Teacher Assessment Frameworks

**Early Years Foundation Stage**: Taken from 2019 Early Years Foundation Stage Handbook.

Early Learning Goal: Literacy: This involves encouraging children to read and write, both through listening to others reading, and being encouraged to begin to read and write themselves. Children must be given access to a wide range of reading materials such as books, poems, and other written materials to ignite their interest.

ELG Reading:

• Children read and understand simple sentences

• They use phonic knowledge to decode regular words and read them aloud accurately

• They also read some common irregular words

• They demonstrate understanding when talking with others about what they have read

ELG Writing:

• Children use their phonic knowledge to write words in ways which match their spoken sounds

• They also write some irregular common words

• They write simple sentences which can be read by themselves and others. Some words are spelt correctly and others are phonetically plausible

Key Stage 1: Taken from Teacher Assessment framework at the end of Key Stage 1. 2019-

KS1 Reading

Working at the expected standard: The pupil can:

• read accurately most words of two or more syllables

• read most words containing common suffixes (refer to Spelling Appendix of National Curriculum)

• read most common exception words (refer to Spelling Appendix of National Curriculum)

In age-appropriate books, the pupil can:

• read most words accurately without overt sounding and blending, and sufficiently fluently to allow them to focus on their understanding rather than on decoding individual words

• sound out most unfamiliar words accurately, without undue hesitation.

In a book that they can already read fluently, the pupil can:

• check it makes sense to them, correcting any inaccurate reading

• answer questions and make some inferences

• explain what has happened so far in what they have read.

KS1 Writing

Working at the expected standard: The pupil can, after discussion with the teacher:

• write simple, coherent narratives about personal experiences and those of others (real or fictional) • write about real events, recording these simply and clearly

• demarcate most sentences in their writing with capital letters and full stops, and use question marks correctly when required

• use present and past tense mostly correctly and consistently

• use co-ordination (e.g. or / and / but) and some subordination (e.g. when / if / that / because) to join clauses

• segment spoken words into phonemes and represent these by graphemes, spelling many of these words correctly and making phonically-plausible attempts at others

• spell many common exception words (refer to Spelling Appendix of National Curriculum)

• form capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters • use spacing between words that reflects the size of the letters.

KS2 Reading: The English reading framework has been removed. This was set out in the government response to the ‘Primary assessment in England’ public consultation.

KS2 Writing

Working at the expected standard: The pupil can

• write effectively for a range of purposes and audiences, selecting language that shows good awareness of the reader (e.g. the use of the first person in a diary; direct address in instructions and persuasive writing)

• in narratives, describe settings, characters and atmosphere

• integrate dialogue in narratives to convey character and advance the action

• select vocabulary and grammatical structures that reflect what the writing requires, doing this mostly appropriately (e.g. using contracted forms in dialogues in narrative; using passive verbs to affect how information is presented; using modal verbs to suggest degrees of possibility)

• use a range of devices to build cohesion (e.g. conjunctions, adverbials of time and place, pronouns, synonyms) within and across paragraphs

• use verb tenses consistently and correctly throughout their writing

• use the range of punctuation taught at key stage 2 mostly correctly (e.g. inverted commas and other punctuation to indicate direct speech)

• spell correctly most words from the year 5 / year 6 spelling list, and use a dictionary to check the spelling of uncommon or more ambitious vocabulary.

(These are detailed in the word lists within the spelling appendix to the National Curriculum)