

Optional Record Sheet for KS1 Reading Teacher Assessment 2016

	Accuracy		Fluency		Understanding	
Working Towards the Expected Standard	<b>The pupil can:</b>	<b>Criteria Met:</b>	<b>In a book closely matched to known GPCs, the pupil can:</b>	<b>Criteria Met:</b>	<b>In discussion with the teacher about a familiar book that is read to them the pupil can:</b>	<b>Criteria Met:</b>
	read accurately by blending the sounds in words that contain the common graphemes for all 40+ phonemes*		read aloud many words quickly and accurately without overt sounding and blending		answer questions	
	read accurately some words of two or more syllables that contain the same grapheme-phoneme correspondences*		sound out many unfamiliar words accurately		make inferences on the basis of what is being said and done	
	read many common exception words*					
Working at the Expected Standard	<b>The pupil can:</b>	<b>Criteria Met:</b>	<b>In age-appropriate books:</b>	<b>Criteria Met:</b>	<b>In a familiar book that they can already read accurately and fluently:</b>	<b>Criteria Met:</b>
	read accurately most words of two or more syllables		read words accurately and fluently without overt sounding and blending		check it makes sense to them	
	read most words containing common suffixes*		sound out most unfamiliar words accurately, without undue hesitation		answer questions	
	read most common exception words*				make some inferences on the basis of what is being said and done	
Working at Greater Depth					<b>In a book they are reading independently, the pupil can:</b>	<b>Criteria Met:</b>
					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	
Evidence						

## Using the Optional Record Sheet for KS1 Reading Teacher Assessment 2016 to evidence attainment in Reading

- If pupils have achieved the expected standard on the reading test, unless other evidence contradicts this they should be awarded the expected standard, as the test outcome shows they read with sufficient accuracy, fluency and understanding. No other evidence would be necessary.
- There is no requirement to evidence accuracy with phonic or word reading checklists *if* pupils show through their independent reading of unfamiliar texts that they meet the criteria.
- It is not necessary to video pupils to evidence fluency, individual or guided records with examples of the books they read are sufficient.
- Where pupils have not met the expected standard on the reading test, evidence for understanding at working towards and working at the expected standard must include some record of the questions and responses asked of pupils.
- Pupils working at Greater Depth will have exceeded the expected standard on the reading test, so the only additional evidence required will be for the three bullet points in the Greater Depth criteria.

\*Teachers should refer to the spelling appendix (Y1&2) of the national curriculum programmes of study for items marked \* to exemplify the words that pupils should be able to read as well as spell.