

# English Teacher Assessment Framework End of KS1 2017-2018 Assessment Documents

A series of documents for Teachers and Pupils to assess their reading and writing against the revised 2017-2018 English Framework.



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## 2017-2018 English Reading Framework

The following tables contain the 'pupil can' statements for each standard from the 2017-2018 Teacher Assessment framework. The tables provide a check-list to demonstrate which statements have been met. To judge that a pupil is working at a standard in English reading, teachers need to have evidence which demonstrates that the pupil meets all of the statements within that standard. The evidence informing a teacher's judgement must include the statutory end-of-key stage 1 English reading test, which does not focus solely on the key aspects in this framework, but will provide evidence to support the judgement overall and assess the broader curriculum. A pupil's answers to specific questions in the test, or any other test, may also provide evidence that they have met certain statements.

### End of Key Stage 1 English Reading Framework – Working towards the expected standard

Name:		Dates:						
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	read aloud many words quickly and accurately without overt sounding and blending							
	sound out many unfamiliar words accurately							
• In 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								

\* (These are detailed in the word lists within the spelling appendix to the national curriculum (English Appendix 1). Teachers should refer to these to exemplify the words that pupils should be able to read as well as spell.)

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### End of Key Stage 1 English Reading Framework – Working at the expected standard

Name:		Dates:						
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	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	check it makes sense to them							
	answer questions and make some inferences on the basis of what is being said and done							

\* (These are detailed in the word lists within the spelling appendix to the national curriculum (English Appendix 1). Teachers should refer to these to exemplify the words that pupils should be able to read as well as spell.)

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### End of Key Stage 1 English Reading Framework – Working at great depth within the expected standard

Name:		Dates:						
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							

\* (These are detailed in the word lists within the spelling appendix to the national curriculum (English Appendix 1). Teachers should refer to these to exemplify the words that pupils should be able read as well as spell.)

## 2017-2018 English Reading Framework Checklist For Pupils

### End of Key Stage 1 English Reading Framework – Working towards the expected standard

I can:		
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• 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	read aloud many words quickly and accurately without overt sounding and blending	
	sound out many unfamiliar words accurately	
• In 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		

### End of Key Stage 1 English Reading Framework – Working at the expected standard

I can:		
• read accurately most words of two or more syllables		
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• In age-appropriate books	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	check it makes sense to them	
	answer questions and make some inferences on the basis of what is being said and done	

### End of Key Stage 1 English Reading Framework – Working at great depth within the expected standard

I 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	

## 2017-2018 English Writing Framework

The following tables contain the 'pupil can' statements for each standard from the 2017-2018 Teacher Assessment framework. The tables provide a check-list to demonstrate which statements have been met for each piece of work and can be used as a cross-reference tool to help identify examples of statements across the collection of work.

The three standards in this framework contain a number of 'pupil can' statements. To judge that a pupil is working at a standard in English writing, teachers need to have evidence which demonstrates that the pupil meets the standard described overall. A pupil's writing should meet all the statements within the standard at which they are judged. However, teachers can use their discretion to ensure that, on occasion, a particular weakness does not prevent an accurate judgement being made of a pupil's attainment overall. A teacher's professional judgement about whether the pupil has met the standard overall takes precedence. This approach applies to English writing only. A particular weakness could relate to a part or the whole of a statement (or statements), if there is good reason to judge that it would prevent an accurate judgement being made.

### End of Key Stage 1 English Writing Framework – Working towards the expected standard

Name:	Dates:						
After discussion with the teacher, the pupil can:							
• write sentences that are sequenced to form a short narrative (real or fictional)							
• demarcate some sentences with capital letters and full stops							
• segment spoken words into phonemes and represent these by graphemes, spelling some words correctly and making phonically-plausible attempts at others							
• spell some common exception words*							
• form lower-case letters in the correct direction, starting and finishing in the right place							
• form lower-case letters of the correct size relative to one another in some of their writing							
• use spacing between words							

\* These are detailed in the word lists within the spelling appendix to the national curriculum (English Appendix 1). Teachers should refer to these to exemplify the words that pupils should be able to spell.

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### End of Key Stage 1 English Writing Framework – Working at the expected standard

Name:	Dates:						
After discussion with the teacher, the pupil can:							
• 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*							
• 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							

\* These are detailed in the word lists within the spelling appendix to the national curriculum (English Appendix 1). Teachers should refer to these to exemplify the words that pupils should be able to spell.

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### End of Key Stage 1 English Writing Framework – Working at greater depth

Name:	Dates:						
After discussion with the teacher, the pupil can:							
• write effectively and coherently for different purposes, drawing on their reading to inform the vocabulary and grammar of their writing							
• make simple additions, revisions and proof-reading corrections to their own writing							
• use the punctuation taught at key stage 1 mostly correctly <sup>^</sup>							
• spell most common exception words*							
• add suffixes to spell most words correctly in their writing (e.g. –ment, –ness, –ful, –less, –ly)*							
• use the diagonal and horizontal strokes needed to join some letters							

\* These are detailed in the word lists within the spelling appendix to the national curriculum (English Appendix 1). Teachers should refer to these to exemplify the words that pupils should be able to spell.

\* <sup>^</sup> This relates to punctuation taught in the national curriculum, which is detailed within the grammar and punctuation appendix to the national curriculum (English Appendix 2).

## 2017-2018 English Writing Framework Checklist For Pupils

End of Key Stage 1 English Writing Framework – Working towards the expected standard	
After discussion with the teacher, the pupil can:	
• write sentences that are sequenced to form a short narrative (real or fictional)	
• demarcate some sentences with capital letters and full stops	
• segment spoken words into phonemes and represent these by graphemes, spelling some words correctly and making phonically-plausible attempts at others	
• spell some common exception words*	
• form lower-case letters in the correct direction, starting and finishing in the right place	
• form lower-case letters of the correct size relative to one another in some of their writing	
• use spacing between words	

End of Key Stage 1 English Writing Framework – Working at the expected standard	
After discussion with the teacher, the pupil can:	
• 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*	
• 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	

End of Key Stage 1 English Writing Framework – Working at greater depth	
After discussion with the teacher, the pupil can:	
• write effectively and coherently for different purposes, drawing on their reading to inform the vocabulary and grammar of their writing	
• make simple additions, revisions and proof-reading corrections to their own writing	
• use the punctuation taught at key stage 1 mostly correctly^	
• spell most common exception words*	
• add suffixes to spell most words correctly in their writing (e.g. –ment, –ness, –ful, –less, –ly)*	
• use the diagonal and horizontal strokes needed to join some letters	