

Teacher Assessment Frameworks (TAFs)

READING Years 1 - 6



**A consistent approach to
reading assessment across
KS1 and KS2**

Edition 1

INTRODUCTION

The following **Teacher Assessment Frameworks (TAFs)** are aligned with the STA statutory Y2 and the previously used Y6 TAFs. They provide a consistent approach to reading assessment across year groups, supporting teachers in years 1, 3, 4, 5 and 6 to make judgements in reading which align with the end of key stage expectations. They can be used to make teacher assessments at the end of the year and may support interim assessments at set points across the year.

The STA framework for year 2 and the previously used framework for year 6¹ are both reproduced and included in the body of this Herts for Learning framework.

Following the guidance provided by the STA for end of key stage reading assessments, pupils' reading can be assessed against each of the 'pupil can' statements within the standard at which they are working. The terms 'some', 'many' and 'most' are used in accordance with the STA definitions: *'most' indicates that the statement is generally met with only occasional errors; 'many' indicates that the statement is met frequently but not yet consistently; and 'some' indicates that the knowledge or skill is starting to be acquired and is demonstrated correctly on occasion but is not yet consistent or frequent.* (Teacher assessment framework, Standards and Testing Agency 2018)

Within this document guidance for end of year age-related expectations is provided.

To demonstrate that pupils have met a particular standard at the end of the year, teachers will need to have evidence that pupils meet all of the 'pupil can' statements within the standard at which they are judged.

A judgement at any standard at the end of the year should mean that preceding standards have been secured.

If these TAFs are used to support assessing at the end of autumn and spring terms, professional judgements can be made as to whether a child is 'on track' to achieve all the elements of age-related expectations for their year groups.

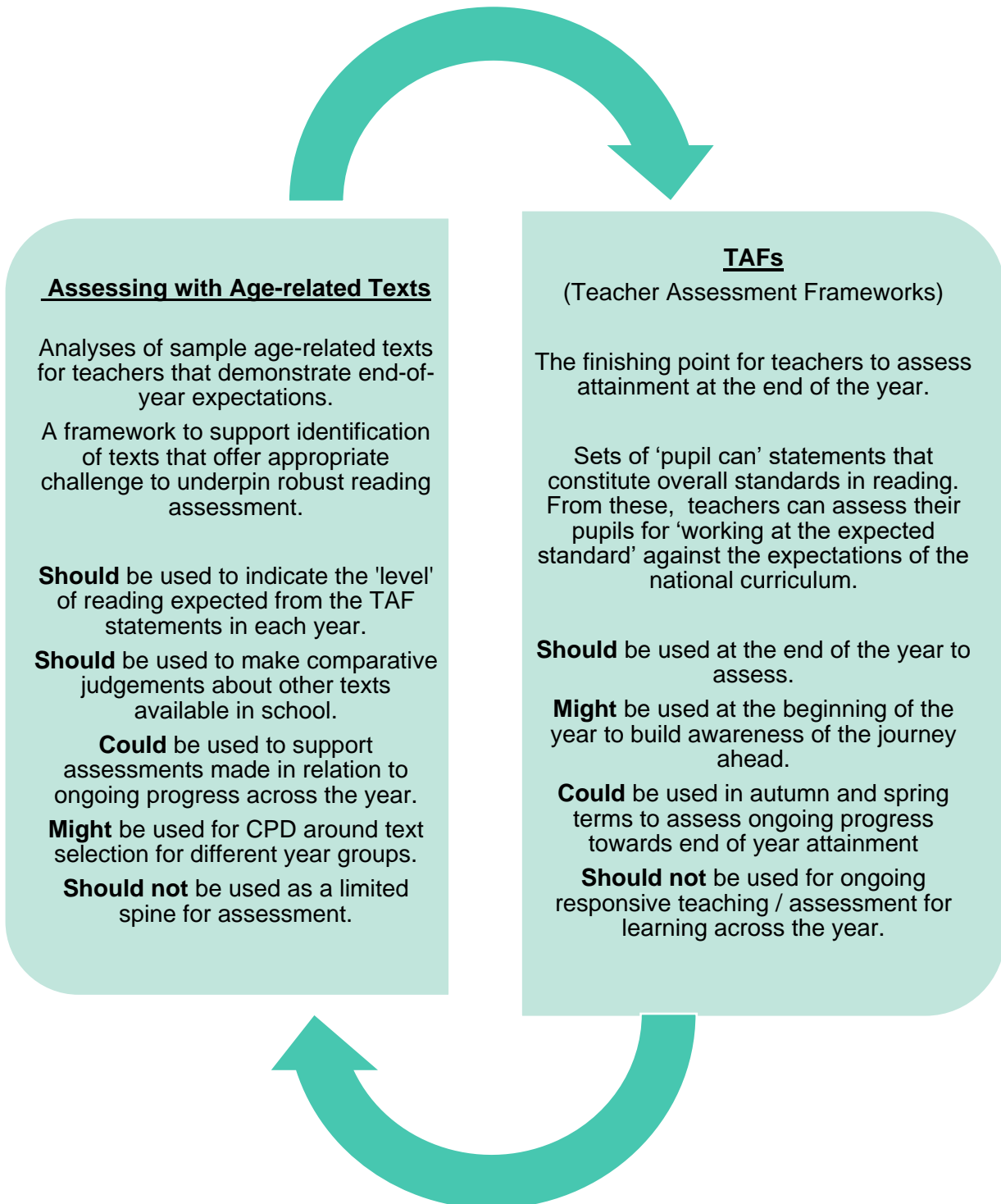
The year group TAFs have also been re-formatted to show progression between the statements across year groups. Grids to support evidence checking are also provided.

As with the STA documents, these frameworks focus on key aspects for each year group and do not cover the full content of the national curriculum. However, the expectations of the national curriculum do feed directly into the statements.

¹Schools are no longer required to make statutory TA judgements in English reading and mathematics at KS2. This is to reduce assessment burdens in schools, as set out in the government response to the consultation on Primary assessment in England.

(Key stage 2 teacher assessment guidance for schools and local authorities, Nov 2018)

The **Reading TAF** and the **Assessing with Age-Related Texts** resource are designed to be used in tandem. Many of the TAF statements are necessarily broad, and some are identical in different year groups. It is therefore essential to base judgements on age-related texts.



Year 1

Working at the expected standard

The pupil can:

- read accurately many words of two or more syllables containing graphemes taught so far¹ for all of the 40+ phonemes
- read most words containing common Year 1 suffixes*
- read most Year 1 common exception words*

In age-appropriate¹ books, the pupil can:

- read most words accurately without frequent overt sounding and blending, and sufficiently fluently to allow them to focus on their understanding rather than on decoding individual words
- sound out most unfamiliar words accurately

In a book they can already read fluently, the pupil can:

- check that it makes sense to them, correcting most inaccurate reading
- answer questions and make some inferences
- join in discussions about what has happened so far in what they have read

*Teachers should refer to the spelling appendix to the national curriculum (English Appendix 1) to exemplify the words that pupils should be able to read as well as spell.

¹Teachers should compare the books that their pupils read with the target items within the Year 1 Phonics Screening Check (PSC) developed by the Standards and Testing Agency. The PSC Assessment Framework contains all of the target items, features, graphemes and frequency of occurrence in the check.

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/628842/Y1_Phonics_assessment_framework_PDFA_V3.pdf. Accessed on 11.05.2020.

Year 2

Working at the expected standard

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-appropriate¹ books, the pupil can:

- read most words accurately without overt sounding and blending, and sufficiently fluently to allow them to focus on their understanding rather than on decoding individual words²
- sound out most unfamiliar words accurately, without undue hesitation

In a book they can already read fluently, the pupil can:

- check that 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

*Teachers should refer to the spelling appendix to the national curriculum (English Appendix 1) to exemplify the words that pupils should be able to read as well as spell.

¹Teachers should compare the books that their pupils read with those provided for the KS1 English reading test developed by the Standards and Testing Agency. The sources for the English reading test are listed in the copyright acknowledgements of the published KS1 test materials.

²Approximately 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 more slowly than this while still being able to understand what they are reading.

Contains material developed by the Standards and Testing Agency for 2018 national curriculum assessments and licenced under Open Government Licence v3.0 www.nationalarchives.gov.uk/doc/open-government-licence/version/3 Accessed on 11.05.2020.

Year 3

Working at the expected standard

The pupil can:

- read accurately many polysyllabic and multi-morphemic words and further exception words

In age-appropriate¹ books, the pupil can:

- read most words accurately without overt sounding and blending, and sufficiently fluently to allow them to focus on their understanding rather than on decoding individual words
- read aloud with intonation that shows understanding
- read many words outside their spoken vocabulary, making a good approximation to the word's pronunciation.
- check that the text makes sense to them, correcting any inaccurate reading at the point of difficulty
- make a plausible prediction about what might happen on the basis of what has been read so far
- summarise main ideas from what has been read
- retrieve information from non-fiction
- draw inferences and begin to justify their opinions through discussions

¹Teachers should refer to Herts for Learning Additional Guidance on Assessing with Age-Related Texts to guide appropriate challenge for each year group's statements.

The pupil can:

- read accurately most polysyllabic and multi-morphemic words and further exception words

In age-appropriate¹ books, the pupil can:

- read aloud fluently with intonation that shows understanding
- read many words outside their spoken vocabulary, making a good approximation to the word's pronunciation.
- check that the text makes sense, correcting when meaning is lost
- make plausible predictions about what might happen on the basis of what has been read so far
- summarise main ideas providing key details
- retrieve information from non-fiction
- draw inferences and justify their opinions through discussions
- make links between the book they are reading and other books they have read

¹Teachers should refer to Herts for Learning Additional Guidance on Assessing with Age-Related Texts to guide appropriate challenge for each year group's statements.

The pupil can:

- read age-appropriate¹ books with confidence and fluency (including whole novels)
- read aloud with intonation that shows understanding
- work out the meaning of words from context, checking that the text makes sense
- predict what might happen from details stated and implied
- summarise main ideas identifying key details
- retrieve information from non-fiction
- explain and discuss their understanding of what they have read, drawing inferences and justifying these with evidence
- make comparisons between the book they are reading and other books they have read
- evaluate how authors use language, beginning to consider the impact on the reader

¹Teachers should refer to Herts for Learning Additional Guidance on Assessing with Age-Related Texts to guide appropriate challenge for each year group's statements.

Year 6

Working at the expected standard

The pupil can:

- read age- appropriate¹ books with confidence and fluency (including whole novels)
- read aloud with intonation that shows understanding
- work out the meaning of words from 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

¹Teachers should refer to Herts for Learning Additional Guidance on Assessing with Age-Related Texts to guide appropriate challenge for each year group's statements.

Contains material developed by the Standards and Testing Agency for 2017 national curriculum assessments and licenced under Open Government Licence v3.0 www.nationalarchives.gov.uk/doc/open-government-licence/version/3. Accessed 11.05.2020.

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
The pupil can:				<i>In order to meet the expectations for Years 5 and 6, pupils will need to apply word reading skills built up to Year 4 accurately.</i>	
read accurately many words of two or more syllables containing graphemes taught so far ¹ for all of the 40+ phonemes	read accurately most words of two or more syllables	read accurately many polysyllabic and multi-morphemic words and further exception words	read accurately most polysyllabic and multi-morphemic words and further exception words		
read most words containing common Year 1 suffixes*	read most words containing common suffixes*				
read most Year 1 common exception words*	read most common exception words*				
In age-appropriate¹ books, the pupil can:				The pupil can:	
read most words accurately without frequent overt sounding and blending, and sufficiently fluently to allow them to focus on their understanding rather than on decoding individual words	read most words accurately without overt sounding and blending, and sufficiently fluently to allow them to focus on their understanding rather than on decoding individual words ²	read most words accurately without overt sounding and blending, and sufficiently fluently to allow them to focus on their understanding rather than on decoding individual words	read aloud fluently with intonation that shows understanding	read age-appropriate ¹ books with confidence and fluency (including whole novels)	read age-appropriate ¹ books with confidence and fluency (including whole novels)
				read aloud with intonation that shows understanding	read aloud with intonation that shows understanding
sound out most unfamiliar words accurately	sound out most unfamiliar words accurately, without undue hesitation	read many words outside their spoken vocabulary, making a good approximation to the word's pronunciation.	read many words outside their spoken vocabulary, making a good approximation to the word's pronunciation.		

*Teachers should refer to the spelling appendix to the national curriculum (English Appendix 1) to exemplify the words that pupils should be able to read as well as spell.

¹For Y1, teachers should compare the books that their pupils read with the target items within the Year 1 Phonics Screening Check (PSC) developed by the Standards and Testing Agency. For Y2, teachers should compare the books that their pupils read with those provided for the KS1 English reading test developed by the Standards and Testing Agency. For KS2, teachers should refer to Herts for Learning Additional Guidance on Assessing with Age-Related Texts to guide appropriate challenge for each year group's statements.

²Approximately 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 more slowly than this while still being able to understand what they are reading.

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
In a book they can already read fluently, the pupil can:		In age-appropriate¹ books the pupil can:		The pupil can:	
check that it makes sense to them, correcting any inaccurate reading	check that it makes sense to them, correcting any inaccurate reading	check that the text makes sense to them, correcting any inaccurate reading at the point of difficulty	check that the text makes sense, correcting when meaning is lost	work out the meaning of words from context, checking that the text makes sense	work out the meaning of words from context, checking that the text makes sense
answer questions and make some inferences	answer questions and make some inferences	draw inferences and begin to justify their opinions through discussions	draw inferences and justify their opinions through discussions	explain and discuss their understanding of what they have read, drawing inferences and justifying these with evidence	explain and discuss their understanding of what they have read, drawing inferences and justifying these with evidence
join in discussions about what has happened so far in what they have read	explain what has happened so far in what they have read				
		make a plausible prediction about what might happen on the basis of what has been read so far	make a plausible prediction about what might happen on the basis of what has been read so far	predict what might happen from details stated and implied	predict what might happen from details stated and implied
		summarise main ideas providing key details	summarise main ideas providing key details	summarise main ideas providing key details	summarise main ideas, identifying key details and using quotations for illustration
		retrieve information from non-fiction	retrieve information from non-fiction	retrieve information from non-fiction	retrieve information from non-fiction
			make links between the book they are reading and other books they have read	make links between the book they are reading and other books they have read	make comparisons within and across books
				evaluate how authors use language, beginning to consider the impact on the reader	evaluate how authors use language, beginning to consider the impact on the reader

End of Y1 assessment – Working at the expected standard

Name		Comments
The pupil can:		
<ul style="list-style-type: none"> read accurately many words of two or more syllables containing graphemes taught so far¹ for all of the 40+ phonemes 		
<ul style="list-style-type: none"> read most words containing common Year 1 suffixes* 		
<ul style="list-style-type: none"> read most Year 1 common exception words 		
In age-appropriate¹ books, the pupil can:		
<ul style="list-style-type: none"> read most words accurately without frequent overt sounding and blending, and sufficiently fluently to allow them to focus on their understanding rather than on decoding individual words 		
<ul style="list-style-type: none"> sound out most unfamiliar words accurately 		
In a book they can already read fluently, the pupil can:		
<ul style="list-style-type: none"> check that it makes sense to them, correcting most inaccurate reading 		
<ul style="list-style-type: none"> answer questions and make some inferences 		
<ul style="list-style-type: none"> join in discussions about what has happened so far in what they have read 		

*Teachers should refer to the spelling appendix to the national curriculum (English Appendix 1) to exemplify the words that pupils should be able to read as well as spell.

¹Teachers should compare the books that their pupils read with the target items within the Year 1 Phonics Screening Check (PSC) developed by the Standards and Testing Agency. The PSC Assessment Framework contains all of the target items, features, graphemes and frequency of occurrence in the check

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/628842/Y1_Phonics_assessment_framework_PDFA_V3.pdf

Accessed on 11.05.2020.

End of Y2 assessment – Working at the expected standard

Name		Comments
The pupil can:		
<ul style="list-style-type: none"> • read accurately most words of two or more syllable 		
<ul style="list-style-type: none"> • read most words containing common suffixes* 		
<ul style="list-style-type: none"> • read most common exception words* 		
In age-appropriate¹ books, the pupil can:		
<ul style="list-style-type: none"> • read most words accurately without overt sounding and blending, and sufficiently fluently to allow them to focus on their understanding rather than on decoding individual words² 		
<ul style="list-style-type: none"> • sound out most unfamiliar words accurately, without undue hesitation 		
In a book they can already read fluently, the pupil can:		
<ul style="list-style-type: none"> • check that it makes sense to them, correcting any inaccurate reading 		
<ul style="list-style-type: none"> • answer questions and make some inferences 		
<ul style="list-style-type: none"> • explain what has happened so far in what they have read 		

*Teachers should refer to the spelling appendix to the national curriculum (English Appendix 1) to exemplify the words that pupils should be able to read as well as spell.

¹Teachers should compare the books that their pupils read with those provided for the KS1 English reading test developed by the Standards and Testing Agency. The sources for the English reading test are listed in the copyright acknowledgements of the published KS1 test materials.

²Approximately 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 more slowly than this while still being able to understand what they are reading.

*Contains material developed by the Standards and Testing Agency for 2018 national curriculum assessments and licenced under Open Government Licence v3.0
<http://www.nationalarchives.gov.uk/doc/open-government-licence/version/3/> Accessed on 11.05.2020.*

End of Y3 assessment – Working at the expected standard

Name		Comments
The pupil can:		
<ul style="list-style-type: none"> • read accurately many polysyllabic and multi-morphemic words and further exception words 		
In age-appropriate¹ books, the pupil can:		
<ul style="list-style-type: none"> • read most words accurately without overt sounding and blending, and sufficiently fluently to allow them to focus on their understanding rather than on decoding individual words 		
<ul style="list-style-type: none"> • read aloud with intonation that shows understanding 		
<ul style="list-style-type: none"> • read many words outside their spoken vocabulary, making a good approximation to the word's pronunciation. 		
<ul style="list-style-type: none"> • check that the text makes sense to them, correcting any inaccurate reading at the point of difficulty 		
<ul style="list-style-type: none"> • make a plausible prediction about what might happen on the basis of what has been read so far 		
<ul style="list-style-type: none"> • summarise main ideas from what has been read 		
<ul style="list-style-type: none"> • retrieve information from non-fiction 		
<ul style="list-style-type: none"> • draw inferences and begin to justify their opinions through discussions 		

¹Teachers should refer to Herts for Learning Additional Guidance on Assessing with Age-Related Texts to guide appropriate challenge for each year group's statements.

End of Y4 assessment – Working at the expected standard

Name		Comments
The pupil can:		
<ul style="list-style-type: none"> • read accurately most polysyllabic and multi-morphemic words and further exception words 		
In age-appropriate¹ books, the pupil can:		
<ul style="list-style-type: none"> • read aloud fluently with intonation that shows understanding 		
<ul style="list-style-type: none"> • read many words outside their spoken vocabulary, making a good approximation to the word's pronunciation. 		
<ul style="list-style-type: none"> • check that the text makes sense, correcting when meaning is lost 		
<ul style="list-style-type: none"> • make plausible predictions about what might happen on the basis of what has been read so far 		
<ul style="list-style-type: none"> • summarise main ideas providing key details 		
<ul style="list-style-type: none"> • retrieve information from non-fiction 		
<ul style="list-style-type: none"> • draw inferences and justify their opinions through discussions 		
<ul style="list-style-type: none"> • make links between the book they are reading and other books they have read 		

¹Teachers should refer to Herts for Learning Additional Guidance on Assessing with Age-Related Texts to guide appropriate challenge for each year group's statements.

End of Y5 assessment – Working at the expected standard

Name		Comments
The pupil can:		
<ul style="list-style-type: none"> • read age-appropriate¹ books with confidence and fluency (including whole novels) 		
<ul style="list-style-type: none"> • read aloud with intonation that shows understanding 		
<ul style="list-style-type: none"> • work out the meaning of words from context, checking that the text makes sense 		
<ul style="list-style-type: none"> • predict what might happen from details stated and implied 		
<ul style="list-style-type: none"> • summarise main ideas identifying key details 		
<ul style="list-style-type: none"> • retrieve information from non-fiction 		
<ul style="list-style-type: none"> • explain and discuss their understanding of what they have read, drawing inferences and justifying these with evidence 		
<ul style="list-style-type: none"> • make comparisons between the book they are reading and other books they have read 		
<ul style="list-style-type: none"> • evaluate how authors use language, beginning to consider the impact on the reader 		

¹Teachers should refer to Herts for Learning Additional Guidance on Assessing with Age-Related Texts to guide appropriate challenge for each year group's statements.

End of Y6 assessment – Working at the expected standard

Name		Comments
The pupil can:		
<ul style="list-style-type: none"> • read age- appropriate¹ books with confidence and fluency (including whole novels) 		
<ul style="list-style-type: none"> • read aloud with intonation that shows understanding 		
<ul style="list-style-type: none"> • work out the meaning of words from context 		
<ul style="list-style-type: none"> • explain and discuss their understanding of what they have read, drawing inferences and justifying these with evidence 		
<ul style="list-style-type: none"> • predict what might happen from details stated and implied 		
<ul style="list-style-type: none"> • retrieve information from non-fiction 		
<ul style="list-style-type: none"> • summarise main ideas, identifying key details and using quotations for illustration 		
<ul style="list-style-type: none"> • evaluate how authors use language, including figurative language, considering the impact on the reader 		
<ul style="list-style-type: none"> • make comparisons within and across books 		

¹Teachers should refer to Herts for Learning Additional Guidance on Assessing with Age-Related Texts to guide appropriate challenge for each year group's statement

Herts for Learning

As a collaboratively owned school company we operate with a not-for-profit ethos and are committed to providing innovative services, resources and products to help those we work with to deliver a great education. Our mission is for every young person, through access to a great education, to be able to realise their potential, regardless of where they live or their circumstances.

For further information:

Visit: hertsforlearning.co.uk

Email: info@hertsforlearning.co.uk

Telephone: 01438 544464



 [@HertsLearning](https://twitter.com/HertsLearning)

 [Herts for Learning](https://www.linkedin.com/company/herts-for-learning)

 [Herts for Learning](https://www.facebook.com/HertsforLearning)

 [hertsforLearning.co.uk/blog](https://hertsforlearning.co.uk/blog)