

READING - End of Key Stage One
Statutory Interim Teacher Assessment Framework

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*

The pupil can read accurately some words of two or more syllables that contain the same grapheme-phoneme correspondences (GPCs)*

The pupil can 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

In a book closely matched to the GPCs as above, the pupil can, 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

The pupil can read most words containing common suffixes

The pupil can 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

In age-appropriate books, the pupil can, 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

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.

Working at greater depth within the expected standard

Use the full range of punctuation taught at key stage 1 mostly correctly

Spell most common exception words

Spell most words with contracted forms*

Add suffixes to spell most words correctly in their writing, e.g. -ment, -ness, -ful, -less, -ly*

Use the diagonal and horizontal strokes needed to join letters in most of their writing.