End of key stage 1 assessment framework

The Interim Teacher Assessment Framework is set out by the government to guide teachers in making assessment judgements for their students at the end of key stage 1 (year 2)

The interim frameworks set out the standard(s) a pupil will be assessed against at the end of the key stage for reading, writing, mathematics and science.

To show that pupils have met the standard, teachers will need to have evidence that a pupil demonstrates consistent attainment of all the assessment framework statements within the standard.

There are three different levels to a child's achievements that are outlined by the framework. It details what a child must be able to do to be working towards the expected standard, what they should be able to do to work at the expected standard, and what they must be able to achieve to be working at a greater depth than the expected standard.

Mathematics

Working towards the expected standard.
Read and write numbers in numerals up to 100.
Partition a two-digit number into tens and ones to demonstrate an understanding of place value, though they may use structured resources1 to support them.
Add and subtract two-digit numbers and ones, and two-digit numbers and tens, where no regrouping is required, explaining their method verbally, in pictures or using apparatus (e.g. 23 + 5; 46 + 20; 16 – 5; 88 – 30)
Recall at least four of the six2 number bonds for 10 and reason about associated facts (e.g. 6 + 4 = 10 , therefore 4 + 6 = 10 and 10 – 6 = 4)
Count in twos, fives and tens from 0 and use this to solve problems.
Know the value of different coins.
Name some common 2-D and 3-D shapes from a group of shapes or from pictures of the shapes and describe some of their properties (e.g. triangles, rectangles, squares, circles, cuboids, cubes, pyramids and spheres).

Working at the expected standard.
Read scales* in divisions of ones, twos, fives and tens.
Partition any two-digit number into different combinations of tens and ones, explaining their thinking verbally, in pictures or using apparatus.
Add and subtract any 2 two-digit numbers using an efficient strategy, explaining their method verbally, in pictures or using apparatus (e.g. 48 + 35; 72 − 17)
Recall all number bonds to and within 10 and use these to reason with and calculate bonds to and within 20, recognizing other associated additive relationships (e.g. If 7 + 3 = 10, then 17 + 3 = 20; if 7 − 3 = 4, then 17 − 3 = 14; leading to if 14 + 3 = 17, then 3 + 14 = 17, 17 − 14 = 3 and 17 − 3 = 14)
Recall multiplication and division facts for 2, 5 and 10 and use them to solve simple problems, demonstrating an understanding of commutativity as necessary.
Identify, $\frac{1}{4}, \frac{1}{3}, \frac{1}{2}, \frac{2}{4}, \frac{3}{4}$ of a number or shape, and know that all parts must be equal parts of the whole.
Use different coins to make the same amount.
Read the time on a clock to the nearest 15 minutes.
Name and describe properties of 2-D and 3-D shapes, including number of sides, vertices, edges, faces and lines of symmetry.

Working at greater depth
Read scales where not all numbers on the scale are given and estimate points in between.
Recall and use multiplication and division facts for 2, 5 and 10 and make deductions outside known multiplication facts.
Use reasoning about numbers and relationships to solve more complex problems and explain their thinking (e.g. 29 + 17 = 15 + 4 + ♦; 'together Jack and Sam have £14. Jack has £2 more than Sam. How much money does Sam have?' etc.)
Solve unfamiliar 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?')
Read the time on a clock to the nearest 5 minutes.
Describe similarities and differences of 2-D and 3-D shapes, using their properties (e.g. that two different 2-D shapes both have only one line of symmetry; that a cube and a cuboid have the same number of edges, faces and vertices, but different dimensions).

Reading

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
Read many common exception words.
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.
In a familiar book that is read to them, the pupil can: answer questions in discussion with the teacher and make simple inferences

Working at the expected standard.

Read accurately most words of two or more syllables
Read most common exception words
Read most words containing common suffixes
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
Sound out most unfamiliar words accurately, without undue hesitation In a book that they can already read fluently
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

Working at greater depth

The pupil can, in a book they are reading independently: make inferences
Make a plausible prediction about 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.

Writing

<table>
<tr><td style="background-color:yellow"><u>Working towards the expected standard.</u></td></tr>
<tr><td>Write sentences that form a narrative real or fictional</td></tr>
<tr><td>Show some sentences with capital letters and full stops.</td></tr>
<tr><td>Use sounds to spell some words correctly</td></tr>
<tr><td>Spell some common exception words</td></tr>
<tr><td>Form lower case letters correctly – starting/finishing places correct in some of their writing.</td></tr>
<tr><td>Form lower case letters of the correct size.</td></tr>
<tr><td>Use spacing between words.</td></tr>
</table>

<table>
<tr><td style="background-color:green"><u>Working at the expected standard</u></td></tr>
<tr><td>Write coherent narratives about personal experience and those of others (real or fictional)</td></tr>
<tr><td>Write about real events simply and clearly.</td></tr>
<tr><td>Use capital letters and full stops in most sentences and use question marks correctly.</td></tr>
<tr><td>Use past and present tense mostly correctly.</td></tr>
<tr><td>Use co-ordination (and, or, but) and some subordination (when, if, that, because) to join clauses.</td></tr>
<tr><td>Use phonemes to segment and to spell many words correctly.</td></tr>
<tr><td>Spell many CEW words correctly.</td></tr>
<tr><td>Form capital letters of the correct size and orientation.</td></tr>
<tr><td>Use spacing between words that reflect the size of the letters.</td></tr>
</table>

<table>
<tr><td style="background-color:#00aeef"><u>Working At Greater Depth</u></td></tr>
<tr><td>Write effectively and coherently for different purposes, drawing on their reading to inform the vocabulary and grammar of their writing</td></tr>
<tr><td>Make simple additions, revisions and proof reading corrections to their own writing.</td></tr>
<tr><td>Use the punctuation taught in ks1 mostly correctly.</td></tr>
<tr><td>Spell most CEW</td></tr>
<tr><td>Add suffixes to spell most words correctly (ment, less, ful, less, ly)</td></tr>
<tr><td>Use the diagonal and horizontal strokes to join some letters together.</td></tr>
</table>