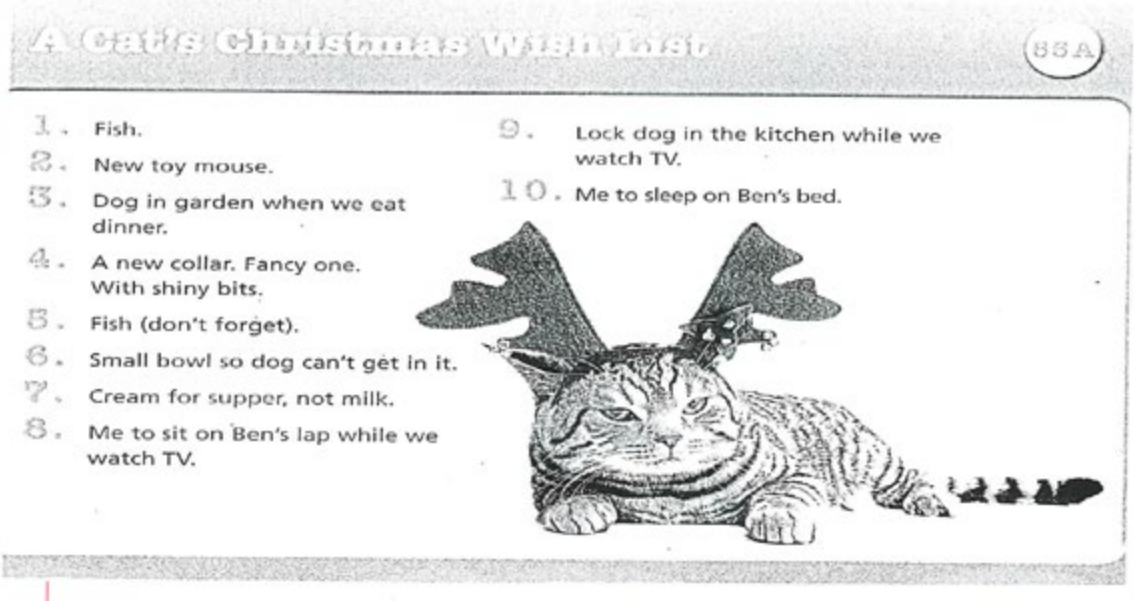
	Comment	
Week 1	Read thousands using phonic knowledge Recognised and accurately read introduction	Week 1: Read thousands using phonic knowledge. Recognised and accurately read introduction.
Week 2	Read fluently, showed good understanding of the story. Read important and pointed without any hesitation 7.	Week 2: Read fluently, showed good understanding of the story. Read important and pointed without any hesitation
Week 3	'Shipwrecks' non-fiction text. We talked about the difference between fiction and non-fiction. Challenging text [redacted] but she coped well, sounding and blending 'destroyed' 'reports'. 8	Week 3: 'Shipwrecks' non-fiction text. We talked about the difference between fiction and non-fiction. Challenging text but she coped well, sounding and blending 'destroyed' 'reports'.
Week 4	'Shipwrecks ctd.' Read with confidence and interest, fluent "Treasure recovered from shipwrecks" and "Antarctica." S+R.	Week 4: 'Shipwrecks ctd.' Read with confidence and interest. Fluent "Treasure recovered from shipwrecks" and "Antarctica".
Week 5	Freaky fish. Read fluently - upturned, had to pause and decode sarcastic. Showed good understanding of the text. We learned about the features of a non-fiction text. S+R	Week 5: Freaky fish. Read fluently – upturned, had to pause and decode sarcastic. Showed good understanding of the text. We talked about the features of a non-fiction text.
Week 6	Atlantic Adventure. non-fiction. Read fluently 'record breaking' with no hesitation + 'extract'. Good understanding. S+R	Week 6: Atlantic Adventure. non-fiction. Read fluently 'record breaking' with no hesitation and 'extract'. Good understanding.

Common Exception words in Year 2

door	floor	poor	because
find	kind	mind	behind
child	children	wild	climb
most	only	both	told
old	gold	cold	hold
every	everybody	even	pretty
great	break	steak	beautiful
fast	last	past	after
father	class	grass	pass
path	bath	plant	hour
move	prove	improve	sure
sugar	eye	whole	clothes
could	should	would	who
any	many	busy	again
people	Mr	Mrs	parents
Christmas	money	half	about

A Cat's Christmas Wish List

1. It is true that the cat loves fish.
2. The cat doesn't want to see the dog at Christma
3. The cat wants Ben to itself.
4. The cat likes fish and cream.
5. The cat thinks the dog is a pest.



A Cat's Christmas Wish List

88A

1. Fish.
2. New toy mouse.
3. Dog in garden when we eat dinner.
4. A new collar. Fancy one. With shiny bits.
5. Fish (don't forget).
6. Small bowl so dog can't get in it.
7. Cream for supper, not milk.
8. Me to sit on Ben's lap while we watch TV.
9. Lock dog in the kitchen while we watch TV.
10. Me to sleep on Ben's bed.

Standards & Testing Agency

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