

2017 national curriculum assessments

Key stage 2

Pre-key stage 2: pupils working below the test standard

Interim teacher assessment framework
July 2016



Standards
& Testing
Agency

Interim pre-key stage 2 standards for English reading

Main principles

The interim pre-key stage 2 standards for English reading are called:

- Foundations for the expected standard in reading
- Early development of the expected standard in reading
- Growing development of the expected standard in reading

These standards are to be used to make a teacher assessment judgement when a pupil has reached the chronological age where an outcome must be reported for school accountability, but when the pupil is deemed not to have completed the key stage 2 programme of study in English reading.

These additional standards supplement the interim framework for teacher assessment in English reading. They are not intended to be used to track progress throughout the key stage.

In most cases, the pupils assessed against this standard will not have taken the key stage 2 English reading test. However, having administered the test to a particular pupil, the school may feel that it is more appropriate to assess the pupil against this standard rather than the interim framework for teacher assessment in English reading. The decision to enter a pupil for national curriculum tests remains the responsibility of the headteacher. Sample test materials and test frameworks have been made available to support schools in making those judgements.

If a school decides not to enter a pupil for the tests, the interim pre-key stage standard should be used to provide a statutory assessment outcome for the pupil unless their attainment is being reported using P scales.

As with the interim framework, the interim pre-key stage standards do not include full coverage of the content of the national curriculum and focus on key aspects for assessment. These standards should not guide individual programmes of study, classroom practice or methodology.

Teachers must base their teacher assessment judgement on a broad range of evidence for each pupil. Individual pieces of work should be assessed according to a school's assessment policy and not against these interim pre-key stage standards.

The standards contain a number of 'pupil can' statements. To demonstrate that pupils have met a standard, teachers will need to have evidence that a pupil demonstrates attainment of all of the statements within the standard and the preceding standards.

Some of the statements contain qualifiers (e.g. some, many and most) to indicate that pupils will not always consistently demonstrate the skill required. However, where qualifiers have been used, they have consistent meaning with 'most' indicating that the statement is generally met with only occasional errors and 'some' indicating that the skill/ knowledge is starting to be acquired, and is demonstrated correctly on occasion, but is not consistent or frequent.

Teachers should refer to the spelling appendix (year 1 and year 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.

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 interim pre-key stage standard is for the 2016 to 2017 academic year only. P scales will continue to be used as the reporting framework for those pupils with SEND working below this standard in 2016 to 2017.

Foundations for the expected standard in reading

The pupil can:

- respond speedily by saying or communicating the correct sound for all the letters of the alphabet
- blend the sounds for all letters of the alphabet into words¹
- sound out words accurately in a book closely matched to the known grapheme-phoneme correspondences (GPCs)
- answer literal questions about a familiar book that is read to them.

Early development of the expected standard in reading

The pupil can:

- read accurately words that contain the common graphemes for all 40+ phonemes* by blending the sounds if necessary
- read many common exception words* (e.g. including the, said, could and some).

In a book closely matched to the GPCs as above, the pupil can:

- read aloud many words quickly and accurately without the need for overt sounding and blending
- sound out many unfamiliar words accurately.

In discussion with the teacher, the pupil can:

- answer questions and make some inferences on the basis of what is being said and done in a familiar book that is read to them.

Growing development of the expected standard in reading

The pupil can:

- read accurately most words of two or more syllables
- read most common exception words.*

In books that are appropriate for the pupil's developmental stage, and with an age-appropriate content, the pupil can:

- read words accurately and fluently, without the need for overt sounding and blending.

In a familiar book that they can already read accurately and fluently, the pupil can:

- make some inferences on the basis of what is being said and done.

1. CVC, CCVC, CVCC words containing letters of the alphabet (e.g. *cat, frog, dogs*).

Interim pre-key stage 2 standards for English writing

Main principles

The interim pre-key stage 2 standards for English writing are called:

- Foundations for the expected standard in writing
- Early development of the expected standard in writing
- Growing development of the expected standard in writing

These standards are to be used to make a teacher assessment judgement when a pupil has reached the chronological age where an outcome must be reported for school accountability, but when the pupil is deemed not to have completed the key stage 2 programme of study in English writing.

These additional standards supplement the interim framework for teacher assessment in English writing. They are not intended to be used to track progress throughout the key stage.

In most cases, the pupils assessed against this standard will not have taken the key stage 2 English grammar, punctuation and spelling test. However, having administered the test to a particular pupil, the school may feel that it is more appropriate to assess the pupil against this standard rather than the interim framework for teacher assessment in English writing. The decision to enter a pupil for national curriculum tests remains the responsibility of the headteacher. Sample test materials and test frameworks have been made available to support schools in making those judgements.

If a school decides not to enter a pupil for the tests, or if a teacher does not have evidence that a pupil consistently meets all the statements in the 'working towards' standard in the interim framework for teacher assessment in English writing, the interim pre-key stage standard should be used to provide a statutory assessment outcome for the pupil unless their attainment is being reported using P scales.

As with the interim framework, the interim pre-key stage standards do not include full coverage of the content of the national curriculum and focus on key aspects for assessment. These standards should not 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 these interim pre-key stage standards.

The standards contain a number of 'pupil can' statements. To demonstrate that pupils have met a standard, teachers will need to have evidence that a pupil demonstrates attainment of all of the statements within the standard and the preceding standards.

Some of the statements contain qualifiers (e.g. some, many and most) to indicate that pupils will not always consistently demonstrate the skill required. However, where qualifiers have been used, they have consistent meaning with 'most' indicating that the statement is generally met with only occasional errors and 'some' indicating that the skill/ knowledge is starting to be acquired, and is demonstrated correctly on occasion, but is not consistent or frequent.

Teachers should refer to the key stage 1 national curriculum programmes of study for items marked * (e.g. to exemplify the words that pupils should be able to spell).

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 interim pre-key stage standard is for the 2016 to 2017 academic year only. P scales will continue to be used as the reporting framework for those pupils with SEND working below this standard in 2016 to 2017.

Foundations for the expected standard in writing

The pupil can:

- write the correct letter in response to hearing each sound of the alphabet
- segment spoken words² into sounds and write the letters corresponding to those sounds
- form most lower-case letters in the correct direction, starting and finishing in the right place
- use spacing between words with support from the teacher (e.g. to remind pupil to do this)
- compose a short sentence and communicate it orally, or using the pupil's usual method of communication to convey meaning with support from the teacher (e.g. teacher helps pupil to build sentence through questioning).

Early development of the expected standard in writing

The pupil can:

write sentences, after discussion with the teacher:

- demarcating some sentences with capital letters and full stops correctly
- segmenting spoken words into phonemes and representing these by graphemes, spelling some correctly
- spelling some common exception words*
- forming lower-case letters of the correct size relative to one another in most of their writing.

Growing development of the expected standard in writing

The pupil can:

write thematically linked sentences, with meaning, after discussion with the teacher:

- demarcating most sentences with capital letters and full stops and with some correct use of question marks and exclamation marks
- segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly
- spelling many common exception words*
- spelling some words with contracted forms* e.g. *I'm, don't*.

Interim pre-key stage 2 standards for mathematics

Main principles

The interim pre-key stage 2 standards for mathematics are called:

- Foundations for the expected standard in mathematics
- Early development of the expected standard in mathematics
- Growing development of the expected standard in mathematics

These standards are to be used to make a teacher assessment judgement when a pupil has reached the chronological age where an outcome must be reported for school accountability, but when the pupil is deemed not to have completed the key stage 2 programme of study in mathematics.

These additional standards supplement the interim framework for teacher assessment in mathematics. They are not intended to be used to track progress throughout the key stage.

In most cases, the pupils assessed against this standard will not have taken the key stage 2 mathematics test. However, having administered the test to a particular pupil, the school may feel that it is more appropriate to assess the pupil against this standard rather than the interim framework for teacher assessment in mathematics. The decision to enter a pupil for national curriculum tests remains the responsibility of the headteacher. Sample test materials and test frameworks have been made available to support schools in making those judgements.

If a school decides not to enter a pupil for the tests, the interim pre-key stage standard should be used to provide a statutory assessment outcome for the pupil, unless their attainment is being reported using P scales.

As with the interim framework, the interim pre-key stage standards do not include full coverage of the content of the national curriculum and focus on key aspects for assessment. These standards are 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 these interim pre-key stage standards.

The standards contain a number of 'pupil can' statements. To demonstrate that pupils have met a standard, teachers will need to have evidence that a pupil demonstrates attainment of all of the statements within the standard and the preceding standards.

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 interim pre-key stage standard is for the 2016 to 2017 academic year only. P scales will continue to be used as the reporting framework for those pupils with SEND working below this standard in 2016 to 2017.

Foundations for the expected standard in mathematics

- The pupil can demonstrate an understanding of place value of 10s and 1s in a two digit number using resources to support them if necessary (e.g. representing a two digit number using resources for tens and ones; comparing two numbers up to 20 to identify the larger and smaller number without apparatus).
- The pupil can count forwards and back from 0 to 20, understanding that numbers increase and decrease in size and identify a number that is one more or one less than a given number (e.g. identify missing numbers on a number scale from 0 to 20).
- The pupil can read and write numerals from 0 to 9 and demonstrate an understanding of the mathematical symbols of add, subtract and equal to.
- The pupil can use number bonds from 1 to 5 (e.g. partitioning the number 5 as 0+5, 1+4, 2+3, 3 + 2, 4 + 1, 5 + 0; use concrete objects to demonstrate the commutative law and inverse relationships involving addition and subtraction e.g. $3 + 2 = 5$, therefore $2 + 3 = 5$ and $5 - 3 = 2$ and $5 - 2 = 3$).
- The pupil can solve problems involving the addition and subtraction of single digit numbers up to 10.
- The pupil can put up to 20 items into groups of 2 or 5 or into 2 or 5 equal groups (e.g. give the pupil 5 hoops and 15 objects and ask them to share them equally between the hoops).

Early development of the expected standard in mathematics

- The pupil can partition and combine numbers using apparatus if required (e.g. partition 76 into tens and ones [7 tens and 6 ones]; combine 6 tens and 4 ones [64]).
- The pupil can read and write numbers correctly in numerals up to 100 (e.g. can write the numbers 14 and 41 correctly) and recall the multiples of 10 below and above any given 2 digit number (e.g. can say that for 67, the multiples are 60 and 70).
- The pupil can use number bonds and related subtraction facts within 20 (e.g. $18 = 9 + \square$; $15 = 6 + \square$).
- The pupil can add and subtract a two-digit number and ones and a two-digit number and tens where no regrouping is required (e.g. $23 + 5$; $46 + 20$). They can demonstrate their method using concrete apparatus or pictorial representations.
- The pupil can recall doubles and halves to total 20 (e.g. pupil knows that double 2 is 4, double 5 is 10 and half of 18 is 9) and divide simple shapes into halves and quarters.
- The pupil can use different coins to make up the same amount (e.g. pupil uses coins to make 50p in different ways).
- The pupil can recognise and name a selection of 2D and 3D shapes (e.g. triangles, rectangles, squares, circles, cuboids, cubes, pyramids and spheres).

Growing development of the expected standard in mathematics

- The pupil can count in twos, fives and tens from 0 up to 100, identify a number in the 2, 5 and 10 times tables, and identify if a number is odd or even based on the digit in the ones place.
- The pupil can work out calculations involving two 2 digit numbers using an efficient mental strategy (e.g. using known facts, multiples of ten, regrouping, rounding etc.).
- The pupil can solve complex missing number problems (e.g. $14 + \square - 3 = 17$; $14 + \triangle = 15 + 27$).
- The pupil can solve word problems that involve more than one step (e.g. "which has the most biscuits, 4 packets of biscuits with 5 in each packet or 3 packets of biscuits with 10 in each packet?").
- The pupil can read scales in divisions of ones, twos, fives and tens in a practical situation where not all numbers on the scale are given (e.g. measure using a ruler).
- The pupil can identify simple properties of 2D and 3D shapes (e.g. triangles, rectangles, squares, circles, cuboids, cubes, pyramids and spheres).



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