





# Working at Greater Depth Within the Expected Standard

Name:															
The pupil can, after discussion with the teacher:															
Write effectively and coherently for different purposes, drawing on their reading to inform the vocabulary and grammar of their writing															
Make simple additions, revisions and proof-reading corrections to their own writing															
Use the punctuation taught at key stage 1 mostly correctly^															
Spell most common exception words*															
Add suffixes to spell most words correctly in their writing, e.g. -ment -ness, -ful, -less, -ly*															
Use the diagonal and horizontal strokes needed to join some letters.															

\* See national curriculum



# KS1 Reading Moderation Grids 2019

## Working Towards the Expected Standard

Name:	A	B	C	D	E	F	Collection
The pupil can read accurately by blending the sounds in words that contain the common graphemes for all 40+ phonemes*							
The pupil can read accurately some words of two or more syllables that contain the same grapheme-phoneme correspondences (GPCs)*							
The pupil can 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.							
In a book closely matched to the GPCs as above, the pupil can 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

Name:	A	B	C	D	E	F	Collection
The pupil can read accurately most words of two or more syllables.							
The pupil can read most words containing common suffixes*							
The pupil can read most common exception words*							
In age-appropriate books, the pupil can read words accurately and fluently without overt sounding and blending, and sufficiently fluently to allow them to focus on their understanding rather than on decoding individual words.							
In age-appropriate books, the pupil can sound out most unfamiliar words accurately, without undue hesitation.							
In a book that they can already read fluently, the pupil can check it makes sense to them, correcting any inaccurate reading.							
In a book that they can already read fluently, the pupil can answer the questions and make some inferences.							
In a book that they can already read fluently, the pupil can explain what has happened so far in what they have read.							

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Name:	A	B	C	D	E	F	Collection
The pupil can, in a book they are reading independently, make inferences.							
The pupil can, in a book they are reading independently, make a plausible prediction about what might happen on the basis of what has been read so far.							
The pupil can, in a book they are reading independently, make links between the book they are reading and other books they have read.							

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Name:															
The pupil can:															
Read scales (on a number line, a practical situation or graph axis) 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 of outside known multiplication facts.															
Use reasoning about numbers and relationships to solve more complex problems and explain their thinking.															
Solve unfamiliar word problems that involve more than one step.															
Read the time on a clock to the nearest 5 minutes.															
Describe the similarities and differences of 2D and 3D shapes, using their properties															

\* See national curriculum