

Pre-Key Stage Standards Moderation Exemplification Book Sample Pages

English language and reading comprehension Pre-Key Stage Standard 1

Language comprehension

In a familiar story/rhyme, the pupil can, when being read to by an adult (one-to-one or in a small group):

- indicate correctly pictures of characters and objects in response to questions such as "Where is (the)...?"
- show anticipation about what is going to happen (e.g. by turning the page)
- join in with some actions or repeat some words, rhymes and phrases when prompted.

PKS Standard 1 Exemplification - Can you find?



Why this evidence meets standard 1:

The pupil can:

- indicate correctly picture of characters and objects in response to the questions such as "Where is (the)...?"
- show anticipation about what is going to happen (e.g. by turning the page)



Transcript:

In these photographs, the adult is reading one-to-one to the child. After each page, the child is questioned to identify characters and objects in response to the question 'where is the ...?'

The questions asked were:

'Can you find the policeman for me?' (the child accurately points at a policeman)
'Are there anymore?' (the child pointed to another policeman)

After turning the page, the child is asked:

'Can you find the firefighter up the tree?' (the child accurately points at a firefighter)

As the adult reads the story, the child is very keen to find out what happens next by turning the page themselves. The photographs are screenshots taken during this session. They highlight the pupil's finger pointing to what he has been asked to see/find.

C - Short sentence



I can see a
dog.

Why this evidence meets standard 3

Composition

The pupil can:

- make up their own phrases or short sentences to express their thoughts aloud about stories or their experiences.

After studying the following image, the child orally composed their own sentence to depict what they could see in the still image above. They composed: I can see a dog. This shows the child's progression, as they secure standard 3 in composition, in creating their own short sentence about stories they have heard or from their own experiences.

Transcription

The pupil can:

- identify or write these 20+ graphemes on hearing the corresponding phonemes
- spell words (with known graphemes) by identifying the phonemes and representing the phonemes with graphemes (e.g. in, cat, pot).

The child used their existing knowledge of graphemes taught to write this short caption. When attempting to spell CVC words, can and dog, the child segmented them by listening to the individual phonemes within the word to identify the correct written representation. The addition of their sound buttons represents their growing understanding of GPC awareness.

D - One to one correspondence - Teddy bears' picnic



Why this evidence meets standard 1

Standard 1

The pupil can:

- demonstrate an understanding of the concept of one to one correspondence (e.g. giving one cup to each pupil).

As part of the children's topic work on, All About Me, a group of three children were asked to take part in a teddy bear's picnic. One child was asked to share the four chairs out around the table, another child was asked to share the four teddies around the table and the final child was given four cups and asked to share them with each teddy at the table. All three children demonstrated their understanding of one-to-one correspondence as they independently gave out the chairs, teddies and then each teddy a cup.



PKS Standard 4 Exemplification – Phase 3 decodable passage

Queen Jess had a pet kitten, Zak.
 Jess took Zak to the park.
 At the park, Jess had to push Zak on the swings. The swing went high. That was fun.
 Jess fell asleep on the grass.
 That put Zak in a bad mood. He took the queen's drink.
 It was yuck!

Why this evidence meets standard 4

The pupil can:

- read accurately by blending the sounds in words with up to five known graphemes
- read some common exception words*
- read aloud books that are consistent with their phonics knowledge, without guessing words from pictures or the context of the sentence
- talk about events in the story and link them to their own experiences
- retell some of the story.



Transcript:

The passage used shows the child's ability to read aloud texts which are consistent with their phonics knowledge; this currently being Phase 3. The running record shows the child could read some words on sight, and they were a mixture of phonetically decodable words: **Jess, grass, fun** (including words with five known graphemes: **kitten, drink**) as well as some common exception words: **a, the, he, was** in line with those taught to them. Throughout, the child used phonics as their prime approach to reading. When discussing the text with the child, they could recall the two main characters and where they had been. They related this back to their own experiences going to the park by saying they never took their pet cat there, and they liked to go on the slide. They did also need support identifying that Zak was a kitten.



E - Describing pictures



IT IS A RABBIT
 IT IS A ROOSTER
 IT IS A GOAT
 IT IS A DRAGON

Why this evidence meets standard 3

Composition

The pupil can:

- write a caption or short phrase using the graphemes that they already know.

When learning about Chinese New Year, the children found out about the creatures representing the different years. In the example above, the child composed a caption naming each creature using graphemes to write words that they already know – it and is.

Transcription

The pupil can:

- spell words (with known graphemes) by identifying the phonemes and representing the phonemes with graphemes (e.g. in, cat, pat).

The child has also shown the ability to hear several correct sounds in words such as **g, t** in **goat** and **d, r, a, g** in **dragon** showing progression within transcription across this standard.



C - Calculating with single digits to 10

1

Here are some stars.



Group the stars by colour. Fill in the gaps in the sentence and say it out loud.

5 stars plus 4 stars is equal to 9 stars

2

| | | | | | | |
|------|------|---|---|---|---|----|
| ●●●● | ●●●● | 3 | + | 7 | = | 10 |
|------|------|---|---|---|---|----|

3

| | | | | | | |
|------|------|---|---|---|---|---|
| ●●●● | ●●●● | 6 | - | 5 | = | 1 |
|------|------|---|---|---|---|---|

| | | | | | | |
|------|------|---|---|---|---|---|
| ●●●● | ●●●● | 5 | - | 4 | = | 1 |
|------|------|---|---|---|---|---|

Why this evidence meets standard 4

Standard 4

The pupil can:

- demonstrate an understanding of the mathematical symbols of add, subtract and equal to
- solve number problems involving the addition and subtraction of single-digit numbers to 10.

In the first example, the child shows their understanding of the mathematical language for **plus** and **equal to**. By using the pictorial representation of the stars, the child was able to solve simple number problems involving the **addition** of single-digit numbers.

In the second example, the child shows their understanding of the **addition** and **equal to** symbol by transferring the counters in the tens frame into a simple calculation.

In the third example, the child has shown their ability to use the mathematical **symbol** for **subtraction** by representing the tens frame in a number sentence.