

2016 national curriculum assessments

Key stage 2

2016 teacher assessment exemplification: end of key stage 2

Reading

Working at the
expected standard

April 2016



Standards
& Testing
Agency

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2016 teacher assessment exemplification: end of key stage 2

Key stage 2 (KS2) reading teacher assessment (TA), using the interim TA frameworks, is statutory for 2016.

This material contains transcripts that exemplifies all of the statements within the KS2 interim TA framework for 'working at 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 ensure that their TA judgements are accurate.
- 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.
- 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 2: reading

Working at the expected standard

The pupil can:

- read age-appropriate books with confidence and fluency (including whole novels)
- read aloud with intonation that shows understanding
- work out the meaning of words from the context
- explain and discuss their understanding of what they have read, drawing inferences and justifying these with evidence
- predict what might happen from details stated and implied
- retrieve information from non-fiction
- summarise main ideas, identifying key details and using quotations for illustration
- evaluate how authors use language, including figurative language, considering the impact on the reader
- make comparisons within and across books.

Statements

The pupil can:

- read age-appropriate books with confidence and fluency (including whole novels)
- read aloud with intonation that shows understanding.

Video: Poor Vera
<https://youtu.be/-pJLvC5eerU>

Commentary

The pupil's word reading skills are sufficiently embedded to enable her to read the text both accurately and fluently. This text offers an appropriate level of challenge for a pupil working at the 'expected standard'.

The pupil reads clearly and expressively throughout. Her intonation indicates she understands the emotions and attitudes of the book's characters, for example, when she changes her pitch to signal Louise's spoken words during her telephone conversation with Emily and to emphasise the dilemma of finding a suitable place to bury her pet.

Her pronunciation of individual words is clear and stress is judiciously applied as, for example, on the word 'and' in the passage '*... and she couldn't climb trees and she was afraid to go outdoors...*' to illustrate Louise's desire to emphasise her pet's final days of misery.

The pupil uses punctuation effectively, again indicating the extent to which she understands what she is reading, both in individual sentences and across the text as a whole. An example of this can be found in the lines, 'On the...floor lay a big woman, very big,' where she recognises that the parenthetic commas indicate an aside, prompting her to deliberately emphasise the repetitive phrase.

The pupil reads confidently and fluently, with appropriate pace: very minor stumbles are quickly self-corrected, allowing the 'flow' or sense of the text to be maintained. This confidence and fluency, deriving from speedy and accurate decoding, as well as her understanding of the text, shown through her expression and intonation, all provide evidence for the above statements within the key stage 2 interim assessment framework for reading.

Statements

The pupil can:

- read age-appropriate books with confidence and fluency (including whole novels)
- read aloud with intonation that shows understanding.

Video: The Boy in the Striped Pyjamas
<https://youtu.be/O4KJZ1oSkbl>

Commentary

As the pupil reads, he spots even the subtle cues that signal the need for expressive reading: for example, in the initial passage the writer groups together the range of inmates in the concentration camp whom Bruno and Gretel can see; the pupil recognises the move from the specific to the general, bringing a degree of empathetic expression to the description of those people, alone and without family, '*... and those sort of people who live on their own on everybody's road but don't seem to have any relatives at all.*' In the final sentence, he slows the pace, stressing the word, 'everyone.' To emphasise its gravity, this short sentence is read slowly and deliberately, communicating the possibility of meaning beyond the literal.

Intonation, in the form of changes to pitch and tempo, help to portray the characteristics of the two main characters, distinguishing between Gretel's child-like curiosity and demanding nature (*Who are they? What sort of place is this?*) and Bruno's sensitivity to his sister's emotional wellbeing and the uncertainty that he clearly feels. This is reinforced by the more measured, comforting tone used to convey Bruno's words of reassurance (*Perhaps they live in a different part*).

The pupil notes the pace and rhythm of the text and modulates his reading to match in, '*And where are all the girls?*' she asked, '*and the mothers and the grandmothers?*'

The pupil's appropriate pace is supported by his recognition of, and adherence to, punctuation which, for the most part, is competently interpreted. His knowledge of punctuation adds to the fluency of the reading and further enhances the expression he brings to it. A particularly good example is the pupil's treatment of the dialogue between Gretel and Bruno, as in: "*What sort of place is this?*" "*I'm not sure,*" said Bruno, sticking as close to the truth as possible.'

The pupil's reading is confident and fluent throughout and, combined with his intelligent intonation and clarity of expression, provides evidence for the above statements within the key stage 2 interim assessment framework for reading.

Statements

The pupil can:

- read age-appropriate books with confidence and fluency (including whole novels)
- read aloud with intonation that shows understanding
- work out the meaning of words from the context
- explain and discuss their understanding of what they have read, drawing inferences and justifying these with evidence
- evaluate how authors use language, including figurative language, considering the impact on the reader.

Video: The Executioner's Daughter
<https://youtu.be/1t1P4Mftavw>

Example

A written exercise focusing on the use of language in 'The Executioner's Daughter' by Jane Hardstaff.

- Q. Why do you think the author used the word 'erupted' to describe Mrs Peak's entrance into the courtyard?
- P. Because it makes her sound explosive like a volcano erupts and you can imagine her spitting the words out of her mouth like the lava and rocks.
- Q. Mrs Peak describes the rat-catcher as 'filthy'. What do you think the word 'filthy' means in this passage?
- P. It could mean that he was always dirty like he never washes and his clothes are all smelly... Also, it might mean that he had a bad temper because you can have a filthy temper which means it's really bad.
- Q. Why did Nell grin at Moss?
- P. Mrs Peak kept making a lot of fuss about nothing and it was a sort of signal to show Moss she didn't care and she thought Mrs Peak was quite funny when she was shouting at everyone.
- Q. The cook says "Someone cut off my nose!" What does she mean by this?
- P. I think it's a sort of expression because she doesn't want somebody to really cut off her nose but she can smell something horrible in the kitchen and she's exaggerating how bad it is.

continued

Commentary

Video

The pupil modulates his tone of voice, volume and pace to signal the characters' mood and feelings, and to communicate the dynamics of the scene. Reading is confident, accurate and expressive.

The urgency of the situation when rats are found in the kitchen is clearly conveyed and the pupil's understanding of punctuation accentuates this (*Rats! Rats in the kitchen!*).

He adjusts pitch and volume to capture each character's attitude, mimicking what he perceives to be their likely expression. For example, he is able to communicate Mrs. Peak's irritation and impatience (*Where is she? ...Where is that filthy rat-catcher?*), before repeatedly changing his intonation to signify Nell's grumbling sense of resignation, her subsequent insulting remarks and her disdainful summary of the situation (*What a lot of fuss over a few rats*).

The grammatical structures of the text, and associated punctuation, are adeptly handled and support clarity and expression. For example, the pupil's recognition and understanding of exclamation marks trigger outbursts of emotive force (e.g. *God alive or dead!*), and his understanding of clauses, marked by commas, ensures that what he is reading makes sense to the listener (e.g. *She gasped,*).

Comprehension

The pupil is able to explain reasons for the author's choice of vocabulary, and the impact that it has on the reader. For example, he links his knowledge of volcanoes to the dramatic entrance of Mrs Peak, commenting on the image of her explosive force as words spit from her mouth.

Alternative meanings are offered for the word 'filthy', demonstrating that the pupil has not only considered the context of the text, but has attempted to link meaning to prior knowledge.

In explaining Nell's grin, the pupil makes a plausible inference, based on the actions and words of the characters; the supposition that Nell 'didn't care' shows understanding of her disdain for Mrs Peak.

In the final response, the pupil recognises that the words are not intended to be taken literally, and that the 'sort of expression' of speech is used to emphasise her abhorrence of the smell.

Statements

The pupil can:

- work out the meaning of words from the context
- explain and discuss their understanding of what they have read, drawing inferences and justifying these with evidence.

Video: Tommy and Sarah
<https://youtu.be/u0l0sB3oltI>

Commentary

The first word that the pupils discuss is 'caricature'. Both pupils already appear to know the meaning of this word. Pupil A finds the word in the text and checks the context, before relating his definition to cartoons. He recognises that the word describes exaggerated features in a character or object and that the fungi must be seen to have exaggeratedly big stumps or big heads.

Pupil B confirms this interpretation by drawing on her experience of pavement artists and their larger-than-life portrayal of the facial features of tourists in cartoons. She infers that such fungi must therefore look unusual and individual.

The next word is 'penetrated'. Pupil A uses the context of the passage to support his supposition that the lack of light was drawing [the person] in (*he went right into it*). Pupil B picks up on the text reference (*led him on*) to support her reasoning; however, her suggestion that the word means 'going to that place' indicates that she has not interpreted the context fully enough to grasp the meaning of this unfamiliar word.

Both pupils are able to articulate their understanding of the word 'indistinctly', offering reasoned explanations based on meaning derived from the context of the text. Pupil A links the text reference to imagination, to something faint that could simply suggest a trick of the mind. Pupil B comments that the sighting was vague; when prompted by the teacher, she confirms her view that the word indicates the character's lack of certainty. Pupil A infers that, by looking over his shoulder, the character may have been subject to peripheral vision which might account for the blurred view, giving rise to his doubt.

Pupil A finds a word – 'confronted' – that the teacher notes 'adds suspense'. He explains what 'confronted' means, in this case, using knowledge drawn from his wider reading rather than from the context of this text.

When the pupils are asked to consider some 'powerful' words, Pupil A explains the meaning of 'malice', drawing on his morphological knowledge of *malicious* and *maliciously* to explain that the cruel glances were made deliberately and without considering the feelings of others. He goes on to link the word 'hatred' to the text, referring to intimidation and the fierceness of the faces. Pupil B substantiates those views, commenting that the description of the faces helps the reader to associate both words with evil.

Both pupils demonstrate that they can work out the meaning of words from the context of the text and can use their knowledge of vocabulary to discuss what they have read, providing evidence for the above statements within the key stage 2 interim assessment framework for reading.

Statements

The pupil can:

- summarise main ideas, identifying key details and using quotations for illustration
- explain and discuss their understanding of what they have read, drawing inferences and justifying these with evidence
- make comparisons within and across books.

Video: The Boy in the Striped Pyjamas
<https://youtu.be/7s-bsgjtdyY>

Commentary

All pupils are able to contribute to an accurate summary of the first four chapters of the novel. Pupil A provides a succinct overview of Bruno's feelings when he discovers that the family is to move, whilst Pupil B makes an unfavourable comparison between the old house and the new, and refers to friends and relatives who will be left behind. Pupil D explains the reason behind the upheaval, expanding briefly on Bruno's confusion. Pupil C reiterates Bruno's disappointment and distress, and offers some details of the new house, 'Out-With', and Bruno's feelings towards it.

Asked to focus on Bruno's feelings, the pupils empathise with his sense of sadness and the loss of his friends and grandparents. Pupil A picks up on his confused state of mind and his misconception that 'Out-With' is in fact the name of the house, and not an object: this is referenced by relevant quotation. Pupil D elaborates, suggesting that Bruno's initial annoyance and agitation give way to a more general negativity, brought about by the new house which he clearly dislikes: his lack of enthusiasm to play around and his inability to slide about are indirectly supported by the text. Pupil C links Bruno's anger to decisions made with no consultation, and the blame he puts on his mother for not seeking his opinion; he quotes from the text (*Bruno frowns*) to support his explanation of the boy's unhappiness. Pupil B refers to Bruno as being unsettled, aptly summarising his mood of uncertainty and dismay.

The group draw inferences about the house and setting. Pupil B infers that the hollow noise made by Bruno landing on the floor suggests the house is unsafe. Pupil A infers that the situation of Out-With is directly responsible for Bruno's change in mood, suggesting that his previous vista of the town acted as a calming influence in contrast to the upsetting isolation of the new family home. Pupil D confirms this sense of seclusion, quoting from the text that the area appeared 'desolate' and that any hope of Bruno being able to see his old house from the window was quickly dashed, leaving him feeling cold and unwanted. Pupil C describes how he had imagined the new house and environment to be: grey and dusty, misty and rainy.

The pupils present reasoned arguments in forming their impressions of Bruno's father. They deduce that he is respected because everyone in the family pays attention to him, his instructions and wishes, which are followed without question. However, there is a hint that this respect might be engendered partly through fear, referenced by the comment about the maid's mimicking of his strictness.

The father is also described as 'a powerful figure in the family', determining actions and decisions; he has his own office. Pupil C quotes a key detail that the office is 'out of bounds...and no exceptions'. Pupil D suggests that this private space supports the notion that the father is secretive, echoing the earlier reference to the secrecy of his job, whilst Pupil B describes him as controlling, explaining that the family followed his decision.

Each member of the group can summarise the main ideas from the initial chapters of the story, identifying key details about the characters and setting so far, and using quotations for illustration. They can explain and discuss their understanding of what they have read, drawing inferences and justifying these with evidence. Their detailed discussion provides evidence for both the first two statements within the key stage 2 interim assessment framework for reading. In addition, there is strong evidence that the pupils can make comparisons *within* this book, although further evidence would be needed as to whether they can also do this *across* books.

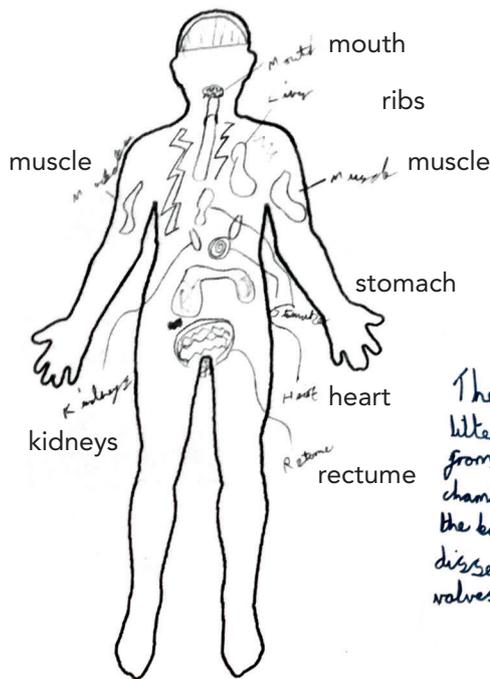
Statements

The pupil can:

- retrieve information from non-fiction.

This is what I knew in year 4:

Inside of me you will find:



The lungs help get rid of carbon dioxide and waste and give oxygen back to the blood.

The heart is slightly tilted to the left (we learnt from diagrams) and has 4 chambers. It pumps blood all over the body and to the lungs. We dissected a heart and saw valves.

The heart takes the blood to every organ.

An Artery takes the blood away from the heart.

Capillaries are tiny tubes which help to go to every part of the body.

Commentary

This example is drawn from a science activity. Information about the science aspects is included in the 2016 teacher assessment exemplification: end of key stage 2: Science Working at the expected standard.

In the science activity, year 6 pupils were first asked to recall facts from their studies of the human body in previous years and to draw and label, on an outline of the human body, what they recalled from work they had done in an earlier year group.

After the teacher had demonstrated the dissection of a heart to the pupils, they were asked to research aspects of the circulatory system, using books available in the classroom. They focused on the heart, blood vessels and lungs. They were asked to present their information in a similar way to their first drawing, so that they could compare their learning across the two versions.

It is clear from the labelled diagram that the pupil is able to locate, retrieve, record and present the required information both purposefully and effectively, providing evidence for the above statement within the key stage 2 interim assessment framework for reading.

Statements

The pupil can:

- retrieve information from non-fiction.

What are the main animal groups? (Researching)

Amphibian: a cold-blooded vertebrate
• eg. frogs, toads, newts, salamanders, and
Callidans.

Mammal: Vertebrates mean they have a backbone or
a spine. eg. humans
• Have hair on their bodies. • produce milk for
their babies.

Reptile: Vertebrates (have a backbone).
• lay eggs eg. Comodor dragon, snake
• cold-blooded

Insects:

• Insects have two antennae.

• Insects have three pairs of legs

• Spiders aren't insects. - why? because a spider
has 8 legs and a insect
has 6 legs

• Most insects have been hatched from an egg.

• The number of insect species is believed to be
between 6 and 10 million

Vertebrate: are animals with have a backbone or a spine

Commentary

This example is drawn from a science activity. Information about the science aspects is included in the 2016 teacher assessment exemplification: end of key stage 2: Science Working at the expected standard.

In 'working scientifically', the pupils were 'finding things out using a wide range of secondary sources of information'. Their work in science provides a fruitful and realistic context for assessing the extent to which the pupils are able to 'retrieve information from non-fiction'.

In their work on classification, the pupils were asked to use books and the internet to research, and then describe in their own words, the observable features used to classify mammals, amphibians, birds, fish, insects and reptiles.

The pupil whose work is illustrated has used non-fiction sources independently to:

- locate the sources of the information they need
- retrieve information about the main animal groups
- provide a definition in their own words
- record some of the features used for classification (e.g. that vertebrates lay eggs)
- organise and present the information in an accessible format, using underlining and bullet points.

This provides very good evidence for the above statement within the key stage 2 interim assessment framework for reading.

Statements

The pupil can:

- explain and discuss their understanding of what they have read, drawing inferences and justifying these with evidence
- predict what might happen from details stated and implied
- summarise main ideas, identifying key details and using quotations for illustration
- make comparisons within and across books.

Example

The pupil has chosen to read 'Holes' by Louis Sachar. Having read the first three chapters of the novel, the pupil is discussing it with his teacher.

Transcript

- T. Tell me a little of what you know about this book and why you chose it.
- P. Well...because last year we read 'There's a boy in the girl's bathroom' and I thought it was really good and this book's by the same author so I thought I'd like it.
- T. And do you?
- P. Yes – I've only got to the end of chapter 3 so far though.
- T. Can you summarise the first three chapters for me?
- P. At the beginning it says 'You are entering Camp Green Lake' and you think it's going to be about a holiday camp or an adventure centre. But then it describes the camp, saying it hasn't got a lake and it's just wasteland and there's dangerous creatures like scorpions and rattlesnakes so you start to think it's somewhere bad. The main character's called Stanley Yelnats and he's being taken to the camp on a bus. He thinks he's going to 'Camp Fun and Games' but it tells you he's committed a crime so you think maybe it's not really a holiday camp. Stanley's dad is an inventor but there's a curse on all the family from his great-great-grandfather by a gypsy so his dad can't sell his inventions and they're really poor. Then the bus arrives at the camp and Stanley can't see the lake and there are no green plants or trees and not even a lake.
- T. Have you found any similarities with 'There's a boy in the girl's bathroom'?
- P. I think Stanley might be a bit like Bradley because it says he didn't really do the crime – he was just in the wrong place at the wrong time and Bradley accidentally went into the girl's bathroom because he thought it was the office so he was in the wrong place too. Also, Bradley was always bullying other children but in this book Stanley gets bullied because his teacher uses him to compare a heavyweight to a lightweight.
- T. You said that when Stanley arrived at the camp there were no green plants or trees. What do you think Stanley is going to find at the camp?
- P. I think it won't be like he expected. At the beginning it talked about all the snakes and scorpions and he could get bitten by a lizard and die so it's probably quite dangerous. Also, the campers can't lie down because there's only one hammock that belongs to the warden so he won't get much sleep and he might have to work hard as it's a punishment.
- T. You sound as though you are enjoying reading 'Holes'.

continued

Commentary

The pupil presents an accurate summary of the first three chapters of the book, identifying key details (*he's committed a crime; there's a curse on all the family*), and supporting these with quotations (*scorpions and rattlesnakes; Camp Fun and Games*). He recalls the opening lines, predicting from key details what he expects the story to be about and making a plausible inference based on the name of the camp. He draws on further textual evidence to infer that the camp is unlikely to match Stanley's expectations (*he could get bitten by a lizard and die*).

The main character, Stanley, is compared to the protagonist in a previously read book by the same author. Similarities, as well as differences, are discussed with reference to both texts. The pupil also makes a comparison within the text by contrasting the name of the camp and its initially predicted purpose with the actuality of its appearance and the harsh reality (*a holiday camp.../ probably quite dangerous...a punishment*).

The pupil demonstrates a detailed understanding of what has been read so far, offering secure evidence for the above statements.



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