English
Primary
Specification



The Rowan Learning Trust

CONTENTS:

- Rationale - page3 - 4
- National Curriculum and Subject 3Is-page5 - 6
- Summary of Subject Content - page7
- Stage Descriptors - pages8 - 16
- Scheme of Assessment – page 17
- Assessment Criteria - pages18

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 at Pre-Key Stage (PKS)
- 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 is 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 provider 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 consitent 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 inteded 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.

When they have completed ten reads at home, they are given a coloured certificate. They aim to complete 70 reads every term, being awarded a certificate every 10 reads until they have completed the rainbow. Should the children achieve a target amount of 60-70 reads per term, they will be invited to take part in our

Reading Reward afternoon, where they will attend an activity such as visiting the park or watching an entertainer.

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 workshop for parents in EYFS and Year 1 in September 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 encourage the children choose a book of interest form the library 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 and are changed weekly.

Story time takes place at every opportunity that arises, but consistently at the end of the day. Children vote for their preferred book, from two options. 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, have a certain moral to the story, or are part of the book trust's top 100 recommended reads. 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.

<u>Reading.</u>

Reading is at the heart of our Early Years curriculum. We 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 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 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 takes 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 place 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 perceived as a 'Message Centre', 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 displayed in class.

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.

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 School Spider. Parents are encouraged to celebrate children's achievements at home and send in pictures and other work to share in class.

KS1/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 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 2for 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, daily. We use our working walls 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, choral 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.

We have developed an Oracy curriculum which follows the Spoken Language expectations of the National Curriculum and shows progression through specific objectives and tasks from EYFS to Year 6.

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, topic work and the Oracy curriculum.

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

Class Texts

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS	A Superhero Like You A Handful of Buttons Leaf Man Once There Were Giants When I was Like You Wow Said the Owl Someone Just Like You	Dipla's Diwali The Jolly Christmas Postman The Christmas Story Pumpkin Soup Kipper's Birthday Festivals Let's Celebrate	Maisy Goes to London You Can't Take an Elephant on the Bus. Mr Grumpy's Motorcar The Hundred Decker Bus We Catch the Bus Oi! Get Off Our Train!	Little Red Riding Hood Goldilocks and the Three Bears The Three Little Pigs Jack and the Beanstalk	Handa's Hen The Snail and the Whale The Journey Home Dear Earth You're Safe With Me	Errol's Garden What the Ladybird Heard Next Superworm Mad About Minibeasts Jasper's Beanstalk The Crunching Munching Caterpillar A Squash and a Squeeze Farmer Duck
Year 1	The Little Island	Rapunzel by Bethan Wollvin	The Adventures of an Egg Box Dragon	The Secret Sky Garden	The Snail and the Whale	Look Up
Year 2	Beegu	The Last Wolf	Simon Bartram - Man on the Moon	How to Find Gold	The Magic Finger	Diary of a Killer Cat
Year 3	Fantastic Mr Fox	Tom's Sausage Lion	The Iron Man	Arthur & the Golden Rope The Three Musketeers	The Green Ship	The Tin Forest Othello
Year 4	The Accidental Prime Minister	The Boy at the Back of the Class	The Wild Robot	Wed Rabbit	The Ice Palace	The Pied Piper The Tempest
Year 5	The London Eye Mystery A Midsummer Night's Dream	The Lion, The Witch and The Wardrobe The Atlas of Monsters	Journey to the River Sea		Street Child	Wolf Brother
Year 6	There's a Boy in the Girl's Bathroom	Wonder	Goodnight Mr Tom		The Nowhere Emporium	Macbeth

Poetry Overview

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS	A Bundel of Rhymes The Literacy Company	Creepy Crawly and Busy Bugs The Literacy Company	Into the Pond! The Literacy Company	The Farmyard The Literacy Company	I Wonder The Literacy Company	Eat Your Peas, Louise! The Literacy Company
Year 1	Sea Songs When I was One- The Pirate Song (Trad.) A Sailor Went to Sea (Trad.) Pirate Pete by James Carter (Links to transition)	There Are No Such Things as Monsters!! By Roger Stevens	If I Had a Beak by The Literacy Company (Link to science – animals)	At the Zoo by W. M. Thackeray Off by Heart by R Steven At the Zoo by W. M. Thackeray (Link to science – animals)	Poetry Fruit Salad I Am the Seed that Grew the Tree: A Nature Poem for Every Day of the Year by Fiona Waters: (Link to DT Fruits and vegetables)	I spun a star by John Foster (Link to 'Look up' text)
Year 2	Zebra Question by Shel Silverstein	The Owl and the Pussycat by Edward Lear	From a Railway Carriage by Robert Louis Stevenson	Night Sounds by Berlie Doherty	Father and I in the Woods by David McCord	Fox by Kathy Henderson
Year 3	The Shell By John Foster Squishy Words by Alistair Reid Sea Shell by Amy Lowell	Dance with Me, Autumn By the Literacy Company The Garden Year by S Coleridge Autumn's Begun by A J Roma Frost by V Bloom	The River's Tale by Rudyard Kipling (extract) The Fossil by Ogden Nash	The Magnificent Bull from the Dinka tribe Leap Like a Leopard by John Foster As, As, As by Robert Hull	I Saw a Peacock Anonymous Weeping Willow in My Garden by Ian Serrailier Horse of the Sea by Snorri Sturlason	Apes to Zebras Various animal poems from the above text The Shape I'm In by James Carter
Year 4	Family Album Me and My Brother & other poems by Michael Rosen Tricks in Quick, Let's get Out of Here by Michael Rosen	The Lost Lost-Property Office by Roger McGough Words Are Ours by Michael Rosen	The Roman Centurion's Song by Rudyard Kipling (edited extract)	Windrush Child by John Agard December by Valerie Bloom	Look! by Grace Nichols The Tree in the Wood (Trad.)	Look Closely Various haiku by Arakida Moritake Icy Morning Haiku by James Carter Acorn Haiku by Kit Wright Seeds by Walter de La Mare
Year 5	The Magic of the Brain by Jenny Jospeh	F for Fox by Carol Ann Duffy	The Highwayman by Alfred Noyes	Finding Magic by Eric Finney	For Forest by Grace Nichols.	I am the Song by Charles Causley

Year 6	Dark Sky Park By Philip Gross Theme – Refugees CLPE	Find Me by Liz Brownlee The Strength in Diversity (anon) Theme - Diversity	Blitz by Mary Desiree Theme – WW2 The Lit Comp	Nobody Knows by Rachel Rooney Theme – Light CLPE	A Tiger in the Zoo by Leslie Norris Theme – Animals/ adaptation The Lit Comp	Sonnet Written at the Close of Spring by Charlotte Smith Theme – Shakespeare The Lit Comp

STAGE DESCRIPTORS - Reading	
EYFS	Read individual letters by saying the sounds for them. Blend sounds into words, so that they can rea short words made up of known letter – sounds correspondences. Read some letter groups that respects one sound and say the sounds for them. Read a few common exception words matched to the school's phonics programme. Read simple phrases and sentences made up of words and known letters sound correspondences and, where necessary, a few exception words. Re -read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment. Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. Anticipate – where appropriate – key events in stories. Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes, and poems and during role-play. Say a sound for each letter in the alphabet and at least 10 digraphs. Read words consistent with their phonic knowledge by sound-blending. Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.
YEAR 1	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
YEAR 2	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
YEAR 3	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 4.2 Is beginning to identify main ideas drawn from more than one paragraph 5.1 Can make plausible predictions based on knowledge of the text 6.1 Can discuss word meanings, linking new meanings to those they already know (Content domain 2a) 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' 7.1 Is beginning to identify the author's main purpose for writing 7.2 Can explain what the writer might be thinking 7.3 Is beginning to identify and comment on different points of view in the text 7.4 Can simply evaluate specific texts with reference to text type 7.5 Can understand and talk about the features of page layout in non-fiction texts e.g. titles, subheadings, labels, diagrams and charts 8.1 Can make simple connections between books by the same author 8.2 Can recognise some features of the text that relate to its historical setting or its social or cultural background
YEAR 4	1.1 Can read age appropriate texts with a good level of fluency and stamina 1.2 Can use a range of strategies to decode unfamiliar words 1.3 Can read and understand the meaning of words with prefixes from the Year 3/4 curriculum 1.4 Can read and understand the meaning of words with suffixes from the Year 3/4 curriculum 1.6 Can read 90 words at expected level in 1 minute 1.5 Uses a range of punctuation to add meaning to what they are reading 2.1 Understands and explains the main points from what they have read, with direct reference to the text 2.2 Identify explicit details from the text, showing the section of the text they found the information 2.3 Is able to skim short passages to answer recall questions (read quickly to find answers to questions) 2.4 Is able to scan short passages to answer recall questions (look for specific words) 2.6 Is able to explain how paragraphs have been used to organise a text 2.5 Can talk about key differences between text types, including texts of the same type but written by different authors 2.7 Is able to explain how the format and presentation of a text impacts on the reader 3.1 Is able to describe the actions of characters in a text and begin to explain them, in the context of the narrative 3.2 Can make inferences about characters' actions in a story based on evidence from the text 3.3 Can empathise with a character's motives and behaviours 3.4 Can ask questions to improve their understanding of a text 4.1 Can summarise the main points from a section of text 5.1 Can make predictions based on knowledge of the text or similar reading experiences, giving clear reasons for their ideas 6.1 Can discuss new word meanings, based on the context and their existing vocabulary knowledge 6.3 Can explain how vocabulary choices affect meaning in a range of text types 6.2 Can identify descriptive devices within a text i.e. expanded noun phrases, adverbial phrases, similes etc 7.1 Identifies the main purpose of a text 7.3 Discusses viewpoints in a text, where appropriate of more than one character 7.4 Can evaluate the overall quality of a text, as well as the inclusion of specific features 7.2 Discusses ideas from throughout a text e.g. how a conclusion may be linked to an opening 8.1 Uses their broad reading experiences to compare books by the same author or on a similar theme

	8.2 Begins to recognise the importance of cultural or historical settings on how a text is composed
YEAR 5	1.1 Reads with fluency and stamina 1.2 Can use a range of strategies to decode unfamiliar words without impacting on overall fluency 1.3 Is able to skim whole texts to answer recall questions (read quickly to find answers to questions) 1.4 Is able to scan whole texts to answer recall questions (looking for specific words) 1.5 Shows awareness of punctuation and sentence construction when reading aloud 1.6 Uses knowledge of vocabulary and context to give meaning to new language 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	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 4.5 Can identify the main message in a poem/story 5.1 Can use clues from action, dialogue and description to interpret meaning 5.2 Can make developed inferences drawing on evidence from the text and wider personal experience 5.3 Can prove or disprove a statement about character or setting by finding evidence in the text 5.5 Can explain and justify inferences, providing evidence from the text to support reasoning 5.6 Can empathise with different characters' points of view 6.1 Can make developed predictions that are securely rooted in the text 6.2 Can explain their prediction choices fully, using evidence from the text 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 7.1 Can identify/explain how the sequence of events in narrative fiction contributes to meaning as a whole 7.2 Can find and discuss evidence of themes and conventions in different genres and forms of text 7.3 Can identify and comment on the grammatical features of text 7.4 Can identify key features such as setting, action, past events 7.5 Can identify and comment on the presentational features of text 7.6 Can use text format and text features accurately to determine text type 8.1 Can identify a range of figurative language e.g. metaphor, simile, alliteration, idioms, euphemism, personification etc. 8.2 Can comment upon the use and effect of the author's language on the reader 8.3 Can understand and recognise different forms of poetry, discuss their meaning and impact on the reader 9.1 Can make accurate and appropriate comparisons within texts 9.2 Can make comparisons about how a character changes e.g. their opinion, how they are different after a certain event

STAGE DESCRIPTORS - Writing	
EYFS	Form lower – case and capital letters correctly. Spell words by identifying the sounds and then writing the sound with letter/s. Write short sentences with words with known sounds- letter correspondences using capital letter and full stop. Re – read what they have written to check that it makes sense. Write recognisable letters, most of which are correctly formed. Spell words by identifying sounds in them and representing the sounds with a letter or letters. Write simple phrases and sentences that can be read by others.

YEAR 1	1a. Orally compose a sentence 1b. Write simple sentences 1c. Sequence sentences to form short narrative 1e. Uses vocabulary which is appropriate to the subject matter 1f. Re-read work to check it makes sense e.g. notices missing words or sentences 1g. Re-read work to check for missing punctuation 1h. Include some detail in writing to add interest, for example an adjective or simple simile 2a. Begin to/Use full stops to end some sentences 2b. Begin to/Use capital letters at the start of some sentences 2c. Begin to use capital letters for names (proper nouns) and personal pronoun 'I' 2d. Begin to use exclamation marks and question marks 2e. Join words or clauses using 'and' 3a. Identify known phonemes in unfamiliar words 3b. Spell common exception words from English Appendix 1 3c. Use syllables to divide words when spellings 3d. Spell words containing each of the 40+ phonemes already taught. 3j. Add s or es to nouns to make plurals 3e. Use prefix un correctly 3h. Apply knowledge of other spelling patterns from English Appendix 1 3i. Write from memory simple sentences dictated by the teacher that include words using the GPC's and common exception words taught so far. 3f. Add ed, ing, er and est to root words where no change is needed 4a. Sit correctly at the table, holding a pencil comfortably and correctly 4b. Form lower-case letters and digits in the correct direction, starting and finishing in the right place 4c. Form capital letters and digits 0-9 4e. Use spacing between words 4f. Understand which letters belong to which handwriting 'families' (letters formed in similar ways) 4g. Become secure with ascenders and descenders.
YEAR 2	1a. Sequence sentences to from short narratives/1b. Write about real events, recording these simply and clearly 1c. Write poetry 1d. Write narrative with a clear beginning, middle and end 1e. Use some appropriate story language 1f. Use simple organizational devices when writing for different purposes, drawing on reading to inform their vocabulary and grammar 1g. Write simple coherent narratives about personal experiences and those of others (real and fictional) 1h. Evaluate their writing with the teacher and other pupils 1i. Make simple additions, revisions and proof-reading corrections to their own writing 1j. Write effectively and coherently for different purposes, drawing on their reading to inform the vocabulary and grammar of their writing 2a. Use full stops (often) (mostly accurately) 2b. Use capital letters (often) (most accurately) 2c. Use questions and question marks 2d Use statements and full stop 2e. Use the present and past tenses mostly correctly and consistently 2f Use some subordination (when, if, that, or because) to join clauses 2g Use co-ordination (or, and, or but) to join clauses 2h. Use commands 2i.Use expanded noun phrases to describe and specify 2j. Use exclamations and exclamation marks 2k. Use commas for lists 2l. Use apostrophes for contracted forms possession (singular)

	2m. Use adverbs to qualify verbs 2n. Use pronouns to avoid repetition 3a. Segment spoken words into phonemes and represent these by graphemes, spelling some/many correctly and making phonically-plausible attempts at others 3b. Know new ways of spelling phonemes for which one or more spellings are already known, and learn some words with each spelling 3c. Spell a few common homophones and near homophones 3d. Spell some/many/most common exception words 3e. Write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far 3f. Add suffixes to spell most words correctly, including –ment, –ness, –ful, –less, –ly 4a. Form lower-case letters in the correct direction, staring and finishing in the correct place 4b. Form lower-case letters of the correct size relative to one another in some of their writing 4c. Use spacing between words that reflects the size of the letters 4d Write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters 4e. Use the diagonal and horizontal strokes needed to join some letters
YEAR 3	1a. Use simple, compound and complex sentences 1b. Can write a short paragraph featuring accurately punctuated simple sentences. 1c. Use a range of conjunctions (and, but, so, or, when, if, because, although) 1d. Use precisely chosen adjectives to describe people, objects and settings e.g. glittering diamond 1e. Use simple similes 1f. Use verb tenses accurately and consistently across a range of text types 1g. Use pronouns to avoid repetition e.g. he, they, our 1h. Use adverbs to qualify verbs 1i. Sometimes begin sentences with adverbs or adverbials 2a. Use full stops mostly accurately to demarcate sentences 2b. Use capital letters mostly accurately, including for proper nouns 2c. Use question marks and exclamation marks mostly accurately 2d. Use commas mostly accurately to separate items in a list 2e. Use commas mostly accurately after fronted adverbials 2f. Indicate possession by using the possessive apostrophe for singular nouns 2g. Punctuate simple direct speech accurately using speech marks 2h. Use an apostrophe for some omissions (contractions) 3a. Use interesting and varied vocabulary to describe setting and characters 3b. Can write narrative with a clear beginning, middle and end 3c. Use speech for characters 3d. Begin to use paragraphs for changes in time and place 4a. Write a clear introduction. 4c. Use simple organisational devices e.g. headings and subheadings 4d. Paragraphs are organised around a key theme 4e. Write a concluding statement or summary. 5a. Check own writing against genre success criteria 5b. Read peers' writing and suggest improvements 5c. Propose changes to grammar 5d Proof read to check for spelling errors using a dictionary 5e. Proof read to check for missing punctuation 6a. Spell Y1/2 CEWs 6b. Spell at least 50% of the words from Year 3/4 word list 6e. Use most Y3 spelling rules 6c. Prefixes from English Appendix 1 are spelt and used correctly e.g. dis, re, super, anti, in, sub 6d. Suffixes from English Appendix 1 are spelt and used accurately e.g. ly, ous, ion, ian 6f. Use homophones mostly accurately 7a. Clear differentiation between ascenders and descenders 7b. Handwriting is neat and legible

	7c. Some attempt to join letters appropriately 7d. Joins as default style
YEAR 4	1a. Use a variety of simple, compound and complex sentences throughout 1b. Can choose nouns or pronouns appropriately to avoid repetition 1c Subjects and verbs agree (was/were) 1d. Extend sentences using a wider range of coordinating and subordinating conjunctions 1e. Can use verb tenses consistently and accurately 1f. Verbs are qualified by adverbs and adverbial phrases 1g. Use adverbials in different positions in a sentence 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	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 4d. Constructs texts with a compelling introduction, relevant points or information and a logical conclusion 4e. Choose formats to help organise the text appropriately (subheadings, bullet points, diagrams, captions etc.) 5a. Proof read to check for missing punctuation and grammar and spelling errors 5b. Read peers' writing and suggest improvements 5c. Edit and improve a text to ensure that it meets the success criteria 5d. Improve vocabulary so the text has more impact. 6a. Can spell most of the Y3/4 list 6b. Spell common verb forms and homophones correctly 6c. Use most Y5 spelling rules (RWI scheme) 6d. Can spell most of Y5/6 list in all writing 7a. Letters are consistently sized and orientated 7b. Use a legible and consistent style of handwriting 7c. Join handwriting with fluency
YEAR 6	1a. Use expanded noun phrases (including preposition phrases) 1b. Use adverbs and adverbials of time, place, manner, degree or frequency 1c Open sentences in a variety of ways (-ing, -ed, -ly etc.) 1d. Use modal verbs to suggest degrees of possibility 1e. Use passive voice 1f. Use cohesion within sentences (conjunctions, determiners and pronouns) and across paragraphs (adverbials, ellipsis, openers) 1g. Verb tenses are accurate 1ih Use Standard English in formal writing* 1i. Use expanded forms in formal writing* 1j. Use subjunctive form in formal writing* 1k. Use precise, technical vocabulary* 1l. Use multi-clause sentences* 1m. Use single words for effect* 1n. Deliberately switch verb forms for effect* (perfect, progressive, passive etc.)* 1o. Use figurative language (similes, metaphors, alliteration etc.)* 2a. Use capital letters and full stops accurately 2b. Use question marks and exclamation marks accurately 2c. Use commas to separate items in a list 2d. Use apostrophes for contractions 2e. Use apostrophes for possession 2f. Use commas for clarity to separate clauses / phrases 2g. Use inverted commas and other speech punctuation correctly 2h. Use colons 2i. Use semi-colons 2j. Use punctuation for parenthesis (brackets, dashes and commas) 2k. Use dashes to join clauses or phrases

	2l. Use hyphens to link words 3a. Use paragraphs to group related sentences 3b. Describe settings and characters and atmosphere 3c. Use a range of synonyms to avoid repetition 3d. Use dialogue to convey character 3e. Use dialogue to advance action 3f. Use local dialects in informal speech* 4a. Write a clear introduction, main body and conclusion 4b. Use logical paragraphs 4c. Use organisational devices e.g. headings, subheadings, bullet points, glossary etc. 5a. Propose changes to grammar and punctuation 5b. Proof read to check for spelling errors using a dictionary 5c. Check own writing against genre success criteria 6a. Spell words from Year 3/4 word list 6b. Spell (some) words from Year 5/6 word list 6c. Use taught prefixes and suffixes in writing 6d. Use most Y6 spelling rules (PiXL) 6e. Use homophones mostly accurately 7a. Handwriting is legible 7b. Handwriting is joined with increasing speed appropriate to task * 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 excellencethroughhighaspirationandhighexpectation.