## <u>Diagram showing how Assessing with Age-Related Texts and the Teacher Assessment</u> Frameworks correlate with one another.



## **Assessing with Age-related Texts**

Analyses of sample age-related texts for teachers that demonstrate end-of-year expectations.

A framework to support identification of texts that offer appropriate challenge to underpin robust reading assessment.

**Should** be used to indicate the 'level' of reading expected from the TAF statements in each year.

**Should** be used to make comparative judgements about other texts available in school.

**Could** be used to support assessments made in relation to ongoing progress across the year.

**Might** be used for CPD around text selection for different year groups.

**Should not** be used as a limited spine for assessment.

## **TAFs**

(Teacher Assessment Frameworks)

The finishing point for teachers to assess attainment at the end of the year.

Sets of 'pupil can' statements that constitute overall standards in reading. From these, teachers can assess their pupils for 'working at the expected standard' against the expectations of the national curriculum.

**Should** be used at the end of the year to assess.

**Might** be used at the beginning of the year to build awareness of the journey ahead.

**Could** be used in autumn and spring terms to assess ongoing progress towards end of year attainment

**Should not** be used for ongoing responsive teaching / assessment for learning across the year.



The **Reading TAF** and the **Assessing with Age Related Texts** document are designed to be used in tandem. Many of the TAF statements are necessarily broad, and some are identical in different year groups. It is therefore essential to base judgements on age-related texts.