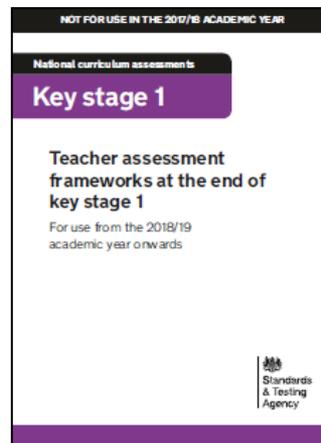


**2018/19**

# Teacher Assessment Frameworks for Reading KS1

HIAS English Team



# The following slides have been developed to support Year 2 teachers in identifying key changes to the reading standards for 2018/19

The English reading framework has been modified for use from the 2018/19 academic year onwards.

The 'pupil can' statements have been refined, based on feedback from teachers and other educational experts, to ensure that they appropriately represent the key aspects of the national curriculum and reflect day-to-day classroom practice.



## Working towards the expected standard

2017-18	2018-19	Comment
The pupil can:		
<ul style="list-style-type: none"> <li>read accurately by blending the sounds in words that contain the common graphemes for all 40+ phonemes*</li> </ul>	<ul style="list-style-type: none"> <li>read accurately by blending the sounds in words that contain the common graphemes for all 40+ phonemes*</li> </ul>	No change
<ul style="list-style-type: none"> <li>read accurately some words of two or more syllables that contain the same grapheme-phoneme correspondences (GPCs)*</li> </ul>	<ul style="list-style-type: none"> <li>read accurately some words of two or more syllables that contain the same grapheme-phoneme correspondences (GPCs)*</li> </ul>	No change
<ul style="list-style-type: none"> <li>read many common exception words.*</li> </ul>	<ul style="list-style-type: none"> <li>read many common exception words.*</li> </ul>	No change
In a book closely matched to the GPCs as above, the pupil can:		
<ul style="list-style-type: none"> <li>read aloud many words quickly and accurately without overt sounding and blending</li> </ul>	<ul style="list-style-type: none"> <li>read aloud many words quickly and accurately without overt sounding and blending</li> </ul>	No change
<ul style="list-style-type: none"> <li>sound out many unfamiliar words accurately.</li> </ul>	<ul style="list-style-type: none"> <li>sound out many unfamiliar words accurately.</li> </ul>	No change
In a familiar book that is read to them, the pupil can:		
<ul style="list-style-type: none"> <li>answer questions and make inferences on the basis of what is being said and done in a familiar book that is read to them.</li> </ul>	<ul style="list-style-type: none"> <li>answer questions in discussion with the teacher and make simple inferences.</li> </ul>	Content remains the same but the phrasing has changed

## Working at the expected standard

2017-18	2018-19	Comment
The pupil can:		
<ul style="list-style-type: none"> <li>read accurately most words of two or more syllables</li> </ul>	<ul style="list-style-type: none"> <li>read accurately most words of two or more syllables</li> </ul>	No change
<ul style="list-style-type: none"> <li>read most words containing common suffixes*</li> </ul>	<ul style="list-style-type: none"> <li>read most words containing common suffixes*</li> </ul>	No change
<ul style="list-style-type: none"> <li>read most common exception words.*</li> </ul>	<ul style="list-style-type: none"> <li>read most common exception words.*</li> </ul>	No change
In age-appropriate <sup>1</sup> books, the pupil can: <b>Footnote directs teachers to look at books used in the exemplification</b>		
<ul style="list-style-type: none"> <li>read words accurately and fluently without overt sounding and blending, e.g. at over 90 words per minute</li> </ul>	<ul style="list-style-type: none"> <li>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></li> </ul>	<b>Inclusion of the quantifier 'most'</b> <b>Reference to an approximate fluency rate has been moved to the footnote</b>
<ul style="list-style-type: none"> <li>sound out most unfamiliar words accurately, without undue hesitation.</li> </ul>	<ul style="list-style-type: none"> <li>sound out most unfamiliar words accurately, without undue hesitation.</li> </ul>	No change
In a book that they can already read fluently, the pupil can: <b>'familiar' book has been removed</b>		
<ul style="list-style-type: none"> <li>check it makes sense to them</li> </ul>	<ul style="list-style-type: none"> <li>check it makes sense to them, correcting any inaccurate reading</li> </ul>	<b>Additional expectation around self correction</b>
<ul style="list-style-type: none"> <li>answer questions and make some inferences on the basis of what is being said and done.</li> </ul>	<ul style="list-style-type: none"> <li>answer questions and make some inferences</li> </ul>	<b>Removal of 'on the basis of what is being said and done'</b>
	<ul style="list-style-type: none"> <li>explain what has happened so far in what they have read.</li> </ul>	<b>New</b>

## Working at the greater depth standard

2017-18	2018-19	Comment
The pupil can, in a book they are reading independently:		
<ul style="list-style-type: none"> <li>make inferences on the basis of what is said and done</li> </ul>	<ul style="list-style-type: none"> <li>make inferences</li> </ul>	Removal of 'on the basis of what is said and done'
<ul style="list-style-type: none"> <li>predict what might happen on the basis of what has been read so far</li> </ul>	<ul style="list-style-type: none"> <li>make a plausible prediction about what might happen on the basis of what has been read so far</li> </ul>	Inclusion of 'make a plausible prediction'
<ul style="list-style-type: none"> <li>make links between the book they are reading and other books they have read.</li> </ul>	<ul style="list-style-type: none"> <li>make links between the book they are reading and other books they have read.</li> </ul>	No change

\* 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 key stage 1 reading test developed by STA. The sources for the reading test are listed in the copyright acknowledgements in published key stage 1 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 slower than this while still being able to do so.