

2016 national curriculum assessments

# Key stage 1

## 2016 teacher assessment exemplification: end of key stage 1

### Reading

Working towards the  
expected standard

April 2016



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# Contents

2016 teacher assessment exemplification: end of key stage 1	3
Use of the exemplification materials	3
Interim teacher assessment framework at the end of key stage 1: reading	4
Exemplification	5

# 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 towards 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

### 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.

## Example

As part of a class topic on 'dungeons and dragons' the class teacher read to pupils 'The Dragon Machine' by Helen Ward. This is a direct transcript of questions answered by one pupil during a guided group session in which they explored the pages of the book.

(T) When does George first see the dragon?

(P) On Thursday – it's on the window.

(T) George sees lots of dragons – why can't other people see them?

(P) Because they (points to picture) are walking too fast.

(T) Do you think the people would have seen them if they had walked more slowly?

(P) No... because they were hiding.

(T) What do the dragons like doing?

(P) Sitting in the dustbin... and chasing butterflies. They try to scare the cat. And one squashed the leaves in the pond because he stamped on it.

(T) Why does George keep getting into trouble?

(P) Because the dragons break everything and people can't see them so they think George did it.

(T) Why do you think George wanted a map from the library?

(P) To find out where the dragons live because then he can build a spaceship and take them home.

(T) Why do you think the dragons followed George's machine?

(P) Because it looked like a giant dragon and it had wings and could fly.

(T) How did George feel when he saw that all the dragons had gone?

(P) I think he would be sad and a bit lonely and missing his friends.

(T) How did George's dog remind George of his adventures?

(P) Because it wasn't a real dog – it was a dragon dog.

## Commentary

The pupil demonstrates a clear understanding of the book that has been read to them and is able to retrieve information from the relevant pages to respond to the teacher's questions.

Literal questions are answered accurately with little hesitation, and responses are sometimes expanded to provide further detail, for example when asked what the dragons like doing, the pupil refers to several key activities and explains why the leaves are squashed.

The pupil demonstrates that they are able to make plausible inferences based on both events and emotions. For example, the map from the library is recognised as instrumental in enabling George to return the dragons to their home, whilst the emptiness that George experiences on finding that his companions are gone is expressed through synonymous words and phrases: sad; a bit lonely; missing his friends.

## Statement

### 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.

Video – 'The day the crayons quit'  
<https://youtu.be/z9KRimNLkJQ>

## Example

Following on from listening to the pupil read, the teacher asked a few straightforward questions to establish the pupil's understanding of the text.

(T) How did Red Crayon wear himself out?

(P) He was always doing lots of colouring.

(T) Can you remember the things he had to colour in red?

(P) (Thinks for a minute) fire engines and fruit.

(T) What kind of fruit do you think it was – can you remember any of the red fruits?

(P) Strawberries... and apples.

(T) Red Crayon must have worked really hard – he even had to work in his holidays – do you know why?

(P) Because he always worked every day.

(T) He did, but was there a special reason why he had to work in his holidays?

(P) He had to colour all the Santas in red for Christmas!

(T) He did. What about Grey Crayon – what did he love best?

(P) Elephants.

(T) Which one is your favourite crayon?

(P) Grey Crayon because he has to colour in the elephants and hippos and they're massive so he has to do even more work than Red Crayon!

*continued*

## Commentary

The pupil is able to read the text with a good degree of accuracy, despite some hesitation. He is able to recognise, read and decode most words, including most common exception words and some words that are unfamiliar to him, such as 'Valentine's', 'gorgeous' and 'beige'.

The pupil generally reads steadily, but with some hesitation, and occasionally reads a passage twice to make sense of it, for example 'If I'm, if I'm...'. The pupil sometimes omits words from a passage or reverses the word order in the text. However, the pupil is able to retain the meaning, at times realising their error and re-reading the words to correct their mistakes, such as when the pupil reads 'you make me work harder than any other...than any of your other crayons'.

The pupil misreads the word 'on' for 'an' and struggles with 'ever' and 'the', but this may be influenced by the handwritten style of the text in the book. The pupil also misreads 'tried' for 'tired', but then self-corrects this.

The pupil applies his phonic knowledge, including recognition of digraphs and their graphemes, to attempt unfamiliar words. The pupil accurately blends sounds and successfully decodes several words which are new to him, including 'proud', 'rhinos' and 'humpback'.

The pupil uses some effective expression when he gets into the flow of the story, especially when reading the page about Purple Crayon. At times the pupil reads effectively and with a good pace, but overall the reading is insufficiently fluent and confident to meet the relevant 'pupil can' statement for 'working at the expected standard' (e.g. at over 90 words per minute).

The pupil answers some literal questions about the text and is able to give a reason for Red Crayon having to work in the holidays.

This evidence demonstrates that the pupil meets both the word reading and reading comprehension requirements for 'working towards the expected standard'.



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