

Pre-Key Stage Standards Moderation Exemplification Book Sample Pages

English language and reading comprehension Pre-Key Stage Standard 2

Word reading

The pupil can:

- say a single sound for 10+ graphemes
- read words by blending sounds with known graphemes, with help from their teacher.

At Standard 2 only, teachers can consider the small number of pupils who can read words as 'sight words' to have met the word reading statements.

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):

- demonstrate understanding, e.g. by answering questions, such as 'Where is he/she/it?', 'What is this?', 'Who is this?', 'What is he/she doing?'
- join in with predictable phrases or refrains.

PKS Standard 2 Exemplification – Blending known graphemes



Why this evidence meets standard 2

The pupil can:

- read words by blending sounds with known graphemes, with help from their teacher.

Transcript:

In this activity, the adult used letter cards, containing previously learnt graphemes, to create different words for the child to read. The child was encouraged to blend the individual sounds together to read the words. Whilst they required some support with the recognition of the following graphemes: g, b, r, e; the use of a phonics flashcard served as a memory prompt to help with the identification of the sound. As seen in the photos above, the child would point at each sound as this helped them to blend and read the following words: cat, dog, mat, sat, rat, pat, man, tap, got.

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.

