**KS1 moderation guidance - Reading**

Possible evidence base:*Test, Reading records (teacher/TA), Home/school reading log, Reading journal, Literacy book, Benchmarking/running records, Standardised reading test*

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| Pupil: | Paper 1: Raw Score: Scaled score: | Paper 2: Raw Score: Scaled score: |

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| **Working towards the expected standard (WTS)** | **Look for** | **Test references** |
| 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\*. | Evidence of the book level a child is reading.  WT will be below gold/white but shouldn’t be below turquoise.  Look for some evidence which reflects the way the child tackles unknown words using phonics and common words | **N/A**  **N/A** |
| 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. | Look for some comment /evidence of the fluency of reading. | **N/A**  **N/A** |
| In discussion with the teacher, the pupil can:   * answer questions and make inferences on the basis of what is being said and done in a familiar book that is read to them |  |  |
|  | Look for some evidence of the type of questions children can answer and the type of response. | 2017 Paper 1: 3, 10, 16  **2016 Paper 1: 1, 2,**  ***NB Test papers will not have been read but give a useful indication*** |

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| **Working at the expected standard (EXS)** | | |
| The pupil can:   * read accurately most words of two or more syllables * read most words containing common suffixes\* * read most common exception words\*. | This needs to be in age appropriate books: at least Gold but ideally white or beyond.  Need evidence of accuracy (benchmark or running record or detailed comment) | **N/A**  **N/A** |
| In age-appropriate books, the pupil can:   * 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. | Need to know how teacher has established the appropriate level of fluency. | **N/A**  **N/A** |
| In a familiar book that they can already read accurately and fluently, the pupil can:   * check it makes sense to them * answer questions and make some inferences on the basis of what is being said and done. | Look for detail in comments which show what sort of questions the child answers and what sort of responses  Correlate with test. | **2017 Paper 1: 1, 2, 4, 8, 13, 17**  **Paper 2: 6, 9**  **2016 As WTS but also:**  **Paper 1: 14, 19, 20**  **Paper 2: 9, 12, 13, 14** |

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| **Working at greater depth within the expected standard (GD)** | | |
| 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. | Evidence will mainly be from teacher comment in detail and also the test outcome.  Look also at pupil’s responses in a reading journal or literacy book | **2017**  **Paper 2: 13a, 13b, 14a, 14b**  **Inference: sample questions at higher level of challenge**  **2016 Paper 2: 14, 15** |