

Reading	End of Key Stage 1 statutory assessment	Working towards the expected standard								
Name:										
The pupil can:					Date of Evidence (written, observation)					
<ul style="list-style-type: none"> read accurately by blending the sounds in words that contain the common graphemes for all 40+ phonemes* 										
<ul style="list-style-type: none"> read accurately some words of two or more syllables that contain the same grapheme-phoneme correspondences (GPCs)* 										
<ul style="list-style-type: none"> read many common exception words.* 										
In a book closely matched to the GPCs as above, the pupil can: <ul style="list-style-type: none"> read aloud many words quickly and accurately without overt sounding and blending sound out many unfamiliar words accurately. 										
In a familiar book that is read to them, the pupil can: <ul style="list-style-type: none"> answer questions in discussion with the teacher and make simple inferences. 										

* 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

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The pupil can:					Date of Evidence (written, observation)					
<ul style="list-style-type: none"> • read accurately most words of two or more syllables 										
<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-appropriate 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 • sound out most unfamiliar words accurately, without undue hesitation. 										
In a book that they can already read fluently, the pupil can: <ul style="list-style-type: none"> • check 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 compare the books that their pupils read with those provided for the key stage 1 reading test developed by STA. The sources for the reading test are listed in the copyright acknowledgements in published key stage 1 test materials.

Approximately 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 slower than this while still being able to do so.

Reading	End of Key Stage 1 statutory assessment	Working at greater depth								
Name:										
The pupil can, in a book they are reading independently:					Date of Evidence (written, observation)					
<ul style="list-style-type: none"> • make inferences 										
<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"> • make links between the book they are reading and other books they have read 										