

2018– 19 Reading Exemplification Overview

The following tables contain the statements for each standard from the 2018 - 19 Teacher Assessment Framework. The tables provide a checklist 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.

End of Key Stage 1 Statutory Assessment	Working Towards the Expected Standard						
Name:	A	B	C	D	E	F	Collection
The pupil can read accurately by blending the sounds in words that contain the common graphemes for all 40+ phonemes.*							
The pupil can read accurately some words of two or more syllables that contain the same grapheme-phoneme correspondences (GPCs).*							
The pupil can 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.							
In a book closely matched to the GPCs as above, the pupil can 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.							
The pupil can read most words containing common suffixes.*							
The pupil can read most common exception words.*							

In age-appropriate books, the pupil can read words accurately and fluently without overt sounding and blending, and sufficiently fluently to allow them to focus on their understanding rather than on decoding individual words.							
In age-appropriate books, the pupil can 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.							
In a book that they can already read fluently, the pupil can answer the questions and make some inferences.							
In a book that they can already read fluently, the pupil can explain what has happened so far in what they have read.							
Working at Greater Depth within the Expected Standard							
The pupil can, in a book they are reading independently, make inferences.							
The pupil can, in a book they are reading independently, make a plausible prediction about what might happen on the basis of what has been read so far.							
The pupil can, in a book they are reading independently, make links between the book they are reading and other books they have read.							

*see national curriculum