

2016 Reading and Writing Key Stage 1 Interim Teacher Assessment Frameworks

To demonstrate that pupils have met a standard, teachers will need to have evidence that a pupil demonstrates attainment of **all** of the statements within that standard **and all** the statements in the preceding standard(s).

Reading	Writing
The pupil can:	The pupil can write sentences that are sequenced to form a short narrative, after discussion with the teacher:
read accurately by blending the sounds in words that contain the common graphemes for all 40+ phonemes*	demarcating some sentences with capital letters and full stops
read accurately some words of two or more syllables that contain the same grapheme-phoneme correspondences (GPCs)*	segmenting spoken words into phonemes and representing these by graphemes, spelling some correctly
read many common exception words*.	spelling some common exception words*
In a book closely matched to the GPCs as above, the pupil can:	forming lower-case letters in the correct direction, starting and finishing in the right place#
read aloud many words quickly and accurately without overt sounding and blending	forming lower-case letters of the correct size relative to one another in some of the writing#
sound out many unfamiliar words accurately.	using spacing between words.#
In discussion with the teacher, the pupil can:	The pupil can write a narrative about their own and others' experiences (real and fictional), after discussion with the teacher:
answer questions and make inferences on the basis of what is being said and done in a familiar book that is read to them	demarcating most sentences with capital letters and full stops and with some use of question marks and exclamation marks
	using sentences with different forms in their writing (statements, questions, exclamations and commands)
The pupil can:	using some expanded noun phrases to describe and specify
read accurately most words of two or more syllables	using present and past tense mostly correctly and consistently
read most words containing common suffixes*	using co-ordination (or / and / but) and some subordination (when / if / that / because)
read most common exception words*.	segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly
In age-appropriate books, the pupil can:	spelling many common exception words*
read words accurately and fluently without overt sounding and blending, e.g. at over 90 words per minute	spelling some words with contracted forms*
sound out most unfamiliar words accurately, without undue hesitation.	adding suffixes to spell some words correctly in their writing e.g. -ment, -ness, -ful, -less, -ly*
In a familiar book that they can already read accurately and fluently, the pupil can:	using the diagonal and horizontal strokes needed to join letters in some of their writing#
check it makes sense to them	writing capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters#
answer questions and make some inferences on the basis of what is being said and done.	using spacing between words that reflects the size of the letters.#
The pupil can, in a book they are reading independently:	The pupil can write for different purposes, after discussion with the teacher:
make inferences on the basis of what is said and done	using the full range of punctuation taught at key stage 1 mostly correctly
predict what might happen on the basis of what has been read so far	spelling most common exception words*
make links between the book they are reading and other books they have read.	spelling most words with contracted forms*
	adding suffixes to spell most words correctly in their writing, e.g. -ment, -ness, -ful, -less, -ly*
	using the diagonal and horizontal strokes needed to join letters in most of their writing.

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'Most' = the statement is generally met with only occasional errors 'Some' = the skill / knowledge is starting to be acquired, and is demonstrated correctly on occasion, but is not consistent or frequent

* Refer to National Curriculum

Where pupils are physically able to write and meet all of the statements except for being able to produce legible handwriting, they may be awarded the 'expected standard' but cannot be awarded the 'greater depth' standard. Where pupils have a physical disability that prevents them from being able to write, the statements relating to handwriting can be excluded from the teacher assessment.



Reading, Writing and Mathematics
**Next Steps Bookmarks and
 Assessment Sheets**
 Based on the National Curriculum from 2014

Key:
Working towards the expected standard
Working at the expected standard
Working at greater depth within the expected standard