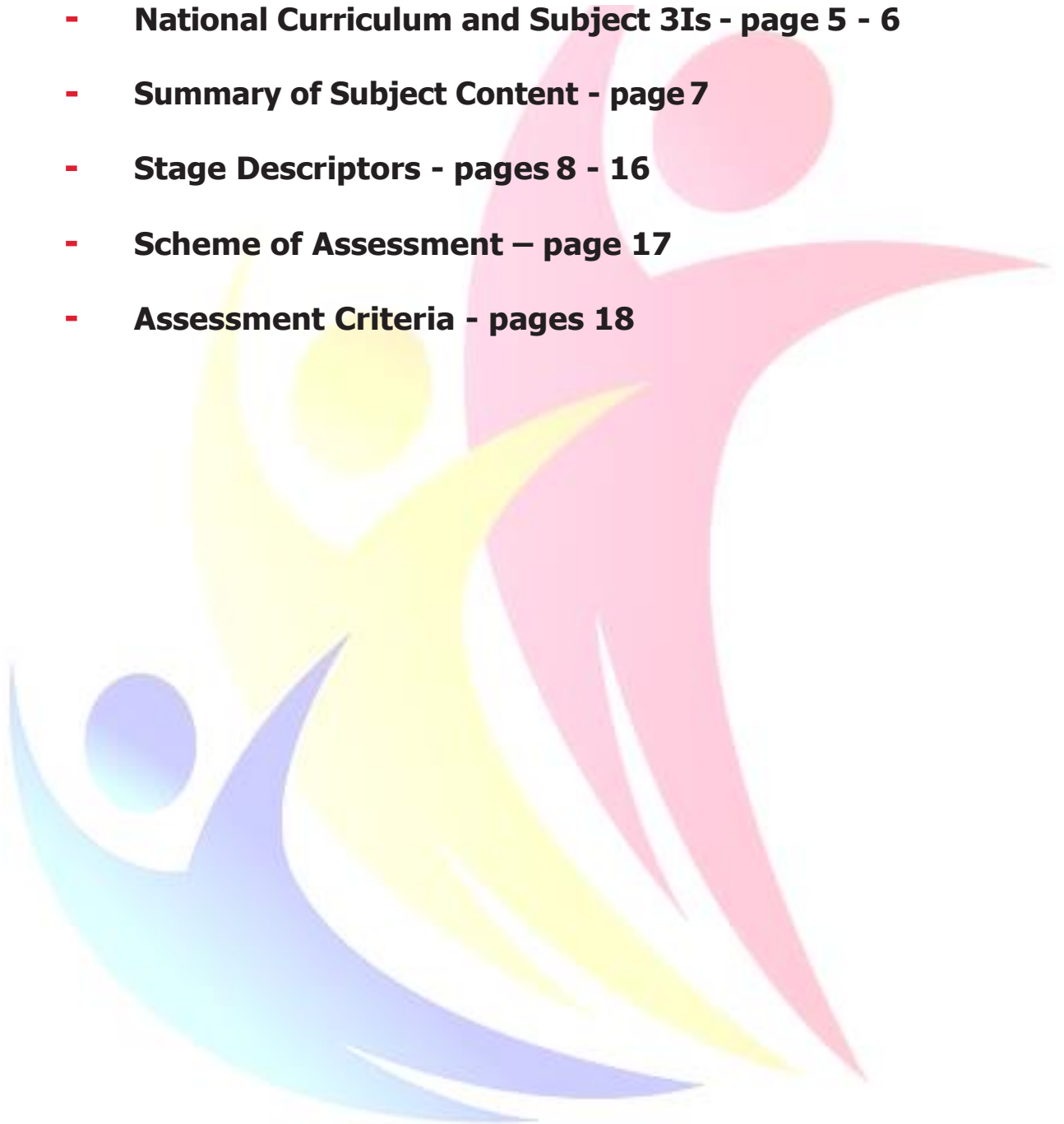


English Primary Specification

6 9 7 9 punctuation
! ; adjective ;
English
noun verb

CONTENTS:

- **Rationale - page 3 - 4**
- **National Curriculum and Subject 3Is - page 5 - 6**
- **Summary of Subject Content - page 7**
- **Stage Descriptors - pages 8 - 16**
- **Scheme of Assessment – page 17**
- **Assessment Criteria - pages 18**



Trust Level

KS1 and KS2 specifications are central to planning for progress across each year group. KS1 & 2 children are formally assessed through DfE in the form of statutory assessments for English and Mathematics. Children receive a scaled score instead of a level. Their raw score – the actual number of marks they accrue – will be translated into a scaled score; this helps to allow for differences in the difficulty of the tests from year to year so that pupils' results can be compared accurately.

For KS1 SATs a score of 100 means the child is working at the expected standard, a score below 100 indicates that the child needs more support and a score of above 100 suggests the child is working at a higher level than expected for their age. The maximum score possible is 115, and the minimum is 85.

Children are also be matched against 'performance descriptors' (in other words what pupils are expected to know and be able to do at the time of testing) when being assessed by their teachers in non-SATs subjects at the end of Key Stage 1 and 2 to see if they've achieved the expected standard.

In KS2, the papers are marked externally, with no teacher assessment involved. Each child receives a raw score, a scaled score, and confirmation of whether or not they achieved the national standard. The range of scaled scores available for each KS2 test ranges from 80, the lowest possible scaled score, to 120, the highest possible scaled score.

A scaled score of 100 or more means that the child has met the expected standard in each KS2 SATs test; a scaled score of 99 or less means they haven't reached the government-expected standard.

As a trust we use these tests as well as commenting on whether your child has made good progress over the year from our own assessments, giving details of curriculum areas where they have achieved well and areas that need more development and support. For subjects other than English and Maths, our own assessments & judgements are made on progress and attainment.

Examples of **age-related expectations** are:

- Working within the expected level of attainment for his/her age (EXP)
- Working towards the expected level of attainment (WTS)
- Working below the expected level of attainment (WB)
- Working beyond the expected level of attainment (at greater depth - GDS)
-

Our specifications map stage descriptors up to Year 6 using progressive assessment objectives in line with National Curriculum. KS2 builds on essential skills and knowledge developed in previous years in preparation for moving forward in to KS3 and beyond. Skills and knowledge from the stage descriptors will inform teachers of student progress. This in turn will contribute to parents' evenings and end of year reports to parents.

School Level

Formal assessments may be administered in different ways depending on the school. E.g. gradings offered, end of unit mini assessments, knowledge review weeks, termly or half termly assessment periods etc.

In addition to formal assessments, schools will assess pupils informally in accordance with the schools guidelines. At school level the KS2 specification document for each subject will be supported by the school own planning documents/ portals which also include LTPs, MTPs, Schemes of work and associated resources.

Long Term Plans provide leaders, teachers, students and parents with the overview of the learning journey that occurs yearly. These are available on the school website.

Medium Term Plans map the outline learning for each of the learning focusses of each half term in each year group. These provide more detailed information into the steps to facilitate a differentiated approach ensuring that content and skills are covered. The number of activities / objectives covered may vary dependent on the length of a half term and the frequency of lessons in a given subject. There are 5 planning cycles in the year. Autumn 1, Autumn 2, Spring, Summer 1 and Summer 2.

Schemes of Work may vary from subject to subject allowing the specialists in schools to develop suitable activities and topics ensuring ownership of planning for progress. Please note that no external schemes are followed to the book and when used, are merely a starting point for start.

SOW – Guiding Principles

- Skills and content based
- Form part of the 'big picture' e.g. show progression over the 6 years in school
- Provide suggested resources
- Allow for teacher ownership and/or creativity of lessons
- Allow for appropriate differentiation

EYFS pupils' literacy levels vary on entry. As children begin with us at Farington Primary School, we initially form relationships to get to know our children and understand their background. Additionally, we conduct a literacy baseline assessment to establish children's level of understanding and their ability to segment, blend, and manipulate phonemes. On entry, a trend has occurred over the years, where generally, children are working below age related expectations within communication and language and is therefore always a focus within Autumn 1.

Phonics

At Farington Primary School, we follow an accredited, systematic phonics programme, SoundsWrite. Children begin with their phonics learning immediately, working in whole class mixed ability groups with a style of 'keep up' rather than 'catch up'. Teachers have undergone rigorous training to provide a consistent approach to our phonics teaching. Each session lasts for 20-30 minutes and takes place daily with interventions provided for children who have not secured the intended learning of the day. Initially children learn the initial code, consisting of learning all 'one sound to one symbol' correspondences and an introduction to the conceptual understanding of 'two letters, one sound'. Children are provided with dedicated time in all sessions to practise decoding. Both reading and writing take place in every phonics session so as children understand that the two run parallel. Phonics sessions provide the opportunity to build whole words - gradually building up to a CCVCC/CCCVC structure. SoundsWrite teaches three essential skills necessary for reading and spelling; segmenting, blending and phoneme manipulation, each practised daily with the intention of all pupils achieving the automaticity that underlies the fluency of every successful reader. Additional key skills emphasised within phonics sessions are for children to read and check their own work and promote independence, and practise correct letter formation. Once the initial code is mastered (by the end of their reception year), they are equipped with the basic skills to build on conceptual understanding for successful reading. As our children enter year one, they recap on the initial code and embark onto the extended code where they gain understanding that letters are symbols that represent sounds, sounds can be spelled using 1, 2, 3 or 4 letters, the same sound can be spelled in different ways, and the same spelling can represent different sounds.

Within phonics lessons, children are exposed to high frequency and common exception words and correct letter formation, however, these are also taught explicitly outside of phonics lessons with dedicated time allocated.

Reading Books / Reading Challenge

In Reception, we send home phonically decodable books that match closely to the sounds / spellings children have learnt and secured within their phonics sessions. We ask that children read at home at least three times a week, and if successful, they receive extra play on a Friday afternoon.

When they have completed ten reads at home, they are given a coloured certificate in KS2. They aim to complete 60 reads in Autumn term, and 50 reads in both Spring and Summer terms in KS2 reads every term, being awarded a certificate every 10 reads until they have completed the rainbow. In KS1, they are given a counter for every read. They place these on their owl and when they have completed 10 reads they are given a prize. KS1 will aim to complete 50 reads in both Autumn and Spring term and 40 reads in Summer term.

Our literacy leaders and teachers support parents to understand how we teach reading and how they can support their child using the same strategies. We hold a phonics work shop for parents in EYFS and Year 1 in September and a reading workshop for KS2 to inform parents on how to support their child's reading. We send home questions linked to each reading domain, in both key stages, so parents know what questions to ask their children as they are reading. Children working below age related expectations within comprehension and word reading receive additional 1:1 interaction with the class teacher and/or a teaching assistant.

To further promote a love and excitement of reading we hold a weekly session where children choose a book of interest to take home and share with family members, providing the opportunity for parents to discuss the storyline, characters or content and generally enjoy reading together. These may be from the classroom library (KS1) or our KS2 library.

Story time takes place at every opportunity that arises, but consistently at the end of the day. Books chosen are carefully selected with an intended purpose. It may be that they link to a topic being taught, are of a genre that children have not had much exposure to, or have a certain moral to the story. Additionally, stories are used for teaching within all areas of learning, an example being Mathematics lessons - One Ted Fell Out of Bed or Understanding of the World - David Attenborough Little People Big Dreams.

We ensure that children can independently access a range of books, and these are available within each area of provision. We have cookbooks, magazines, decodable books, fiction, non-fiction, poetry, and traditional tales.

Reading.

Reading is at the heart of our Early Years curriculum. We are a Power of Reading School and draw upon the Centre for Literacy in Primary Education (CLPE) resources and training which ensures we have the latest literature in the classroom. High quality texts are shared with the children and promoted throughout school, so that children engage and become immersed with excellent books. Teaching staff develop children's love of reading through reading aloud, reading with, telling stories, singing songs, and learning rhymes, which develop children's engagement and auditory skills. Promoting reading and a love of literature from an early age is key in our Early Years and throughout a child's journey with us. We want them to gain memorable experiences to last a lifetime. We also raise the achievement of children's reading and writing rapidly by teaching literacy creatively and effectively, often starting with a hook or drama/ poetry activity to live out the story. We ignite children's imaginations through role play, character visits, videos, letters, etc.

As we teach new texts, we make comparisons to previously learnt texts so as children can make links, make predictions, and articulate reasoning behind their responses. We recognise similarities and differences to develop understanding and continuously recall aspects of learnt texts to keep within our memory.

Pupils are explicitly taught text specific vocabulary that will be featured in the text that they will learn. Children are taught new vocabulary and its definition, with the intention of children expanding their vocabulary bank and using within their own dialogue. In teaching new vocabulary, we make links to words they may already be familiar with, draw pictures, add actions, write the word with the children, syllabify, and display on eye level where all children can see, read, and use.



Writing

As in our phonics teaching, we reinforce that reading and writing complement one another. We embed strategies from 'Talk 4 Writing', to learn stories orally with actions and to learn the flow of sentences and text patterns needed for writing. Children understand the concept of segmenting to spell and applying sound to symbol from our phonics sessions. They build confidence through daily sentence work, dictation work, and whole word writing, so as these skills can be applied to their independent writing.

Writing/ SpaG activities take place daily in phonics sessions, interventions, and morning starter activities, and is encouraged and promoted throughout all areas of continuous provision. We ensure there are opportunities to write in all areas of our provision, whether this is writing labels on a 'post-it' note to place on a model created within the construction area, writing a shopping list within our home area, re-enacting our phonics lessons in role play on our outdoor chalk boards, writing out recipes within our playdough area, or writing a 'get well soon' card for a story character within the writing area. Our specific writing areas (both indoors and outdoors) are there to spark interest and encourage children to access the areas. They are enhanced with a variety of writing materials (post it notes, notebooks, white boards, chalk boards, rolls of paper on the floor etc.) and stationery (glitter pens, pencils of varied thickness, felt tips, whiteboard pens, chalk etc.)

Children complete an independent piece of writing each half term, which is assessed to show progress and some are displayed in class/ shared areas.

Communication and Language

As part of our literacy and story-based curriculum, our intent is to develop all aspects of communication and language. Key skills developed throughout reading lessons include listening attentively and respond to what they hear with relevant questions, comments and actions when being read to. We encourage children to make comments about what they have heard and ask questions to clarify their understanding. We encourage regular discussion, offering their own ideas, using recently introduced vocabulary, and provide opportunity for children to offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes, and poems when appropriate. Children express their ideas and feelings about their experiences using full sentences, including use of past, present, and future tenses, and making use of conjunctions, with modelling and support from their teacher.

Within provision, we include a small world area and role play area that is enhanced with props, figures, puppets and occasionally dress-up clothes that link to the current class text or topic. This is to encourage and provide the opportunity for children to retell, re-enact, adapt versions of the story.

Children will be assessed within the first three weeks of attending EYFS, using WellComm assessment resources. To see if there are any Speech and Language issues. We can then implement interventions prescribed by the WellComm assessments.

Learning Journal and Parent Communication

At Farington our online learning journal is Tapestry. Each child has observations recorded which will be shared with parents at the end of the year. Evidence of children achieving aspects within the Early Learning Goals are recorded onto Tapestry with pictures and a short narrative making links to the children's areas of learning and characteristics of effective learning. Parents are regularly kept up to date with children's learning and



progression through conversations and messages shared via ParentApps. Parents are encouraged to celebrate children's achievements at home and send in pictures and other work to share in class.

KS2/KS2 – National Curriculum

The overarching aim for English in the national curriculum is to promote high standards of language and literacy by equipping pupils with a strong command of the spoken and written word, and to develop their love of literature through widespread reading for enjoyment. The national curriculum for English aims to ensure that all pupils:

- read easily, fluently and with good understanding
- develop the habit of reading widely and often, for both pleasure and information
- acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language
- appreciate our rich and varied literary heritage
- write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences
- use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas
- are competent in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate.

[See National Curriculum English programmes of study: key stages 1 and 2](#) for individual year group objectives.

INTENT

To deliver an exciting, innovative English curriculum centred around a love for reading which enables and enhances children's written and oral communication and creativity.

IMPLEMENTATION

At Farington Primary School we choose high quality texts, which include a breadth of non-fiction, fiction and poetry. The children will be immersed in the text and develop and extend vocabulary, on a daily basis. We use our working wall to display this.

Children read daily, write daily, discuss, speak and listen daily. They will use a range of class, paired and group work to achieve this.

Reading skills are taught / modelled in lessons to develop fluency via: echo reading, paired reading & performance reading.

We use talk for writing/ text-marking skills (effective in pairs or groups/ whole class): identify and discuss words they don't understand; make links to other books, own experiences, wider world; make predictions, ask questions, wonder; identify key words / phrases; find clues; summarise the general meaning.

As teachers we devise questions that mirror reading test papers: multiple-choice, extended constructed questions, ranking/ordering, labelling, find and copy, short constructed response question types.

We practise reading skills across the curriculum, and link this to practising writing skills, across the curriculum: daily sentence work, daily prose, pencil grip, handwriting.

Grammar and spelling is taught as stand alone grammar/spelling lessons, or as grammar starters. The children can then transfer these skills into extended pieces of writing, taught through a specific writing process, which has clear expectations for writing, throughout school.

Assessment for learning should occur throughout the entire lesson, enabling teachers/teaching assistants to adapt their teaching/input to meet the children's needs. This feedback should be incisive and regular and if further support and intervention is needed this can be put in place early.

Children should be active; revisiting skills they haven't yet mastered (perhaps recapping on class targets/correcting errors from a previous lesson); learning something new or learning to apply their knowledge to different contexts. They should be: 'doing' very quickly; working at a good pace and being productive; sharing their thoughts and methods and being successful.

IMPACT

Children will be fluent readers with a good understanding and high level of enjoyment, of what they've read

Children use phonics skills to help them become confident readers

Children can retain knowledge of spelling rules and apply them in their writing

Children draw on reading and life experiences to confidently communicate ideas

Children learn new words in every lesson and apply them in context in all areas of learning. They are encouraged to extend their range of vocabulary, through English lessons and topic work.

Children can structure cohesive pieces of writing and use a variety of sentences, which are punctuated correctly, with neat and legible handwriting

Summary of Subject Content

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS	We're Going on Bear Hunt The Everywhere Bear	Maisie's Birthday Hello Friend!	The Naughty Bus Knuffle Bunny	The Three Little Pigs Biscuit Bear	Billy's Bucket Handa's Surprise	What the Ladybird Heard Errol's Garden
Year 1	The Little Island	The Adventures of an Egg Box Dragon	The Snail and the Whale	The Bee Who Spoke	Look Up	Rapunzel by Bethan Wollvin
Year 2	Poem – Sounds Good Beegu	Poem - Celebration The Last Wolf	Poem – Night Sounds Simon Bartram – Man on the Moon	Poem – The Sound Collector How to Find Gold	Poem – Animal Poetry The Magic Finger	Poem – Inside My Head Diary of a Killer Cat Grace and Family
Year 3	Fantastic Mr Fox	Tom's Sausage Lion	The Iron Man	Arthur & the Magic Rope The Three Musketeers	The Green Ship	The Tin Forest
Year 4	The Accidental Prime Minister	The Wild Robot	The Boy at the Back of the Class	The Wed Rabbit	The Ice Palace	The Pied Piper
Year 5	The London Eye Mystery	The Lion ,The Witch and The Wardrobe	Wolf Brother	Street Child	Journey to the River Sea	The Midnight Fox
Year 6	There's a Boy in the Girl's Bathroom	Wonder	Goodnight Mr Tom		The Nowhere Emporium	

STAGE DESCRIPTORS - Reading

EYFS	<p>Read individual letters by saying the sounds for them.</p> <p>Blend sounds into words, so that they can read short words made up of known letter – sounds correspondences.</p> <p>Read some letter groups that respects one sound and say the sounds for them.</p> <p>Read a few common exception words matched to the school’s phonics programme.</p> <p>Read simple phrases and sentences made up of words and known letters sound correspondences and, where necessary, a few exception words.</p> <p>Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment.</p> <p>Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.</p> <p>Anticipate – where appropriate – key events in stories.</p> <p>Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes, and poems and during role-play.</p> <p>Say a sound for each letter in the alphabet and at least 10 digraphs.</p> <p>Read words consistent with their phonic knowledge by sound-blending.</p> <p>Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</p>
YEAR 1	<ul style="list-style-type: none"> 1.1 Can apply phonic knowledge as a route to decode words 1.2 Can recognise, read and identify correct sound to grapheme for all 40+ phonemes 1.3 Can recognise, read and identify alternative sounds for some graphemes 1.4 Can break words into more than one syllable that contain taught GPCs 1.5 Can read words with increasing fluency without overt sounding and blending 1.6 Can read common exception words 1.7 Can recognise and read prefix un and use this to construct meanings of words 1.8 Can recognise and read a range of suffixes and use these to construct the meanings of words in context e.g. s, es, ing, er, est, ed 1.9 Can recognise an increasing range of punctuation (. CL ! ?) and use this to add expression and understanding to the text 1.10 Can use the context of the text and pictures to help read unfamiliar words 1.11 Can read words with simple contractions 1.12 Can discuss word meanings, linking new meanings to those they already know 1.13 Can read compound words 1.14 Can read words of more than one syllable that contain taught GPCs (grapheme, phoneme correspondence) 1.15 Can check that the text makes sense and correct miscues 1.16 Can discuss like and dislikes about texts and authors 2.1 Join in with predictable phrases or poems 2.2 Can explain, in their own words, what has been read to them 2.3 Can explain, in their own words, what they have read themselves. 2.4 Recall main points from fiction and non-fiction (who, what, where, when, how, why answers) 2.5 Link what they read or hear to their own experiences 3.1 Identify components of a story - beginning, middle and end 4.1 Can answer simple 'How' and 'Why' questions from pictures or text 4.2 Can discuss the actions of characters and justify views on the basis of what is being said and done 5.1 Can discuss the significance of the title 5.2 Can make predictions sometimes based on what has been read so far

<p>YEAR 2</p>	<p>1.1 Can decode unknown words applying phonic knowledge 1.2 Can recognise, read and identify the full range of vowel graphemes (some/most) 1.3 Can recognise, read and identify the full range of consonant graphemes (some/most) 1.4 Can break words into two or more syllables 1.5 Can read 90 words per minute in a age appropriate book (gold shelf and above) 1.6 Can read common exception words (Y1 and Y2) (many/most) 1.7 Can read most words containing common suffixes 1.8 Can use the context of the text to help read unfamiliar words 1.9 Can discuss word meanings, linking new meanings to those they already know 1.10 Read most words accurately without overt sounding and blending. and sufficiently fluently to allow them to focus on their understanding rather than decoding individual words 1.11 Can check that what is read makes sense and self-correct inaccurate reading 1.12 Can enhance meaning through expression and intonation 1.13 Can recognise an increasing range of punctuation (. CL ! ? " " , ') and use this to add expression and understanding to the text 1.14 Can talk about and give an opinion on a range of texts 2.1 Recall main points with reference to fiction and non-fiction texts (who, what, where, when, how, why answers) 2.2 Can read closely to obtain specific information e.g. what type of clothes someone was wearing 2.3 Can identify, select and highlight key words in a sentence to answer recall questions 2.4 Is beginning to scan for a specific purpose e.g. looking for specific information e.g. names of characters 2.5 Can recognise and talk about the main differences between fiction and non-fiction texts 3.1 Identify components of a story - beginning, middle and end 3.2 Can sequence events in text 4.1 Can discuss the actions of characters and justify views on the basis of what is being said and done 4.2 Can identify and discuss favourite words and phrases 4.3 Can ask questions to improve their understanding of a text 4.4 Can summarise the main points from a passage or a text 4.5 Can begin to make inferences in a book they can already read or in a shared text. 4.6 Is beginning to identify the author's main purpose for writing 4.7 Can explain what the writer might be thinking 4.8 Can make inferences for a book they are reading independently* 4.9 Can make links between the book they are reading and other books they have read 5.1 Can make a plausible prediction about what might happen on the basis of what's been said so far</p>
<p>YEAR 3</p>	<p>1.1 Can decode unknown words rapidly and without undue hesitation 1.2 Can read 90 words at expected level in 1 minute 1.3 Can recognise and read a range of prefixes and use these to construct the meaning of words in context e.g. re..., de..., pre..., non..., mis..., ex..., co..., anti... 1.4 Can recognise and read a range of suffixes and use these to construct the meaning of words in context e.g. ...tion, ...ive, ...ic 1.5 Can recognise an increasing range of punctuation (. CL ! ? " " , ') and use this to add expression and understanding to the text, including the apostrophe for omission 1.6 Can read further exception words noting the unusual correspondences between spelling and sound 2.1 Shows understanding of main points with reference to the text (who, what, where, when, how, why) 2.2 Can read closely to obtain specific information from fiction and non-fiction 2.3 Can identify, select and highlight key words in a sentence to answer recall questions 2.4 Is beginning to scan for a specific purpose e.g. looking for specific words 2.5 Is beginning to skim e.g. read quickly to find answers to questions 3.1 Can discuss the actions of the main characters and justify views using evidence from the text 3.2 Can empathise with a character's motives and behaviour 3.3 Can ask questions to improve their understanding of a text 4.1 Can summarise the main points of a paragraph</p>

	<p>4.2 Is beginning to identify main ideas drawn from more than one paragraph</p> <p>5.1 Can make plausible predictions based on knowledge of the text</p> <p>6.1 Can discuss word meanings, linking new meanings to those they already know (Content domain 2a)</p> <p>6.2 Can identify how vocabulary choices affect meaning e.g. 'Crept lets you know that he is trying to be quiet but also that he was going slowly because he did not want to be caught'</p> <p>7.1 Is beginning to identify the author's main purpose for writing</p> <p>7.2 Can explain what the writer might be thinking</p> <p>7.3 Is beginning to identify and comment on different points of view in the text</p> <p>7.4 Can simply evaluate specific texts with reference to text type</p> <p>7.5 Can understand and talk about the features of page layout in non-fiction texts e.g. titles, subheadings, labels, diagrams and charts</p> <p>8.1 Can make simple connections between books by the same author</p> <p>8.2 Can recognise some features of the text that relate to its historical setting or its social or cultural background</p>
<p>YEAR 4</p>	<p>1.1 Can read age appropriate texts with a good level of fluency and stamina</p> <p>1.2 Can use a range of strategies to decode unfamiliar words</p> <p>1.3 Can read and understand the meaning of words with prefixes from the Year 3/4 curriculum</p> <p>1.4 Can read and understand the meaning of words with suffixes from the Year 3/4 curriculum</p> <p>1.6 Can read 90 words at expected level in 1 minute</p> <p>1.5 Uses a range of punctuation to add meaning to what they are reading</p> <p>2.1 Understands and explains the main points from what they have read, with direct reference to the text</p> <p>2.2 Identify explicit details from the text, showing the section of the text they found the information</p> <p>2.3 Is able to skim short passages to answer recall questions (read quickly to find answers to questions)</p> <p>2.4 Is able to scan short passages to answer recall questions (look for specific words)</p> <p>2.6 Is able to explain how paragraphs have been used to organise a text</p> <p>2.5 Can talk about key differences between text types, including texts of the same type but written by different authors</p> <p>2.7 Is able to explain how the format and presentation of a text impacts on the reader</p> <p>3.1 Is able to describe the actions of characters in a text and begin to explain them, in the context of the narrative</p> <p>3.2 Can make inferences about characters' actions in a story based on evidence from the text</p> <p>3.3 Can empathise with a character's motives and behaviours</p> <p>3.4 Can ask questions to improve their understanding of a text</p> <p>4.1 Can summarise the main points from a section of text</p> <p>5.1 Can make predictions based on knowledge of the text or similar reading experiences, giving clear reasons for their ideas</p> <p>6.1 Can discuss new word meanings, based on the context and their existing vocabulary knowledge</p> <p>6.3 Can explain how vocabulary choices affect meaning in a range of text types</p> <p>6.2 Can identify descriptive devices within a text i.e. expanded noun phrases, adverbial phrases, similes etc</p> <p>7.1 Identifies the main purpose of a text</p> <p>7.3 Discusses viewpoints in a text, where appropriate of more than one character</p> <p>7.4 Can evaluate the overall quality of a text, as well as the inclusion of specific features</p> <p>7.2 Discusses ideas from throughout a text e.g. how a conclusion may be linked to an opening</p> <p>8.1 Uses their broad reading experiences to compare books by the same author or on a similar theme</p> <p>8.2 Begins to recognise the importance of cultural or historical settings on how a text is composed</p>
<p>YEAR 5</p>	<p>1.1 Reads with fluency and stamina</p> <p>1.2 Can use a range of strategies to decode unfamiliar words without impacting on overall fluency</p> <p>1.3 Is able to skim whole texts to answer recall questions (read quickly to find answers to questions)</p> <p>1.4 Is able to scan whole texts to answer recall questions (looking for specific words)</p> <p>1.5 Shows awareness of punctuation and sentence construction when reading aloud</p> <p>1.6 Uses knowledge of vocabulary and context to give meaning to new language</p>

	<ul style="list-style-type: none"> 1.7 Can read most common exception words (Year 5/6) 1.8 Can read 90 words at expected level in 1 minute 1.9 Can read and understand the meaning of words with prefixes and from the Year 5/6 curriculum 2.1 Know the difference between fact and opinion 2.2 Retrieves key details and some quotations from the text 2.3 Identify explicit details from the text, showing exactly where in the text they found the information 3.1 Explains isolated events from a text, in the context of the whole narrative 3.2 Can prove or disprove simple statements about a character by finding evidence in a text 3.3 Begins to use evidence from description, dialogue and action to support their ideas 3.4 Can empathise with a character's motives and behaviours 4.1 Can summarise the main points from a whole text 5.1 Gives feasible, reasoned predictions based on evidence for their ideas 6.1 Explains clearly how vocabulary choices affect meaning in a range of text types 6.2 Recognises a range of descriptive devices including figurative language 6.3 Comments upon language choices/structures of different authors (particularly in poetry) 6.4 Confidently uses new language from their own reading experiences in their written and spoken work 6.5 Explains the use of sentence structures according to desired effect on the reader 6.6 Can use strategies to explore the meaning of words in context including use of synonyms 7.1 Can identify the text type according to key features 7.2 Explains the inclusion of different sections of a text i.e. tables in NF, flashbacks in narrative etc 7.3 Selects information from across a text to explain or illustrate their ideas 7.4 Compares the behaviour and feelings of different characters in a text 7.5 Recognises common themes/styles in texts written by the same author 7.6 Comments on the impact of organisational and presentational features of a text 8.1 Can explain the importance of cultural or historical settings on how a text is composed
YEAR 6	<ul style="list-style-type: none"> 1.1 Can use appropriate decoding strategies fluently and accurately 1.2 Can skim texts to get the general idea of the content of a piece 1.3 Can scan texts to find particular information 1.4 Can read aloud with intonation that shows understanding 1.5 Can compare, contrast and evaluate different texts 1.6 Can talk about the types of texts they enjoy and that interest them 1.7 Can read 90 words at expected level in 1 minute 1.8 Can persevere with challenging texts (whole texts, including novels) to read with fluency, understanding and expression 2.1 Can show an understanding of the meaning of vocabulary in different contexts 2.2 Can find and copy one word/groups of words with a particular meaning 2.3 Can find words in a text that most closely match the meaning of a given word 2.4 Can explain what words suggest about a given subject 3.1 Can retrieve key details and quotations to demonstrate understanding of character, events and information 3.2 Can answer who, what, why, where, when, which, how questions, using direct reference to and quotes from the text 3.3 Can provide developed explanations for key information, events, character actions and motivations 3.4 Can provide straightforward explanations for the purpose of the language, structure and presentation of texts 3.5 Can identify whether statements from a text are fact or opinion 3.6 Can decide whether statements about a text are true or false, using direct reference to the text 4.1 Can accurately and selectively summarise main ideas, events, characters and information from fiction 4.2 Can accurately and selectively summarise main ideas, events, and information from non-fiction 4.3 Can identify key details and use quotes for illustration 4.4 Can accurately order summaries of different paragraphs within a text

	<p>4.5 Can identify the main message in a poem/story</p> <p>5.1 Can use clues from action, dialogue and description to interpret meaning</p> <p>5.2 Can make developed inferences drawing on evidence from the text and wider personal experience</p> <p>5.3 Can prove or disprove a statement about character or setting by finding evidence in the text</p> <p>5.5 Can explain and justify inferences, providing evidence from the text to support reasoning</p> <p>5.6 Can empathise with different characters' points of view</p> <p>6.1 Can make developed predictions that are securely rooted in the text</p> <p>6.2 Can explain their prediction choices fully, using evidence from the text</p> <p>6.3 Can make predictions about characters including how their behaviour may/may not change and how they may/may not appeal to the reader, justifying answers with reference to the text</p> <p>7.1 Can identify/explain how the sequence of events in narrative fiction contributes to meaning as a whole</p> <p>7.2 Can find and discuss evidence of themes and conventions in different genres and forms of text</p> <p>7.3 Can identify and comment on the grammatical features of text</p> <p>7.4 Can identify key features such as setting, action, past events</p> <p>7.5 Can identify and comment on the presentational features of text</p> <p>7.6 Can use text format and text features accurately to determine text type</p> <p>8.1 Can identify a range of figurative language e.g. metaphor, simile, alliteration, idioms, euphemism, personification etc.</p> <p>8.2 Can comment upon the use and effect of the author's language on the reader</p> <p>8.3 Can understand and recognise different forms of poetry, discuss their meaning and impact on the reader</p> <p>9.1 Can make accurate and appropriate comparisons within texts</p> <p>9.2 Can make comparisons about how a character changes e.g. their opinion, how they are different after a certain event</p>
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STAGE DESCRIPTORS - Writing

EYFS	<p>Form lower – case and capital letters correctly.</p> <p>Spell words by identifying the sounds and then writing the sound with letter/s.</p> <p>Write short sentences with words with known sounds- letter correspondences using capital letter and full stop.</p> <p>Re – read what they have written to check that it makes sense.</p> <p>Write recognisable letters, most of which are correctly formed.</p> <p>Spell words by identifying sounds in them and representing the sounds with a letter or letters.</p> <p>Write simple phrases and sentences that can be read by others.</p>
YEAR 1	<p>1a. Orally compose a sentence</p> <p>1b. Write simple sentences</p> <p>1c. Sequence sentences to form short narrative</p> <p>1e. Uses vocabulary which is appropriate to the subject matter</p> <p>1f. Re-read work to check it makes sense e.g. notices missing words or sentences</p> <p>1g. Re-read work to check for missing punctuation</p> <p>1h. Include some detail in writing to add interest, for example an adjective or simple simile</p> <p>2a. Begin to/Use full stops to end some sentences</p> <p>2b. Begin to/Use capital letters at the start of some sentences</p> <p>2c. Begin to use capital letters for names (proper nouns) and personal pronoun 'I'</p> <p>2d. Begin to use exclamation marks and question marks</p> <p>2e. Join words or clauses using 'and'</p> <p>3a. Identify known phonemes in unfamiliar words</p> <p>3b. Spell common exception words from English Appendix 1</p> <p>3c. Use syllables to divide words when spellings</p>

	<p>3d. Spell words containing each of the 40+ phonemes already taught.</p> <p>3j. Add s or es to nouns to make plurals</p> <p>3e. Use prefix un correctly</p> <p>3h. Apply knowledge of other spelling patterns from English Appendix 1</p> <p>3i. Write from memory simple sentences dictated by the teacher that include words using the GPC's and common exception words taught so far.</p> <p>3f. Add ed, ing, er and est to root words where no change is needed</p> <p>4a. Sit correctly at the table, holding a pencil comfortably and correctly</p> <p>4b. Form lower-case letters and digits in the correct direction, starting and finishing in the right place</p> <p>4c. Form capital letters and digits 0-9</p> <p>4e. Use spacing between words</p> <p>4f. Understand which letters belong to which handwriting 'families' (letters formed in similar ways)</p> <p>4g. Become secure with ascenders and descenders.</p>
<p>YEAR 2</p>	<p>1a. Sequence sentences to form short narratives/1b. Write about real events, recording these simply and clearly</p> <p>1c. Write poetry</p> <p>1d. Write narrative with a clear beginning, middle and end</p> <p>1e. Use some appropriate story language</p> <p>1f. Use simple organizational devices when writing for different purposes, drawing on reading to inform their vocabulary and grammar</p> <p>1g. Write simple coherent narratives about personal experiences and those of others (real and fictional)</p> <p>1h. Evaluate their writing with the teacher and other pupils</p> <p>1i. Make simple additions, revisions and proof-reading corrections to their own writing</p> <p>1j. Write effectively and coherently for different purposes, drawing on their reading to inform the vocabulary and grammar of their writing</p> <p>2a. Use full stops (often) (mostly accurately)</p> <p>2b. Use capital letters (often) (most accurately)</p> <p>2c. Use questions and question marks</p> <p>2d. Use statements and full stop</p> <p>2e. Use the present and past tenses mostly correctly and consistently</p> <p>2f. Use some subordination (when, if, that, or because) to join clauses</p> <p>2g. Use co-ordination (or, and, or but) to join clauses</p> <p>2h. Use commands</p> <p>2i. Use expanded noun phrases to describe and specify</p> <p>2j. Use exclamations and exclamation marks</p> <p>2k. Use commas for lists</p> <p>2l. Use apostrophes for contracted forms possession (singular)</p> <p>2m. Use adverbs to qualify verbs</p> <p>2n. Use pronouns to avoid repetition</p> <p>3a. Segment spoken words into phonemes and represent these by graphemes, spelling some/many correctly and making phonically-plausible attempts at others</p> <p>3b. Know new ways of spelling phonemes for which one or more spellings are already known, and learn some words with each spelling</p> <p>3c. Spell a few common homophones and near homophones</p> <p>3d. Spell some/many/most common exception words</p> <p>3e. Write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far</p> <p>3f. Add suffixes to spell most words correctly, including –ment, –ness, –ful, –less, –ly</p> <p>4a. Form lower-case letters in the correct direction, starting and finishing in the correct place</p> <p>4b. Form lower-case letters of the correct size relative to one another in some of their writing</p> <p>4c. Use spacing between words that reflects the size of the letters</p>

	<p>4d Write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters</p> <p>4e. Use the diagonal and horizontal strokes needed to join some letters</p>
<p>YEAR 3</p>	<p>1a. Use simple, compound and complex sentences</p> <p>1b. Can write a short paragraph featuring accurately punctuated simple sentences.</p> <p>1c. Use a range of conjunctions (and, but, so, or, when, if, because, although)</p> <p>1d. Use precisely chosen adjectives to describe people, objects and settings e.g. glittering diamond</p> <p>1e. Use simple similes</p> <p>1f. Use verb tenses accurately and consistently across a range of text types</p> <p>1g. Use pronouns to avoid repetition e.g. he, they, our</p> <p>1h. Use adverbs to qualify verbs</p> <p>1i. Sometimes begin sentences with adverbs or adverbials</p> <p>2a. Use full stops mostly accurately to demarcate sentences</p> <p>2b. Use capital letters mostly accurately, including for proper nouns</p> <p>2c. Use question marks and exclamation marks mostly accurately</p> <p>2d. Use commas mostly accurately to separate items in a list</p> <p>2e. Use commas mostly accurately after fronted adverbials</p> <p>2f. Indicate possession by using the possessive apostrophe for singular nouns</p> <p>2g. Punctuate simple direct speech accurately using speech marks</p> <p>2h. Use an apostrophe for some omissions (contractions)</p> <p>3a. Use interesting and varied vocabulary to describe setting and characters</p> <p>3b. Can write narrative with a clear beginning, middle and end</p> <p>3c. Use speech for characters</p> <p>3d. Begin to use paragraphs for changes in time and place</p> <p>4a. Write a clear introduction.</p> <p>4c. Use simple organisational devices e.g. headings and subheadings</p> <p>4d. Paragraphs are organised around a key theme</p> <p>4e. Write a concluding statement or summary.</p> <p>5a. Check own writing against genre success criteria</p> <p>5b. Read peers' writing and suggest improvements</p> <p>5c. Propose changes to grammar</p> <p>5d Proof read to check for spelling errors using a dictionary</p> <p>5e. Proof read to check for missing punctuation</p> <p>6a. Spell Y1/2 CEWs</p> <p>6b. Spell at least 50% of the words from Year 3/4 word list</p> <p>6e. Use most Y3 spelling rules</p> <p>6c. Prefixes from English Appendix 1 are spelt and used correctly e.g. dis, re, super, anti, in, sub</p> <p>6d. Suffixes from English Appendix 1 are spelt and used accurately e.g. ly, ous, ion, ian</p> <p>6f. Use homophones mostly accurately</p> <p>7a. Clear differentiation between ascenders and descenders</p> <p>7b. Handwriting is neat and legible</p> <p>7c. Some attempt to join letters appropriately</p> <p>7d. Joins as default style</p>
<p>YEAR 4</p>	<p>1a. Use a variety of simple, compound and complex sentences throughout</p> <p>1b. Can choose nouns or pronouns appropriately to avoid repetition</p> <p>1c Subjects and verbs agree (was/were)</p> <p>1d. Extend sentences using a wider range of coordinating and subordinating conjunctions</p> <p>1e. Can use verb tenses consistently and accurately</p> <p>1f. Verbs are qualified by adverbs and adverbial phrases</p> <p>1g. Use adverbials in different positions in a sentence</p>

	<ul style="list-style-type: none"> 1h. Use preposition phrases to expand nouns 2a. Use full stops and capital letters to demarcate sentences accurately 2b. Use exclamation marks and question marks accurately 2c. Consistently use capital letters for proper nouns 2e. Use commas in a list 2h. Use the apostrophe for omission mostly correctly 2d. Use inverted commas mostly accurately 2f. Use commas after fronted adverbials 2g. Use commas for separating clauses, although not always accurately 2i. Indicate possession by using the possessive apostrophe with plural nouns e.g. The pupils' 3a. Begin to develop characterisation through describing how characters look, react. 3b. Use separate paragraphs for changes in time and place 3c. Write a clear story structure with build-up and climax 3d. Use a varied and rich vocabulary to describe setting and characters talk or behave. 4a. Write a clear introduction, followed by logical paragraphs, drawing to a defined conclusion 4b. Use organisational devices confidently e.g. headings and subheadings, bullet points, introductory phrases 4c. Include details to add interest, to persuade or to direct 4d. Expresses an opinion by giving justification for their ideas 5a. Propose changes to grammar 5b. Proof read to check for spelling errors using a dictionary 5c. Proof read to check for missing punctuation 5d. Check own writing against genre success criteria and make improvements 5e. Read peers' writing and suggest improvements 6a. Spell 90% of the Year 3 & 4 word list in writing 6b. Use most Y4 spelling rules (RWI scheme) 6c. Use homophones mostly accurately 6d. Prefixes from English Appendix 1 are used correctly e.g. il, ir, inter, auto, mis 6e. Suffixes from English Appendix 1 are used correctly e.g. ly, ion 7a. Clear differentiation between ascenders and descenders 7b. Uses the diagonal and horizontal strokes that are needed to join letters 7c. Increasing the legibility, consistency and quality of their handwriting 7d. Children use neat, legible joined style at all times
YEAR 5	<ul style="list-style-type: none"> 1a. Sentences are grammatically accurate (e.g. verb/subject agreement, was/were, could have) 1b. Maintain a consistent tense using an appropriate verb form including modal verbs-see spelling 1c. Use a range of sentence types effectively (embedded clauses, fronted adverbials, short sentences) 1d. Use a wide range of co-ordinating and subordinating conjunctions to develop and extend their ideas 1e. Add detail and interest to sentences using techniques such as adverbial phrases, expanded noun phrases, preposition phrases etc. 1f. Use pronouns and determiners so that writing is cohesive and flows 2a. Use capital letters, full stops, question marks and exclamation marks accurately 2b. Use commas for lists and after fronted adverbials 2c. Use apostrophes for possession and contraction accurately 2d. Use brackets, dashes or commas to indicate parenthesis 2e. Use commas to separate clauses in sentences mostly accurately 2f. Use inverted commas and punctuation accurately to mark speech 3a. Plan a narrative structure to match the audience, context and purpose 3b. Include appropriate imaginative detail to engage the reader from the outset 3c. Story is organised into clear paragraphs and is cohesive and makes sense 3d. Balance a range of description, dialogue and action to tell a story 4a. Paragraphs start with relevant openings is used to bring clarity to the text 4b. Structure non-narrative texts according to the context, purpose and audience 4c. Begin to use formal language

	<p>4d. Constructs texts with a compelling introduction, relevant points or information and a logical conclusion</p> <p>4e. Choose formats to help organise the text appropriately (subheadings, bullet points, diagrams, captions etc.)</p> <p>5a. Proof read to check for missing punctuation and grammar and spelling errors</p> <p>5b. Read peers' writing and suggest improvements</p> <p>5c. Edit and improve a text to ensure that it meets the success criteria</p> <p>5d. Improve vocabulary so the text has more impact.</p> <p>6a. Can spell most of the Y3/4 list</p> <p>6b. Spell common verb forms and homophones correctly</p> <p>6c. Use most Y5 spelling rules (RWI scheme)</p> <p>6d. Can spell most of Y5/6 list in all writing</p> <p>7a. Letters are consistently sized and orientated</p> <p>7b. Use a legible and consistent style of handwriting</p> <p>7c. Join handwriting with fluency</p>
<p>YEAR 6</p>	<p>1a. Use expanded noun phrases (including preposition phrases)</p> <p>1b. Use adverbs and adverbials of time, place, manner, degree or frequency</p> <p>1c. Open sentences in a variety of ways (-ing, -ed, -ly etc.)</p> <p>1d. Use modal verbs to suggest degrees of possibility</p> <p>1e. Use passive voice</p> <p>1f. Use cohesion within sentences (conjunctions, determiners and pronouns) and across paragraphs (adverbials, ellipsis, openers)</p> <p>1g. Verb tenses are accurate</p> <p>1h. Use Standard English in formal writing*</p> <p>1i. Use expanded forms in formal writing*</p> <p>1j. Use subjunctive form in formal writing*</p> <p>1k. Use precise, technical vocabulary*</p> <p>1l. Use multi-clause sentences*</p> <p>1m. Use single words for effect*</p> <p>1n. Deliberately switch verb forms for effect* (perfect, progressive, passive etc.)*</p> <p>1o. Use figurative language (similes, metaphors, alliteration etc.)*</p> <p>2a. Use capital letters and full stops accurately</p> <p>2b. Use question marks and exclamation marks accurately</p> <p>2c. Use commas to separate items in a list</p> <p>2d. Use apostrophes for contractions</p> <p>2e. Use apostrophes for possession</p> <p>2f. Use commas for clarity to separate clauses / phrases</p> <p>2g. Use inverted commas and other speech punctuation correctly</p> <p>2h. Use colons</p> <p>2i. Use semi-colons</p> <p>2j. Use punctuation for parenthesis (brackets, dashes and commas)</p> <p>2k. Use dashes to join clauses or phrases</p> <p>2l. Use hyphens to link words</p> <p>3a. Use paragraphs to group related sentences</p> <p>3b. Describe settings and characters and atmosphere</p> <p>3c. Use a range of synonyms to avoid repetition</p> <p>3d. Use dialogue to convey character</p> <p>3e. Use dialogue to advance action</p> <p>3f. Use local dialects in informal speech*</p> <p>4a. Write a clear introduction, main body and conclusion</p> <p>4b. Use logical paragraphs</p> <p>4c. Use organisational devices e.g. headings, subheadings, bullet points, glossary etc.</p> <p>5a. Propose changes to grammar and punctuation</p> <p>5b. Proof read to check for spelling errors using a dictionary</p> <p>5c. Check own writing against genre success criteria</p>

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| | <ul style="list-style-type: none">6a. Spell words from Year 3/4 word list6b. Spell (some) words from Year 5/6 word list6c. Use taught prefixes and suffixes in writing6d. Use most Y6 spelling rules (PiXL)6e. Use homophones mostly accurately7a. Handwriting is legible7b. Handwriting is joined with increasing speed appropriate to task |
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* statements denote greater depth requirements

Assessment Criteria

What we do

1. We implement an inclusive curriculum so that all children, including those with SEND, can make progress and demonstrate success in a range of ways.
2. We conduct baseline assessments, checking the pupils' existing knowledge and skill level.
3. We review and re-cap prior learning and link it to new and current study. We identify curriculum links so that learning can be applied and assessed in new contexts.
4. Teachers use a range of assessment activities in their class, including the review of knowledge organisers, mini assessments, sketch books, independent tasks, work in books, pupil chats in lessons. We incorporate longitudinal study where appropriate, including geography and history to assess long term knowledge retention.
5. To meet the expected standard, pupils should demonstrate a broad understanding of the key facts in the end points for that year (as outlined in the subject key specification document). In addition, they retain key knowledge from prior learning.
6. At the greater depth standard, pupils demonstrate knowledge and understanding of every aspect of the key specification to the highest degree.
7. We enter a mid-year and end of year attainment grade onto FFT. Subject leaders analyse the data and report to governors annually.
8. Bi-annual peer audits provide quality assurance, moderation of standards and training across trust schools.



Our logo was carefully chosen to represent the children, young people and adults in our learning community who strive for excellence through high aspiration and high expectation.