



Teacher assessment framework at the end of key stage 1

Pre key stage standard 1

In a familiar story/rhyme, the pupil can, when being read to by an adult (one-to-one or in a small group):

P1a	Can indicate correctly pictures of characters and objects in response to questions such as 'Where is (the)...?'	P1b	Can show anticipation about what is going to happen (e.g. by turning the page)
P1c	Can join in with some actions or repeat some words, rhymes and phrases when prompted.		

Pre key stage standard 2

P2a	Can say a single sound for 10+ graphemes	P2b	Can read words by blending sounds with known graphemes, with help from their teacher.
P2c	Can demonstrate understanding, e.g. by answering questions, such as 'Where is he/she/it?', 'What is this?', 'Who is this?', 'What is he/she doing?'	P2d	Can join in with predictable phrases or refrains.

Pre key Stage standard 3

P3a	Can say a single sound for 20+ graphemes	P3b	Can read accurately by blending the sounds in words with two and three known graphemes.
P3c	Can respond to questions that require simple recall	P3d	Can recount a short sequence of events (e.g. by sequencing images or manipulating objects).

Pre key stage standard 4

P4a	Can say sounds for 40+ graphemes, including one grapheme for each of the 40+ phonemes*	P4b	Can read accurately by blending the sounds in words with up to five known graphemes
P4c	Can read some common exception words*	P4d	Can read aloud books that are consistent with their phonic knowledge, without guessing words from pictures or the context of the sentence.
P4e	Can talk about events in the story and link them to their own experiences	P4f	Can retell some of the story.

Working towards the expected standard

WT 1	I read accurately by blending the sounds in words that contain the common graphemes for all 40+ phonemes.	WT 2	I read accurately some words of two or more syllables that contain the same grapheme-phoneme correspondences (GPCs)
WT 3	I read many common exception words.	WT 4	In a book closely matched to the GPCs as above, I read aloud many words quickly and accurately without overt sounding out and blending.
WT 5	I sound out many unfamiliar words accurately.	WT 6	In discussion with the teacher, I answer questions and make inferences on the basis of what is being said and done in a familiar book that is read to them.



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Working towards the expected standard

WT 1	I read accurately by blending the sounds in words that contain the common graphemes for all 40+ phonemes.	WT 2	I read accurately some words of two or more syllables that contain the same grapheme-phoneme correspondences (GPCs)
WT 3	I read many common exception words.	WT 4	In a book closely matched to the GPCs as above, I read aloud many words quickly and accurately without overt sounding out and blending.
WT 5	I sound out many unfamiliar words accurately.	WT 6	In discussion with the teacher, I 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

EX 1	I can read accurately most words of two or more syllables.	EX 2	I can read most words containing common suffixes. -ment, -ness, -ful, -ly
EX 3	I read most common exception words.	EX 4	In age appropriate books I can read words accurately and fluently without overt sounding and blending. (90 words per minute)
EX 5	In age appropriate books I can sound out most unfamiliar words accurately, without undue hesitation.	EX 6	In a familiar book that I can already read accurately and fluently, I check it makes sense to me.
EX 7	In a familiar book I answer questions and make some inferences on the basis of what is being said and done.		

Working at greater depth within the expected standard

GD 1	In a book I am reading independently, I can make inferences on the basis of what is said and done.	GD 2	In a book I am reading independently, I predict what might happen on the basis of what has been read so far.
GD 3	In a book I am reading independently, I make links between the book I am reading and other books that I have read.		