

## Interim teacher assessment framework at the end of key stage 2 - reading

### Key principles

- This statutory interim framework is to be used only to make a teacher assessment judgement at the end of the key stage following the completion of the key stage 2 curriculum. It is not intended to be used to track progress throughout the key stage.
- The interim framework does not include full coverage of the content of the national curriculum and focuses on key aspects for assessment. Pupils achieving the standard within this interim framework will be able to demonstrate a broader range of skills than those being assessed.
- This interim framework is not intended to guide individual programmes of study, classroom practice or methodology.
- Teachers must base their teacher assessment judgement on a broad range of evidence from across the curriculum for each pupil.
- Individual pieces of work should be assessed according to a school's assessment policy and not against this interim framework.

The standard within the interim framework contains a number of 'pupil can' statements. To demonstrate that pupils have met the standard, teachers will need to have evidence that a pupil demonstrates consistent attainment of **all** the statements within the standard.

Where pupils have a physical disability or sensory impairment that prevents them from demonstrating attainment in the way described in a statement, their equivalent method of communication or learning is applicable (e.g. visual phonics for a pupil with a hearing impairment). Where pupils have a physical disability or sensory impairment that prevents them from accessing a statement altogether, these statements can be excluded from the teacher assessment (e.g. for handwriting if the pupil is physically unable to write). Teachers should use their professional discretion in making such judgements for each statement and each individual pupil. A standard can only be awarded where a pupil has met every statement which they are able to access.

This framework is interim for the academic year 2016 to 2017 only.

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#### Working at the expected standard

The pupil can:

- read age-appropriate books with confidence and fluency (including whole novels)
- read aloud with intonation that shows understanding
- work out the meaning of words from the context
- explain and discuss their understanding of what they have read, drawing inferences and justifying these with evidence
- predict what might happen from details stated and implied
- retrieve information from non-fiction
- summarise main ideas, identifying key details and using quotations for illustration
- evaluate how authors use language, including figurative language, considering the impact on the reader
- make comparisons within and across books.