

2018 national curriculum assessments

Key stage 1

Teacher assessment exemplification

English reading: working at greater depth



**Standards
& Testing
Agency**

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Contents

| | |
|---|-----------|
| Guidance | 4 |
| Using exemplification materials | 4 |
| Using these reading exemplification materials | 4 |
| End of KS1 English reading teacher assessment frameworks | 6 |
| Examples of evidence when assessing English reading | 7 |
| Exemplification: working at greater depth within the expected standard | 8 |
| Pupil F | 8 |
| Exemplification: working at greater depth within the expected standard | 10 |
| Pupil G | 10 |
| Exemplification: working at greater depth within the expected standard | 12 |
| Pupil H | 12 |

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-greater-depth-within-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

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| Working towards the expected standard |
| <p>The pupil can:</p> <ul style="list-style-type: none">● 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* <p>In a book closely matched to the GPCs as above, the pupil can:</p> <ul style="list-style-type: none">● read aloud many words quickly and accurately without overt sounding and blending● sound out many unfamiliar words accurately <p>In a familiar book that is read to them, the pupil can:</p> <ul style="list-style-type: none">● answer questions in discussion with the teacher and make simple inferences |
| Working at the expected standard |
| <p>The pupil can:</p> <ul style="list-style-type: none">● read accurately most words of two or more syllables● read most words containing common suffixes*● read most common exception words* <p>In age-appropriate¹ books, the pupil can:</p> <ul style="list-style-type: none">● 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 words²● sound out most unfamiliar words accurately, without undue hesitation <p>In a book that they can already read fluently, the pupil can:</p> <ul style="list-style-type: none">● 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 |
| <p>The pupil can, in a book they are reading independently:</p> <ul style="list-style-type: none">● 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 greater depth within the expected standard

Pupil F

| Example |
|---|
| <p>Pupil F reads 'George's Marvellous Medicine' by Roald Dahl. This book was chosen by the pupil and he begins reading from page 7 in chapter 1. He is familiar with the book. He also reads from Dahl's 'Esio Trot', chosen by the teacher.</p> <p>The video can be found on GOV.UK.⁴</p> <p>Pupil F achieved a scaled score above 100 in the KS1 English reading test.</p> |
| Additional evidence |
| <p>None.</p> |
| Commentary |
| <p>Pupil F is working at greater depth within the expected standard.</p> <p>Word reading</p> <p>Pupil F reads quickly and accurately, rarely hesitating on any word he meets, including 'wizardry' and 'electrified', an important verb that he discusses later.</p> <p>Comprehension</p> <p>Pupil F rapidly grasps what is happening in both the stories he reads.</p> <p>His engagement in his reading and his comprehension are reflected in his intonation as he draws inference from the characters' dialogue. For example, when Grandma says, "Come closer to me and I will tell you secrets," his intonation, the lowering of his voice, captures his understanding of Grandma's motives and the way in which she is trying to persuade George to approach her.</p> <p>Pupil F makes inferences easily. For instance, he infers that Grandma's descriptions of the creatures might persuade George that she really does have special powers. He is adept at using his knowledge of vocabulary to help substantiate his ideas. For example, when the teacher asks him about the significance of the phrase 'a tingle of electricity', pupil F swiftly replies, "She's a witch. She really is a witch." This expands on his earlier comment, interjected spontaneously at the time of reading: "She's starting to make things happen because George feels a tingle of electricity." Later, when the teacher asks him about the language in 'Esio Trot' that "shows there is going to be a difference", he immediately pinpoints 'electrified'.</p> <p>Pupil F's awareness of the function of punctuation also supports his capacity to make inferences. For example, in 'George's Marvellous Medicine', he says he does not know what the punctuation is called (ellipsis), "but I know what it does". He explains that the 'stopping and starting' shows the reader how George becomes more frightened.</p> <p>He expresses his understanding in concise summaries. For example, in responding to the teacher about 'Esio Trot', he says that "Mr Hoppy's courage" is the problem in the story. Later, he describes Mr Hoppy as 'day-dreaming', a perceptive view of his state of mind.</p> |

⁴ <http://www.gov.uk/government/publications/ks1-english-reading-exemplification-working-at-greater-depth-within-the-expected-standard>

Commentary (continued)

Pupil F makes plausible predictions about what might happen to George, recognising that George is “frightened and a bit angry and he wants to plot against Grandma.” When the teacher asks him “What is the main problem of this story?” pupil F replies ‘Grandma’, without any hesitation. He also predicts that Mr Hoppy might “change the tortoise into a bigger tortoise”, since that is what Mrs Silver would really like, but he would not use the many flowers on his balcony to help the tortoise to grow.

Pupil F is able to make links easily across different texts. He responds without hesitation to the teacher’s question about the key themes in Roald Dahl’s stories: ‘catastrophes’, he suggests, and ‘impossible things’, illustrating this from ‘The Twits’ and explaining, too, how Grandma in ‘George’s Marvellous Medicine’ grows higher than a five-storey house – another example of an ‘impossible thing’. He also links characters he has encountered in different texts, recognising that the other characters are lonely too, such as Mr Hoppy, Willy Wonka (in ‘Charlie and the Chocolate Factory’) and George, observing that these characters ‘succeed’. When asked how these characters get themselves out of their difficult situations, pupil F replies, “They think big time,” recognising that the various characters all take steps to change their circumstances. He illustrates this earlier when he says ‘lightbulb’ at the point at which Mr Hoppy suddenly realises he has a chance to help Mrs Silver by somehow growing her tortoise.

Pupil F is able to discuss not only what characters have in common but also the ways in which the plots of the different texts work in similar ways. He is able to draw on his wide reading and comparisons occur naturally to him, sometimes unprompted. For example, he says to the teacher that the way Mrs Silver talks to the tortoise is “very sweet”, and “like a grandma talking to a child” going on to draw a comparison with Little Red Riding Hood. He sums up by saying that ‘darling’ is ‘a grandma word’, again drawing inferences from the language of the text.

Pupil F is an enthusiastic and engaged reader. His fluency, his vocabulary knowledge, his skills in drawing on his wider reading, and his acute awareness of how authors use language all contribute to his comprehension. He is judged to be ‘working at greater depth within the expected standard’.

Exemplification: working at greater depth within the expected standard

Pupil G

| Example |
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| <p>Pupil G reads from 'The Beginning of the Armadillos' from 'Just So Stories' by Rudyard Kipling. This book was chosen by the pupil and is familiar to her.</p> <p>The video can be found on GOV.UK.⁵</p> <p>Pupil G achieved a scaled score above 100 in the KS1 English reading test.</p> |
| Additional evidence |
| <p>None.</p> |
| Commentary |
| <p>Pupil G is working at greater depth within the expected standard.</p> <p>Word reading</p> <p>Pupil G's reading is quick and accurate. She checks that she is reading all the words in a sentence and that what she reads makes sense, re-reading when needed. Her confidence and fluency in reading the complicated sentences found in 'The Beginning of the Armadillos' indicate she is already a reader for whom decoding holds few barriers.</p> <p>Reading comprehension</p> <p>Pupil G is able to make inferences from the text, based on her reading. She appreciates the humour of how the story has been written and infers that Tortoise and Hedgehog have deliberately confused Jaguar so that they won't get eaten. She draws on her knowledge that Kipling wrote the stories for his children, (gained from her teacher earlier in their discussion) to infer he wrote the story in this way to make his children laugh.</p> <p>She uses her understanding of language to work out the meaning of metaphors such as "you are making my spots ache". She infers that this means "making him so puzzled he doesn't know what to do or where to go."</p> <p>Pupil G's excellent intonation and expression demonstrate both her comprehension of, and her engagement in, what she reads. For example, when Jaguar says, "But...how do I know that the other is Tortoise?" she slows down and emphasises 'other', to make it clear to her audience that Jaguar is debating his problem with himself after the encounter with Hedgehog. Her intonation demonstrates that she can maintain the sense of her reading through the complex sentences that are designed to confuse Jaguar, such as in, "Well, suppose you say that I said that she said something quite different, I don't see that it makes any difference." Without prompting, she describes it as "like a tongue-twister sentence."</p> <p>She also follows the cues from the text to inform how she reads it, such as when Jaguar asks Tortoise to "say it again more distinctly", she reads the next line slowly and deliberately to reflect and emphasise Jaguar's request, demonstrating her understanding of the word 'distinctly' at the same time.</p> |

⁵ <http://www.gov.uk/government/publications/ks1-english-reading-exemplification-working-at-greater-depth-within-the-expected-standard>

Commentary (continued)

She uses punctuation to support how she reads aloud. For example, she takes account of commas and question marks in the sentence, "And so that was all right, Best Beloved. Do you see?" and suggests that the author has repeated these words to signal to the reader will understand what is happening as the story progresses.

More generally, her reading aloud of this story exemplifies her acute understanding of the relationship being created between the author and the reader. Her teacher has already explained Kipling's purpose to her, but pupil G's perceptive reading aloud shows how well she has understood this and is appreciating the ways in which Kipling achieves this, such as through repetition, metaphor, and the use of humour.

Pupil G makes plausible predictions about what will happen next, based on the story so far and the other 'Just So Stories' she has read. For instance, she predicts that Jaguar will go back to tell his mother about what has happened to him and that Hedgehog and Tortoise will change into "something quite different to what they were before." Although she knows what will happen, having read the story before, she is able to explain and support her prediction in the light of her understanding that the theme of the collection of stories is that the characters "all change."

She makes further links between this story and the other 'Just So Stories', drawing on themes and characters. Having identified that the characters all experience change, she goes on to make connections between their personalities and how they feel about the change, for example, that good things don't happen to grumpy characters. She draws the conclusion that Kipling was trying to tell his readers that "to get your own way, you have to be well-behaved."

Pupil G reads with confidence and engagement. She has chosen a challenging text, which she clearly comprehends and enjoys. Her fluency, awareness of how language is used, and her ability to draw on her wider awareness of books, all contribute to her understanding and enjoyment of what she reads. She is judged to be 'working at greater depth within the expected standard'.

Exemplification: working at greater depth within the expected standard

Pupil H

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|--|
| Example |
| <p>Pupil H reads 'Harry Potter and the Goblet of Fire' by JK Rowling. This book was chosen by the pupil and she begins reading from within chapter 23.</p> <p>The video can be found on GOV.UK.⁶</p> <p>Pupil H achieved a scaled score above 100 in the KS1 English reading test.</p> |
| Additional evidence |
| None |
| Commentary |
| <p>Pupil H is working at greater depth within the expected standard.</p> <p>Word reading</p> <p>Pupil H is a confident, accurate and fluent reader. In 'Harry Potter and the Goblet of Fire', she reads accurately all the words she encounters. For example, she reads 'international magical cooperation' without any hesitation. She uses her knowledge of phonics and morphology effectively to read challenging, unfamiliar words such as 'consignment' and 'Transylvanian'. For the latter, she tests out different pronunciations to match what she decodes to words she has read before. The notes and guidance for the years 3 and 4 programme of study for word reading say that when pupils are taught to read longer words, they should be supported to test out different pronunciations. This is what Pupil H is doing when she reads 'Transylvanian'.</p> <p>The reading record notes longer words that pupil H has read, checking for sense when needed, such as 'pivotal', 'tentacles', 'amateur' and 'Cambridge'.</p> <p>Comprehension</p> <p>Pupil H's excellent intonation and expression reflect her comprehension of what she is reading, for example, at the start when she reads the word 'sneered' with appropriate scorn. She talks confidently and authoritatively about events that have gone before and links them more widely across the text, for example, when explaining what Viktor Krum was famous for.</p> <p>Pupil H's grasp of inference is evident throughout the conversation with her teacher. Her expressive reading of "'You've got a funny way of showing it,' sneered Ron." indicates she has inferred how he is feeling, and this prompts the teacher's question about why Ron is so angry. Her response – that Viktor Krum might ask Hermione for detailed information about Harry – shows her understanding of what has happened earlier.</p> <p>Pupil H is able to make plausible predictions, based on what she has read so far. For example, although she knows who actually wins the tournament ("I read the back of the film case," she confesses), she is able to explain in detail each of her 2 predictions: Viktor, because he is "always determined to do things" and Cedric because "he's got a lot of support from Hogwarts." She draws extensively from her knowledge of the characters within the text and applies this knowledge to make predictions.</p> |

⁶ <http://www.gov.uk/government/publications/ks1-english-reading-exemplification-working-at-greater-depth-within-the-expected-standard>

Commentary (continued)

Pupil H makes links between this book and other books she has read, drawing on themes, characters and events to illustrate her comparisons. For example, she links this book thematically with other Harry Potter books, such as 'Harry Potter and the Philosopher's Stone', because in every story "he always learns new truths about his past." She also compares the book to what happened on Easter Sunday because "Jesus rose from the dead without turning into a zombie and Voldemort rose from the dead without turning into a zombie."

A noticeable feature of pupil H's reading is the breadth and depth of her vocabulary. It informs her quick and accurate comprehension and also allows her to work out the meaning of unknown words, such as 'vacated'. She reasons aloud to the teacher: "Vacation. Isn't that a holiday? Well, would it (the meaning of 'vacated') be the seat that she left, because it's like going on holiday because you leave something to go on holiday?" In this outstanding explanation, pupil H draws on morphology and her knowledge of other words to reach the meaning accurately. The programme of study for years 3 and 4 requires pupils to apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology)... both to read aloud and to understand the meaning of new words they meet. This is precisely what pupil H does here.

Pupil H has chosen a challenging book for her independent reading. She clearly enjoys and understands it. For the reasons outlined, she is judged to be 'working at greater depth within the expected standard'.

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