Key stage 1

2016 teacher assessment exemplification:
end of key stage 1

Reading

Working at greater depth
within the expected standard

April 2016

Standards
& Testing
Agency

Contents

2016 KS1 English reading exemplification

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 greater depth within the expected standard'.

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, 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.

Example

The child has been independently reading *Fantastic Mr Fox* by Roald Dahl and, having just read chapter 4, is discussing the events so far with the teacher.

(T) Who are the main characters in this book?

(P) There are three farmers. The first one is called Farmer Boggis and he is really fat because he never stops eating chicken. The next one is called Farmer Bunce and he always has a tummy-ache so he has a bad temper. The last one is Farmer Bean and he is thin like a pencil. The other main characters are Mr and Mrs Fox and Mr Fox is always stealing their chickens.

(T) How did Mr Fox steal the birds?

(P) He used to creep into the farmyard in the night and then just take them away.

(T) Why do you think he always stole them at night?

(P) Because it was dark and they wouldn't be able to see him but the fox could see a bit because the moon was out.

(T) How did the farmers feel about Mr Fox stealing their chickens?

(P) They were really angry because it says they were 'wild with rage', and they keep trying to shoot him but he's too clever.

(T) How do you know that Mr Fox is clever?

(P) He knows about the wind and he knows if the men are coming because he can smell them in the wind so they never get him.

(T) Does he ever make a mistake?

(P) Well, he always boasts how clever he is but then the farmers set a trap because they go the wrong way to the wind.

(T) Do they catch him?

(P) They get his tail!

(T) What do you think Mr Fox will do next?

(P) I think he goes home to his family and Mrs Fox will be a bit happy and a bit cross because she told him to be careful and he got shot.

(T) Why did you decide to read this book?

(P) I really like books about animals like Dick King-Smith books, and my mum bought me a book called The tale of Mr Tod which is all about a fox and a badger so I thought I'd like this book because it's about a fox.

Commentary

The pupil's response demonstrates the ability to recall, discuss and interpret key events from independent reading of a well-known children's story.

Significant aspects of the text are confidently recounted during this conversation with the teacher. The pupil is able to identify the main characters and provide a detailed description of each, drawing on evidence from the text. Their characteristics are further explored through an explanation of the farmers' anger in relation to the repeated theft of their birds. The pupil's understanding of the meaning of words is demonstrated by the linking of the text quotation 'wild with rage' to the farmers' emotions.

There is evidence of the pupil demonstrating elements of inference throughout the conversation, for example the deduction that Mr Fox uses the cover of darkness to help to conceal his activities and his knowledge about wind direction to track the location of the farmers.

In response to the teacher's request to predict the next events in the story, the pupil makes an accurate suggestion that Mr Fox's immediate priority will be to return to the safety of his home. The anticipation of Mrs Fox's mixed emotions about her husband's injuries – relief that he is not seriously hurt combined with annoyance that he has not heeded her warning 'Now do be careful' - show how the pupil is able to draw upon specific detail from the text to provide the basis for some plausible predictions.

The pupil expresses personal preferences with regard to this choice of book for their independent reading, demonstrating some knowledge of similar books and the ability to use this to explain the reasons for their choice.

2016 KS1 English reading exemplification

Statement

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.

Example

Transcript of a pupil's responses to the poem, 'The Sound Collector' by Roger McGough.

(T) *Why is the stranger dressed in black and grey?*

(P) *So that nobody can see him.*

(T) *How do the colours black and grey help to hide the sound collector?*

(P) *Because they are like a dull rainy day.*

(T) *How do you know the writer was eating breakfast when the Sound Collector arrived?*

(P) *Because he describes the sounds the breakfast makes, he doesn't just say eating cornflakes, he says 'crunching' so you know what it sounds like. Also he talks about the scraping noise with the marmalade so you can picture him spreading it with a knife.*

(T) *Apart from cooking breakfast, how do you know that other things are happening in the house?*

(P) *Someone is having a bath because you can hear the water bubbling in the bathtub. The baby is crying and the mum is washing up because the water gurgles down the drain.*

(T) *Why do you think the poet used 'drumming' to describe the raindrops?*

(P) *Because they sound like a drum being hit really loud and fast.*

(T) *What did the Sound Collector leave behind?*

(P) *He left the silence.*

(T) *What do you think this means for the family?*

(P) *The house will be really quiet. It could be dangerous because the mum won't hear the baby crying and it might be hurt.*

(T) *Do you think the family prefer the house to be silent or noisy?*

(P) *Noisy.*

(T) *Why do you think they would prefer it to be noisy?*

(P) *In the poem you know all the sounds because they are the same as at home like the kitten purring and the clock ticking so you feel safe. If there's no sounds it could be scary because it makes me think of the dark and being all alone.*

(T) *What do you think the stranger is going to do with all the sounds?*

(P) *He could mix all the sounds up so that the kettle purrs and the clock whistles then he gives them back in all the wrong order!*

(T) *Does this poem remind you of anything you have read?*

(P) *It reminds me of my favourite author, Roald Dahl, and his story 'The Big Friendly Giant' because the giant collects dreams a bit like the Sound Collector in this poem.*

continued

Context

The depth of response and the different aspects the answers touch on exemplify a pupil who is 'working at greater depth within the expected standard'.

The pupil reads widely at school and at home, using their understanding of a broad range of vocabulary to link meanings to known words, for example the pupil is able to explain the use of the word 'drumming' in context.

The pupil identifies and explains key aspects of the text e.g. through recognising that the silence is left behind and that this will have a negative impact on the family.

Through their independent reading, the pupil is able to make inferences from different aspects of the poem. For example, the 'black' and 'grey' clothing of the Sound Collector is linked to the raindrops on the windowpane. Similarly, the pupil draws on the text to predict what the stranger might do with the sounds collected.

The pupil compares the poem to a story by her favourite author, identifying similarities between the two texts.

Statement

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.

Example

The pupil has chosen to read 'The Tear Thief' by Carol Ann Duffy as her individual reading book. She has read it independently and the transcript is of her discussion of it with the teacher.

(T) Can you tell me a little about the book you have been reading?

(P) It is about a Tear Thief – she steals tears so she can make the moon shine brighter. She goes round the houses in the town and finds children who are crying. She's invisible but if you look in a puddle you can see her.

(T) If she is invisible, how can you tell what she looks like?

(P) The author describes her. She has spiky white hair and grey eyes and her dress is a hanky and she wears silk slippers because she has to be really quiet.

(T) Why does she need to be so quiet?

(P) She has to listen hard so she can hear the children crying then she can go to their house and collect the tears. It says she's got 'sharp ears'.

(T) What do you think that means?

(P) (thinks for a moment) sort of jagged?

(T) Think about how important it is for her to hear the children crying.

(P) They can hear little tiny sounds?

(T) That's right – a bird can have sharp eyes because it can spot something from a long way away.

(P) She can hear children crying from a long way away.

(T) Does the Tear Thief meet anyone special?

(P) She finds a girl who has lost her dog and her tears are very valuable.

(T) How do you know they are valuable?

(P) Because it says (pupil finds the page reference) they were 'worth a hundred cried over spilt milk or a thousand crocodile tears'.

(T) What do you think those words mean?

(P) The other tears aren't special…they are just tears like when you cry because you get angry or have a fallout with your friends. The girl was really sad because she had lost her dog.

(T) Did the Tear Thief steal the girl's tears?

(P) Yes. But she saw the Tear Thief in the puddle and she asked her how old she was and the Tear Thief said she was as old as joy and sorrow.

continued

(T) Do you think the Tear Thief was old or young?

(P) She looks like a little girl but she has grey eyes so I think she must be old. 'As old as joy and sorrow' means she must be quite old because in history people were sad or happy so she could be as old as the first person on Earth!

(T) What did you like best about the book?

(P) I like the way she uses words to describe everything…the tears are like jewellery but they all have different feelings… if you have a temper tantrum the tears would be red rubies but if you were scared they would be white moonstones.

(T) How does the book end?

(P) After the Tear Thief steals all the girl's tears she finds her dog and at night she sees the moon through the window and it's really bright. The Tear Thief is pouring all her tears around the moon and they glitter like diamonds so everything turns silver.

(T) Do you think the Tear Thief will return to steal more tears?

(P) At the end it says in the next door house a baby is crying so I think she will hear it from the moon and fly down to steal its tears.

(T) Have you read any books with similar stories?

(P) I read 'The Great Kapok Tree' – it's different because it's about a real place but it's the same because all the descriptions of the rain forest make you think you are there and in 'The Tear Thief' the descriptions make me feel I'm part of the story.

Commentary

The pupil provides a concise, accurate summary of the events in the book prior to answering questions that probe a deeper understanding of the setting, the main characters and the use of language.

Questions are answered accurately with detailed and precise reference to the text; responses build a clear picture of the Tear Thief, describing her appearance (e.g. *spiky white hair and grey eyes*), characteristics (e.g. really quiet, listen hard) and abilities (*invisible, sharp ears*).

With prompting from the teacher, the pupil is able to make new meaning from a known word (*sharp*) and independently interprets description, linking it to prior knowledge (*the tears are like jewellery*).

The pupil is able to draw quite complex inferences from both an understanding of vocabulary and interpretation of the text (*the other tears aren't special; grey eyes…must be old*). The accurate prediction that the Tear Thief will return to steal the baby's tears is supported by the text, and demonstrates a sound understanding of the story as a whole.

The pupil recognises the differences and similarities between two books, recently read, linking both to her obvious enthusiasm for language.