

National curriculum assessments

# Key stage 2

## **Interim pre-key stage 2: pupils working below the test standard**

For use in the 2017 to 2018  
academic year



Standards  
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## **Changes for 2017 to 2018**

The 'Primary assessment in England' public consultation, which closed in June 2017, heard strong support for the proposal to move to a more flexible approach to the assessment of English writing, and to do this quickly. The Standards and Testing Agency (STA) also conducted an evaluation of the interim teacher assessment frameworks during spring 2017, working with teachers and other educational experts. As a result of making changes to the frameworks, we have made revisions to the interim pre-key stage standards, for use in 2017 to 2018, to ensure that they align.

### **English writing**

For 2017 to 2018, we have made revisions to the interim pre-key stage standards in English writing only, which include:

- A more flexible approach – teachers can now use their discretion to ensure that, on occasion, a particular weakness does not prevent an accurate judgement of a pupil's attainment overall being made. The overall standard of attainment, set by the 'pupil can' statements, remains the same.
- Revised 'pupil can' statements – minor amendments to align with the revised English writing teacher assessment frameworks.

### **Guidance**

We have also updated the guidance within this document to clarify the level of evidence required to support teachers' judgements, including to make clear that:

- A pupil's work in the subject being assessed alone may provide sufficient evidence to support the judgement, although evidence should ideally include work in other curriculum subjects.
- Teachers may consider a single example of a pupil's work to provide sufficient evidence for multiple statements.
- A pupil's work which demonstrates meeting a standard is sufficient to show that they are working above preceding standards.
- A school's own tests, in addition to statutory tests, if pupils take them, can be used as evidence to support a judgement. Furthermore, a pupil's answers to specific questions in any tests are acceptable forms of evidence to meet certain statements.

### **Interim pre-key stage standards for English reading and mathematics**

The 'pupil can' statements within the standards for English reading and mathematics are unchanged this year. Final versions of the full suite of pre-key stage standards, which will be used for all pupils who are working below the overall standard of national curriculum tests and are engaged in subject-specific learning, will be published for use from the 2018 to 2019 academic year.

## Guidance for teachers

### Main principles

- The pre-key stage standards are used for pupils who are working below the lowest standard in the relevant framework for teacher assessment. In most cases, pupils assessed against these pre-key stage standards will not have taken the relevant key stage 2 test. However, having administered the test to a particular pupil, the school may feel that it is more appropriate to assess the pupil against these standards rather than the relevant framework for teacher assessment. If a pupil is working below these pre-key stage standards and has special educational needs, their statutory outcome should be reported using P scales in the 2017 to 2018 academic year.
- The pre-key stage 2 standards should be used only to make a statutory teacher assessment judgement for pupils who have reached the end of year 6, when an outcome must be reported for school accountability, but have not completed the relevant key stage 2 programme of study. They should not be used to track progress throughout the key stage.
- The pre-key stage standards focus on certain key aspects of English reading, English writing and mathematics for the specific purpose of statutory end-of-key stage assessment. While the standards are designed to capture attainment in these subjects, individual pupils will excel in different aspects of their education, and these should be reported to parents. Teachers should recognise the progress of individual pupils, setting targets that reference agreed outcomes within the Special Educational Needs and Disability Code of Practice 2015, where appropriate.
- The standards are not a formative assessment tool: they are not intended to guide individual programmes of study, classroom practice or methodology. Teachers should assess individual pieces of pupils' work in line with their school's own assessment policy and not against these standards. At the end of year 6, teachers should make a judgement against the standards based on their own assessment of pupils' work in the classroom.
- Teachers need to base their judgements on a broad range of evidence, which will come from day-to-day work in the classroom. This should include work in curriculum subjects other than the one being assessed, although a pupil's work in that subject alone may provide sufficient evidence to support the judgement. Teachers may also consider a single example of a pupil's work to provide sufficient evidence for multiple statements.
- Teachers should be confident that pupils have met the standards preceding the one at which they judge them to be working. However, they are not required to have specific evidence for that judgement. A pupil's work which demonstrates meeting a standard is sufficient to show that they are working above the preceding standards.
- Each subject framework has three standards of attainment containing 'pupil can' statements upon which teachers will base their judgements. Teachers should follow the specific guidance for each subject.

## **Qualifiers and examples**

Some of the statements within the standards contain qualifiers ('some', 'many' and 'most') to indicate the extent to which pupils should demonstrate the knowledge or skill required. Where qualifiers are used, they have consistent meaning: 'most' indicates that the statement is generally met with only occasional errors; 'many' indicates that the statement is met frequently but not yet consistently; and 'some' indicates that the skill/knowledge is starting to be acquired and is demonstrated correctly on occasion, but is not yet consistent or frequent.

Some of the statements contain examples. These do not dictate the evidence required, but show only how that statement might be met.

## **Assessment of pupils with disabilities**

All schools are required to make reasonable adjustments for pupils with disabilities. Disability is defined in the Equality Act 2010 as a physical or mental impairment which has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities. When teachers assess pupils against the 'pupil can' statements, they should base their judgements on what disabled pupils can do when those reasonable adjustments are in place (for example, reducing anxiety by providing a quiet learning space, or allowing more time to process instructions).

If a pupil has a disability that prevents them from demonstrating attainment in the way described in a 'pupil can' statement, their individual method of communication or learning is applicable (for example, using a visual phonics system for a pupil with a hearing impairment, or using a computer for a pupil with vision impairment because they cannot read back their handwriting). Teachers should ensure that all pupils have the opportunity to demonstrate attainment with reasonable adjustments in place, but the standards of the assessment cannot be compromised and must be met in an equivalent way. Teachers should use their professional discretion in making such judgements for each pupil.

If a pupil has a disability that physically prevents them from demonstrating a 'pupil can' statement altogether, even with reasonable adjustments in place, these statements can be excluded from the teacher assessment judgement (for example, for handwriting if the pupil is physically restricted when writing or for phonics if a pupil is deaf and unable to make use of a visual phonics system). Teachers should use their professional discretion in making such judgements for each pupil.

## English reading

### Using the English reading pre-key stage standards

- The three standards in this framework contain a number of ‘pupil can’ statements. To judge that a pupil is working at a standard in English reading, teachers need to have evidence which demonstrates that the pupil meets **all** of the statements within that standard.
- The evidence informing a teacher’s judgement in English reading can include a school’s own tests. Although these might not focus solely on the key aspects in this framework, they may provide additional evidence to support the judgement. A pupil’s answers to specific questions in tests may also provide evidence for certain statements.

#### Foundations for the expected standard

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 words<sup>1</sup>
- 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

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.

<sup>1</sup> CVC, CCVC, CVCC words containing sounds represented by single letters (e.g. *cat*, *frog*, *jump*).

\* These are detailed in the word lists within the spelling appendix to the national curriculum (English Appendix 1). Teachers should refer to these to exemplify the words that pupils should be able to read as well as spell.

## Growing development of the expected standard

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 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.

\* These are detailed in the word lists within the spelling appendix to the national curriculum (English Appendix 1). Teachers should refer to these to exemplify the words that pupils should be able to read as well as spell.

## English writing

### Using the English writing pre-key stage standards

- The three standards in this framework contain a number of ‘pupil can’ statements. To judge that a pupil is working at a standard in English writing, teachers need to have evidence which demonstrates that the pupil meets the standard described overall.
- A pupil’s writing *should* meet **all** the statements within the standard at which they are judged. However, teachers can use their discretion to ensure that, on occasion, a particular weakness does not prevent an accurate judgement being made of a pupil’s attainment overall. A teacher’s professional judgement about whether the pupil has met the standard overall takes precedence. This approach applies to English writing **only**.
- A particular weakness could relate to a part or the whole of a statement (or statements), if there is good reason to judge that it would prevent an accurate judgement being made.
- A pupil’s answers to specific questions in classroom tests may provide additional evidence that they have met certain statements. Although tests might not focus solely on the key aspects in this framework, they may also provide additional evidence to support the judgement overall.

#### Foundations for the expected standard

The pupil can, with the support of the teacher:

- write words, phrases and short sentences that convey meaning (the teacher may help the pupil to build sentences through questioning)
- write the correct letter in response to hearing each sound of the alphabet
- segment simple<sup>1</sup> spoken words into phonemes and write the graphemes corresponding to those phonemes
- form most lower-case letters in the correct direction, starting and finishing in the right place
- use spacing between words (the teacher may remind the pupil to do this)
- spell correctly some familiar words, such as their own name.

#### Early development of the expected standard

The pupil can, after discussion with the teacher:

- write a sentence to convey ideas without the support of the teacher
- use capital letters and full stops correctly in some sentences
- segment spoken words into phonemes and represent these by graphemes, spelling some words correctly and making phonically-plausible attempts at others
- spell some common exception words\*
- form lower-case letters of the correct size relative to one another in most of their writing.

<sup>1</sup> CVC, CCVC, CVCC words containing sounds represented by single letters (e.g. *cat, frog, jump*).

\* These are detailed in the word lists within the spelling appendix to the national curriculum (English Appendix 1). Teachers should refer to these to exemplify the words that pupils should be able spell.

## Growing development of the expected standard

The pupil can, after discussion with the teacher or through scaffolding:

- write sentences that are linked thematically, with meaning and purpose
- use capital letters and full stops mostly correctly and use some question marks correctly
- segment spoken words into phonemes and represent these by graphemes, spelling many of these words correctly and making phonically-plausible attempts at others
- spell many common exception words\*
- form capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters.

\* These are detailed in the word lists within the spelling appendix to the national curriculum (English Appendix 1). Teachers should refer to these to exemplify the words that pupils should be able spell.

## Mathematics

### Using the mathematics pre-key stage standards

- The three standards within the framework contains a number of ‘pupil can’ statements. To judge that a pupil is working at a standard in mathematics, teachers need to have evidence which demonstrates that the pupil meets **all** of the statements within that standard.
- The evidence informing a teacher’s judgement in mathematics can include a school’s own tests. Although these might not focus solely on the key aspects in this framework, they may provide additional evidence to support the judgement. A pupil’s answers to specific questions in tests may also provide evidence for certain statements.

#### Foundations for the expected standard

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)
- 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)
- read and write numerals from 0 to 9 and demonstrate an understanding of the mathematical symbols of add, subtract and equal to
- 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  $5 - 2 = 3$ )
- solve problems involving the addition and subtraction of single-digit numbers up to 10
- 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

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])
- 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 two-digit number (e.g. can say that for 67, the multiples are 60 and 70)
- use number bonds and related subtraction facts within 20 (e.g.  $18 = 9 + \square$ ;  $15 = 6 + \square$ )
- 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.

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- 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
- use different coins to make up the same amount (e.g. pupil uses coins to make 50p in different ways)
- recognise and name a selection of 2-D and 3-D shapes (e.g. triangles, rectangles, squares, circles, cuboids, cubes, pyramids and spheres).

### Growing development of the expected standard

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
- work out calculations involving 2 two-digit numbers using an efficient mental strategy (e.g. using known facts, multiples of ten, regrouping, rounding etc.)
- solve complex missing number problems (e.g.  $14 + \square - 3 = 17$ ;  $14 + \Delta = 15 + 27$ )
- 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?”)
- 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)
- identify simple properties of 2-D and 3-D shapes (e.g. triangles, rectangles, squares, circles, cuboids, cubes, pyramids and spheres).



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Pre-key stage standards at the end of key stage 2

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