

## KS1 English Reading Exemplification – Langley Mill Church of England Infant School and Nursery

The following tables contain the ‘pupil can’ statements for each standard from the interim TA 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.

Working towards the expected standard								
		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*							
	• read accurately some words of two or more syllables that contain the same grapheme-phoneme correspondence (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								
		A	B	C	D	E	F	Collection
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 (1) books, the pupil can:	• read words accurately without overt sounding and blending, and sufficiently fluently to allow them to focus on their understanding rather than decoding individual words (2)							
	• sound out most unfamiliar words accurately, without undue hesitation.							
In a familiar 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.							
Working at greater depth within the expected standard								
		A	B	C	D	E	F	Collection
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.							

**\*Teachers should refer to the spelling appendix to the national curriculum (English Appendix 1) to exemplify the words that the pupils should be able to read as well as spell. (1) Teachers should compare the books that their pupils read with those provided for the key stage one reading test developed by the STA. The sources for the reading test are listed in the copyright acknowledgements in published key stage one test materials. (2) 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 whilst still being able to do so.**