

## English reading

### Using the English reading framework

- 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 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 pupils have met certain statements.

#### 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 a familiar book that is read to them, the pupil can:

- answer questions in discussion with the teacher and make simple inferences.

#### 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<sup>1</sup> 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<sup>2</sup>
- 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.

\* Teachers should refer to the spelling appendix to the national curriculum (English Appendix 1) to exemplify the words that pupils should be able to read as well as spell.

<sup>1</sup> Teachers should compare the books that their pupils read with those provided for the key stage 1 reading test developed by STA. The sources for the reading test are listed in the copyright acknowledgements in published key stage 1 test materials.

<sup>2</sup> Approximately 90 words per minute is a good indicator of when children start to read with sufficient fluency to focus on their understanding, but some pupils read slower than this while still being able to do so.

### **Working at greater depth within the expected standard**

The pupil can, in a book they are reading independently:

- make inferences
- make a plausible prediction about 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.

## English writing

### Using the English writing framework

- 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** of 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.
- A pupil's answers to specific questions in classroom tests may provide additional evidence that they have met certain statements, including the optional end-of-key stage 1 English grammar, punctuation and spelling test. Although tests might not focus solely on the key aspects in this framework, they may also provide evidence to support the judgement overall.
- A pupil's writing which teachers use to make judgements must be produced independently. Teachers can refer to STA's guidance on teacher assessment for further information about independent work.

#### Working towards the expected standard

The pupil can, after discussion with the teacher:

- 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.



### 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\*
- 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.

### Working at greater depth

The pupil can, after discussion with the teacher:

- 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).

## Mathematics

### Using the mathematics framework

- The three standards in this framework contain a number of 'pupil can' statements. To judge that a pupil is working at a standard in mathematics, 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 mathematics 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 pupils have met certain statements.

#### Working towards the expected standard

The pupil can:

- read and write numbers in numerals up to 100
- partition a two-digit number into tens and ones to demonstrate an understanding of place value, though they may use structured resources<sup>1</sup> to support them
- add and subtract two-digit numbers and ones, and two-digit numbers and tens, where no regrouping is required, explaining their method verbally, in pictures or using apparatus (e.g.  $23 + 5$ ;  $46 + 20$ ;  $16 - 5$ ;  $88 - 30$ )
- recall at least four of the six<sup>2</sup> number bonds for 10 and reason about associated facts (e.g.  $6 + 4 = 10$ , therefore  $4 + 6 = 10$  and  $10 - 6 = 4$ )
- count in twos, fives and tens from 0 and use this to solve problems
- know the value of different coins
- name some common 2-D and 3-D shapes from a group of shapes or from pictures of the shapes and describe some of their properties (e.g. triangles, rectangles, squares, circles, cuboids, cubes, pyramids and spheres).

#### Working at the expected standard

The pupil can:

- read scales\* in divisions of ones, twos, fives and tens
- partition any two-digit number into different combinations of tens and ones, explaining their thinking verbally, in pictures or using apparatus
- add and subtract any 2 two-digit numbers using an efficient strategy, explaining their method verbally, in pictures or using apparatus (e.g.  $48 + 35$ ;  $72 - 17$ )
- recall all number bonds to and within 10 and use these to reason with and calculate bonds to and within 20, recognising other associated additive relationships (e.g. If  $7 + 3 = 10$ , then  $17 + 3 = 20$ ; if  $7 - 3 = 4$ , then  $17 - 3 = 14$ ; leading to if  $14 + 3 = 17$ , then  $3 + 14 = 17$ ,  $17 - 14 = 3$  and  $17 - 3 = 14$ )
- recall multiplication and division facts for 2, 5 and 10 and use them to solve simple problems, demonstrating an understanding of commutativity as necessary
- identify  $\frac{1}{4}$ ,  $\frac{1}{3}$ ,  $\frac{1}{2}$ ,  $\frac{2}{4}$ ,  $\frac{3}{4}$ , of a number or shape, and know that all parts must be equal parts of the whole
- use different coins to make the same amount
- read the time on a clock to the nearest 15 minutes
- name and describe properties of 2-D and 3-D shapes, including number of sides, vertices, edges, faces and lines of symmetry.

<sup>1</sup> For example, base 10 apparatus.

<sup>2</sup> Key number bonds to 10 are:  $0 + 10$ ,  $1 + 9$ ,  $2 + 8$ ,  $3 + 7$ ,  $4 + 6$ ,  $5 + 5$ .

\* The scale can be in the form of a number line or a practical measuring situation.

### Working at greater depth

The pupil can:

- read scales\* where not all numbers on the scale are given and estimate points in between
- recall and use multiplication and division facts for 2, 5 and 10 and make deductions outside known multiplication facts
- use reasoning about numbers and relationships to solve more complex problems and explain their thinking (e.g.  $29 + 17 = 15 + 4 + \square$ ; 'together Jack and Sam have £14. Jack has £2 more than Sam. How much money does Sam have?' etc.)
- solve unfamiliar word problems that involve more than one step (e.g. 'which has the most biscuits, 4 packets of biscuits with 5 in each packet or 3 packets of biscuits with 10 in each packet?')
- read the time on a clock to the nearest 5 minutes
- describe similarities and differences of 2-D and 3-D shapes, using their properties (e.g. that two different 2-D shapes both have only one line of symmetry; that a cube and a cuboid have the same number of edges, faces and vertices, but different dimensions).

\* The scale can be in the form of a number line or a practical measuring situation.