

2016 national curriculum assessments

Key stage 1

2016 teacher assessment exemplification: end of key stage 1

Reading

Working at the
expected standard

April 2016



Standards
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2016 teacher assessment exemplification: end of key stage 1

Key stage 1 (KS1) reading teacher assessment (TA), using the interim teacher assessment frameworks, is statutory for 2016.

This document contains material that exemplifies all of the statements within the KS1 interim TA framework for 'working at the expected standard'.

Where there is an associated video, this can be found at

<https://youtu.be/7s-bsgjtdyY?list=PL6gGtLyXoeq8k9ykPys3NvQIfivAGCUjN>

Use of the exemplification materials

- Schools must use the interim TA frameworks to reach their TA judgements.
- If teachers are confident in their judgements, they do not need to refer to the exemplification materials. The exemplification materials are there to help teachers make their judgements where they want additional guidance.
- Local authorities (LAs) may find it useful to refer to exemplification materials to support external moderation visits.
- The judgement as to whether a pupil meets a statement is made across a collection of evidence and not on individual pieces.
- This document consists of pieces of work drawn from different pupils.

Note: you must also refer to the 'Interim teacher assessment frameworks at the end of key stage 1' on GOV.UK as they have not been fully duplicated here.

Interim teacher assessment framework at the end of key stage 1: reading

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 discussion with the teacher, the pupil can:

- answer questions and make inferences on the basis of what is being said and done in a familiar book that is read to them.

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 books, the pupil can:

- read words accurately and fluently without overt sounding and blending, e.g. at over 90 words per minute
- sound out most unfamiliar words accurately, without undue hesitation.

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

- check it makes sense to them
- answer questions and make some inferences on the basis of what is being said and done.

Working at greater depth within the expected standard

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

- make inferences on the basis of what is said and done
- predict 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.

Statement

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 books, the pupil can:

- read words accurately and fluently without overt sounding and blending, e.g. at over 90 words per minute
- sound out most unfamiliar words accurately, without undue hesitation.

Video – 'How to hide a lion'
https://youtu.be/rEWIfQQI_Uo

Commentary

The pupil reads known words confidently and without undue sounding out that might have a negative impact on his fluency and understanding. These include words of at least 2 syllables, for example, 'inside', 'something' and 'everything'. He can also read words with common suffixes, such as 'properly', 'careful' and 'noisy' as well as common exception words, including 'who', 'said', 'house' and 'behind'.

He does not know the meaning of some of the words he comes across because English is not his first language and this is the first time he has read this book. However, despite occasional hesitation, he is able to decode some of these unfamiliar words quickly and correctly, including 'Stephen's', 'pedestal', 'Iris', 'amazed' and 'candlesticks', evidencing his strong phonic skills and his confident application of these.

On first seeing the word 'Iris', he mispronounces it, but he has applied his knowledge of grapheme-phoneme correspondences and, in particular, has used his knowledge of how he thinks he should pronounce the initial letter 'l'. Having once been told how to say the name 'Iris', he subsequently reads it correctly each time.

He reads with understanding, as demonstrated by his purposeful and appropriate intonation, for example, 'Not even Iris', 'I told you he was a kind lion', 'Aaargh!' and 'Roar!'

This pupil's accurate, fluent reading meets the requirements of the word reading statements for 'working at the expected standard' for the end of key stage 1. However, additional evidence of his reading comprehension skills would need to be assessed against the relevant reading comprehension statements in the interim framework before a full a teacher assessment judgement could be made.

Statement

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 books, the pupil can:

- read words accurately and fluently without overt sounding and blending, e.g. at over 90 words per minute
- sound out most unfamiliar words accurately, without undue hesitation.

Video – 'A Squash and a Squeeze'
<https://youtu.be/-v3XOsTF33Y>

Commentary

The pupil's reading is fluent and accurate, meeting the word reading requirements for 'working at the expected standard'. He reads words with 2 or more syllables accurately e.g. curious, fireside..., as well as words with a variety of common suffixes e.g. cried, flapped, chasing..., most common exception words e.g. A, the, she, my, house..., and newly met words such as '*grumble*' and '*grouse*' successfully. He applies his phonic knowledge and skills confidently, reading quickly and accurately without overt sounding and blending.

Where he pauses to decode an unknown word, or to consider his choice when he feels in doubt, he does so correctly in most instances. He checks 'it makes sense' to him. After his initial decoding, he refers to the context of the lines and the story to help him to decide whether his decoding is sensible, for example, where the words 'shooed' and 'shoved' are in the same sentence. The superficial similarity of the two words presents a momentary dilemma for him and forces him to consider the sense of his choice. This suggests the instinctive, automatic reading ahead that is typical of a maturing, fluent reader for whom decoding now presents few challenges. The non-statutory notes and guidance in the national curriculum state: 'Pupils should be encouraged to read all the words in a sentence and to do this accurately, so that their understanding of what they read is not hindered by imprecise decoding [for example, by reading 'place' instead of 'palace']. This accurate word reading is what we see the pupil doing here.

The pupil reads with strong expression. His intonation communicates how well he understands the meaning of words and phrases, for example, 'Take in my hen, what a curious plan...' and '... it's enormous now!' Similarly, he conveys the characters' emotions, clearly showing the little old lady's impatience with the room size and its limitations, her subsequent relief, and her gratitude to the wise old man in the story.

Statement

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 books, the pupil can:

- read words accurately and fluently without overt sounding and blending, e.g. at over 90 words per minute
- sound out most unfamiliar words accurately, without undue hesitation.

Video – 'The day the crayons quit'
https://youtu.be/w4c_DMS-3IE

Commentary

The pupil reads accurately and fluently. Her word reading is sufficiently embedded to allow a fluency which enables her to maintain a pace that is appropriate to the text.

She reads most words that she meets automatically. When she does need to sound out a word overtly, this is quick and accurate so that the decoding is not a barrier to understanding. She reads words with more than one syllable and successfully uses her knowledge of grapheme-phoneme correspondences to decode (e.g. 'gorgeous', 'proud'). She also accurately distinguishes between alternative sounds for graphemes, such as 'neither' and 'beige' and accurately reads words with a variety of suffixes (e.g. 'completely', 'exhausted').

Her use of intonation shows that she understands characterisation and she signals the mood of each crayon, appreciating the issues they each face. The strong expression she uses demonstrates her understanding of the meaning of words and the context of each passage. For example, she identifies and emphasises the capitalised words 'RED' and 'LISTEN', and the exclamation 'killing me!' and 'holidays!', taking into account punctuation markers as well as context. Similarly, she recognises the use of the question mark and uses appropriate intonation. She notes the use of ellipsis.

This pupil's accurate and fluent reading meets the requirements for the word reading statements for 'working at the expected standard' for the end of key stage 1. However, in order to make a full teacher assessment judgement, additional evidence of her reading comprehension skills would be required to ascertain if they meet the requirements for the relevant reading comprehension statements in the interim teacher assessment framework.

Statement

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

- answer questions and make some inferences on the basis of what is being said and done.

Example

Transcript of the teacher's questions and the pupil's responses

(T) What can you tell me about this book that you have just read? Does the house get bigger?

(P) Yes when she pushes the animals out, because the animals are crowding around her and when she pushes them out, they are not crowding around her anymore.

(T) Do you think that in the beginning when she was moaning... what was she saying about her house?

(P) It was a squash and a squeeze.

(T) And was it?

(P) No.

(T) Why did the wise old man tell her to bring the animals in?

(P) So that when she took them out... the house didn't really grow bigger, what it did do... it felt bigger because she was so crowded with all the animals around and when the animals went out she wasn't crowded around anymore.

(T) Do you know what a larder is?

(P) Initially, the pupil did not know the meaning of this word although she had decoded it accurately by sounding and blending correctly. However, she then looked at the illustration on the page and said, 'a cupboard'.

(T) Yes, can you see what kinds of things are kept in this special type of cupboard? Why do you think it says that the pig was 'raiding the larder again and again'?

(P) I think they're special cupboards for keeping food in and pigs like eating all sorts of food and so he'd want to keep going there and taking lots of food.

Commentary

The pupil has a basic understanding of the setting, plot and development of this story, but has some difficulty in articulating a clear explanation of the reason why. By the end of the story, the house appeared, to the little old lady, to be bigger than she had thought it to be at the beginning. However, it is apparent that the pupil has understood that the old lady was complaining unfairly about the size of her house and that her problem was simply one of perception.

The pupil's awkwardly phrased response to the teacher's question about the wise old man's suggestion demonstrates his inferred reasoning about the purpose of this recommended course of action, and it reveals his understanding of how this would provide a solution to the old lady's perceived problem.

As a result of prompting by the teacher, the pupil is able to establish the meaning of the unfamiliar word 'larder', and then apply this knowledge to infer a reason for the pig 'raiding the larder again and again'.

This evidence demonstrates that this pupil meets the requirements for the 2 reading comprehension statements for 'working at the expected standard'. He has shown the ability to understand and make a considered response to each question, answering literal questions with a degree of confidence and making some inferences on the basis of what is being said and done in the story.

Statement

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

- answer questions and make some inferences on the basis of what is being said and done.

Context

This video shows a small group of pupils, who have previously read the story of 'The Three Little Pigs', listening to their teacher read a similar story called 'The Three Little Javelinas', and participating in a shared conversation about the events of this parallel text as the story unfolds.

Video – 'The Three Little Javelinas'
<https://youtu.be/AFXjXzfqtk>

Commentary

The pupil (Pupil 3) remembers key details from 'The Three Little Pigs' and is able to relate these to similar events in 'The Three Little Javelinas', demonstrating a good understanding of the form, plot and context of the traditional tale. For example, she recognises from the opening words Once upon a time... that this is going to be 'a story, tale'. She is able to recall that the three little pigs 'made houses out of straw, sticks and bricks' and anticipates that this may be replicated in the new story with the javelinas making their houses out of different materials, such as the spiky cacti. She is able to draw upon her recall of details from the original story to support the development of her hypothesis of how the javelinas may be able to defend themselves by throwing the sharp cactus spikes at the coyote.

The pupil offers her personal interpretation of parts of this new text, expressing strong opinions about both the plot and its characters, and at times identifying links with the original story. For example, she demonstrates an understanding of the similarity between the two texts by her referral to a possible hole in the roof that the coyote is going to 'sneak through' to get the javelina.

She draws on specific details from the written text e.g. the spikes on the cactus... to make reasoned inferences to support her opinions, explaining that these spikes could be potential weapons for the javelinas in the defence of their homes against attacks by the coyote. She shows enthusiasm for the text, paying close attention to the detail in the story and offering regular comments e.g. 'I like it already because they are describing what they look like' and additions to ideas suggested or questioned by the teacher.

The pupil is also able to draw inferences from an understanding of vocabulary and interpretation of the text. For example, she offers a partially accurate explanation for the use of neutral colours on a particular page, stating 'that it has gone dull because they are in the desert and it's all dead'. She also comments on the image of the javelina holding an umbrella, describing it as being 'like their shelter' – an idea which is further developed by other pupils who observe that, in this desert setting, this would be a shelter, not from the rain, but from the sun.



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