

Primary Specification



English

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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 (E1 / E2)
- Working towards the expected level of attainment (B1)
- Working below the expected level of attainment (B2)
- Working beyond the expected level of attainment (at greater depth) (A1)

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 / KS1/KS2 NC Objectives & Subject Intent, Impact and Implementation

EYFS pupils' literacy levels vary on entry. As children begin with us at Marus Bridge 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 Marus Bridge 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/CCVC 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. Books come from the SoundsWrite or Dandelion Readers range that explicitly link with our phonics teaching. We ask that children read at home at least four times a week, and if successful, they receive a reading raffle ticket. The raffle is drawn every four weeks with the winner selecting a book prize to take home. Children achieving tickets are also celebrated within assemblies and within class.



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 share examples of 'BLANKS Level Questioning', share videos and comments via our online learning journal, and hold family sessions to support developing a love for reading and to help family members understand how we teach phonics and early reading and how best to help their child with their reading journey. 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 'Friday Library' 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 or our 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.

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 visit to 'Story Land' 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 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 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 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 on our 'Wonderful Me' wall.

Communication and Language

To support communication and language development, children's understanding and speaking; we conduct a Wellcomm assessment as a means of tracking progress of children working below age related expectations. Wellcomm assessments identify areas of concern in language, communication, and interaction. It screens children for speech and language ability, often identifying problems before they become more serious, and provides activities to address them, which can be implemented in school and shared with home. 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, dress-up cloths that link to the current class text. 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 Marus Bridge our online learning journal is Seesaw. Each child has their own account which is safe and shared with parents / carers regularly throughout the year. Evidence of children achieving aspects within the Early Learning Goals are recorded onto Seesaw with pictures and a short narrative making links to the children's areas of learning and characteristics of effective learning. Parents can also access the online journal to contact the class teacher and provide evidence of what children have achieved at home.

Phonics / literacy homework is set via Seesaw and parents upload homework via this platform. To further support parents with reading with their children at home and helping with homework or phonics tasks, we offer a parent workshop specific to early reading. During the workshop, parents can practise with a class teacher and gain understanding of our phonics scheme.

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.

ENGLISH INTENT

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

ENGLISH IMPLEMENTATION

At Marus Bridge we choose high quality texts* that the children enjoy and that develop and extend vocabulary. We use our working wall to display this.

Children read daily, write daily, discuss, speak and listen daily.

Reading skills are taught / modelled in lessons to develop fluency: echo reading, paired reading, performance reading, text talk / text marking, speed-reading (see PiXL resources)

We use Text talk / text-marking skills (effective in pairs or groups): 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 using PiXL resources: multiple-choice, extended constructed questions, tabulated questions, ranking/ordering, labelling, find and copy, short constructed response question types.

We practise reading skills across the curriculum but remember that science is science, history is history. Also practising writing skills to be across the curriculum: daily sentence work, daily prose, pencil grip, handwriting.

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; practising 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. *A range of fiction, non-fiction and poetry

ENGLISH IMPACT

Children will be fluent readers with a good understanding 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.

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



Summary of Subject Content

	Fiction	Non-Fiction	Poetry	Play Scripts
YR	<ul style="list-style-type: none"> • The Everywhere Bear • Avocado Baby • The Colour Monster • Room on the Broom • Hovis the hedgehog • Emily Brown and the Thing • Think Big • The Queen's Present • Think Big • Somebody Swallowed Stanley • Jack and the Flum Flum Tree 	<ul style="list-style-type: none"> • 10 Things to Help my World / My Green Day • Solar System – Jill McDonald • Little People Big Dreams – Queen Elizabeth 	<ul style="list-style-type: none"> • A Great Big Cuddle – Poems for the Very Young • Tasty Poems 	<ul style="list-style-type: none"> • Goldilocks and the Three Bears. (TT) • Three Little Pigs. (TT) • The Little red Hen. (TT) • The Ugly Duckling. (TT)
Y1	<ul style="list-style-type: none"> • Rapunzel (TT) • Miss Nelson Is Missing • Space Tortoise • The Jolly Postman (TT) • When Jelly had a Wobble • Quick Quack Quentin • Pretty (TT) • Hansel and Gretal (TT) • Good Little Wolf (TT) • Little Red Riding Hood (TT) 	<ul style="list-style-type: none"> • Florence Nightingale (Little people big dreams) • Mary Seacole (Little people big dreams) • Who would win? 	<ul style="list-style-type: none"> • Ready steady Mo 	<ul style="list-style-type: none"> • When Jelly had a Wobbly – section of this.

Y2	<ul style="list-style-type: none"> • David Goes to School • The Last Wolf (TT) • Inside the Villains • Dear Santa • Cinderella (TT) • The Wolf and the Seven Little Kids (TT) • Jack and the Beanstalk (TT) • Jack and the Baked Beanstalk (TT) • Prince Cinders (TT) • The Bee Who Spoke • The Hodgeheg 	<ul style="list-style-type: none"> • The Book of Bees • Why Do We Need Bees? • Eyewitness Titanic • Rescuing Titanic • The Story of Titanic for Children • Shackleton's Journey • Little People Big Dreams Ernest Shackleton • Little People Big Dream Emmeline Pankhurst • Suffragette 	<ul style="list-style-type: none"> • Poems to Perform • The Puffin Book of Fantastic First Poems 	<ul style="list-style-type: none"> • The Twits PS
Y3	<ul style="list-style-type: none"> • Stone Age Boy • How to Wash a Woolly Mammoth • Leon and the Place Between <ul style="list-style-type: none"> • Charlotte's Web • Charlie Changes into a Chicken • The Great Kapok Tree 	<ul style="list-style-type: none"> • Awesome Facts About Spiders • Look inside The Stone Age 	<ul style="list-style-type: none"> • Hot Like Fire and Other Poems 	<ul style="list-style-type: none"> • Indian Tales (TT) • The Secret Kingdom
Y4	<ul style="list-style-type: none"> • The Singing Ringing Tree (TT) • The Rhythm of the Rain • The Miraculous Journey of Edward Tulane • The Iron Man 	<ul style="list-style-type: none"> • Men, Women and Children in Anglo-Saxon Times • One Plastic Bag 	<ul style="list-style-type: none"> • A Caribbean Dozen 	<ul style="list-style-type: none"> • Arthur and the Golden Rope
Y5	<ul style="list-style-type: none"> • Floodland • Wonder • Odysseus (TT) 	<ul style="list-style-type: none"> • Planetarium • The Tudors (Marica Williams) 	<ul style="list-style-type: none"> • Cosmic Disco 	<ul style="list-style-type: none"> • Fox

Y6	<ul style="list-style-type: none"> • Reflecting realities: The Journey (PSHEE link) • Traditional tales: Grimm Tales • Picture book: One Boy's War • Contemporary fiction: Letters from the Lighthouse • Historical fiction: Street Child • Historical picture book: The Bluest of Blues 	<ul style="list-style-type: none"> • Non-fiction: When Darwin Sailed to Sea 	<ul style="list-style-type: none"> • Sonnets • Strest 	<ul style="list-style-type: none"> • Shakespeare: Macbeth
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STAGE DESCRIPTORS - Reading

EYFS	<p>Word Reading and Decoding</p> <ul style="list-style-type: none"> • Read individual letters by saying the sounds for them. • Say a sound for each letter in the alphabet and at least 10 digraphs. • Blend sounds into words, so that they can read short words made up of known letter – sounds correspondences. • Read words consistent with their phonic knowledge by sound-blending. • Read some letter groups that respects one sound and say the sounds for them. • Read some 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, some exception words. • Re -read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment. • Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words. <p>Comprehension</p> <ul style="list-style-type: none"> • 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. <p>Speaking and Listening</p> <ul style="list-style-type: none"> • Recite familiar stories and rhymes. • When being read to, listen attentively and respond to what they hear with relevant questions, comments and actions. • When being read to, ask questions to clarify understanding. • Use a wide range of vocabulary to provide explanations and make predictions.
YEAR 1	<p>Word Reading and Decoding</p> <ul style="list-style-type: none"> • Can apply phonic knowledge as a route to decode words • Can recognise, read and identify correct sound to grapheme for all 40+ phonemes • Can recognise, read and identify alternative sounds for some graphemes • Can break words into more than one syllable that contain taught GPCs • Can read words with increasing fluency without overt sounding and blending • Can read common exception words • Can recognise and read prefix un and use this to construct meanings of words • 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 • Can read words with simple contractions • Can read compound words • Can read words of more than one syllable that contain taught GPCs (grapheme, phoneme correspondence) • Identify and locate pre-taught vocabulary in a text <p>Comprehension</p> <ul style="list-style-type: none"> • Can recognise an increasing range of punctuation (. CL ! ?) and use this to add expression and understanding to the text • Can use the context of the text to help read unfamiliar words • Can discuss word meanings, linking new meanings to those they already know • Can check that the text makes sense and correct miscues

	<ul style="list-style-type: none"> • Can discuss like and dislikes about texts and authors • Can explain, in their own words, what has been read to them and what they have read themselves. • Recall main points from fiction and non-fiction (who, what, where, when, how, why answers) • Link what they read or hear to their own experiences • Can discuss the actions of characters and justify views on the basis of what is being said and done • Can discuss the significance of the title • Can make predictions sometimes based on what has been read so far <p>Speaking and Listening</p> <ul style="list-style-type: none"> • Listen to and discuss a range of poems, stories and non-fiction at a level beyond they can read independently. • Join in with predictable phrases or poems • Recite and perform poetry by heart
<p>YEAR 2</p>	<p>Word Reading and Decoding</p> <ul style="list-style-type: none"> • Continue to apply phonic knowledge and skills to decode words until automatic decoding has become embedded. • Can recognise, read and identify the full range of GPCs taught through the chosen phonics scheme • Accurately read words with two or more syllables • Can read 90 words per minute in an age-appropriate book • Can read common exception words (Y1 and Y2) • Can read most words containing common suffixes • Read most words accurately without overt sounding and blending, with sufficient fluency to allow them to focus on their understanding rather than decoding individual words <p>Comprehension</p> <ul style="list-style-type: none"> • Can use the context of the text to help read unfamiliar words • Can discuss word meanings, linking new meanings to those they already know • Can check that what is read makes sense and self-correct inaccurate reading • Can enhance meaning through expression and intonation • Can recognise an increasing range of punctuation (. CL ! ? " " , ') and use this to add expression and understanding to the text • Recall main points with reference to fiction and non-fiction texts (who, what, where, when, how, why answers) • Can answer simple retrieval questions • Can sequence events in text • Can discuss the actions of characters and justify views on the basis of what is being said and done • Can identify and discuss favourite words and phrases • Can ask questions to improve their understanding of a text • Can summarise the main points from a passage or a text • Can make inferences for a book they are reading independently • Can make links between the book they are reading and other books they have read • Can make a plausible prediction about what might happen on the basis of what's been said so far <p>Speaking and Listening</p> <ul style="list-style-type: none"> • Can talk about and give an opinion on a range of texts • Can recognise and talk about the main differences between fiction and non-fiction texts • Continue to build up a repertoire of poems learnt by heart • Participate in discussion and explain understanding of books, poems and other texts read to them.

YEAR 3	<p>Word Reading</p> <ul style="list-style-type: none"> • Can decode unknown words rapidly and without undue hesitation • 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... • Can recognise and read a range of suffixes and use these to construct the meaning of words in context e.g. ...tion, ...ive, ...ic • Can read further exception words noting the unusual correspondences between spelling and sound • Read a range of texts with increasing accuracy and fluency • Is beginning to scan for a specific purpose e.g. looking for specific words • Is beginning to skim e.g. read quickly to find answers to questions <p>Comprehension</p> <ul style="list-style-type: none"> • Shows understanding of main points with reference to the text (who, what, where, when, how, why) • Can discuss the actions of the main characters and justify views using evidence from the text • Can empathise with a character's motives and behaviour • Can summarise the main points of a paragraph • Is beginning to identify main ideas drawn from more than one paragraph • Can make plausible predictions based on knowledge of the text • Can discuss word meanings, linking new meanings to those they already know • 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' • Is beginning to identify the author's main purpose for writing • Can explain what the writer might be thinking • Is beginning to identify and comment on different points of view in the text • Can simply evaluate specific texts with reference to text type • Can understand and talk about the features of page layout in non-fiction texts e.g. titles, subheadings, labels, diagrams and charts • Can make simple connections between books by the same author • Can recognise some features of the text that relate to its historical setting or its social or cultural background • Can read closely to obtain specific information from fiction and non-fiction • Can identify, select and highlight key words in a sentence to answer recall questions • Use dictionaries to check the meaning of many unknown words • Connect prior knowledge with context <p>Speaking and Listening</p> <ul style="list-style-type: none"> • Can recognise an increasing range of punctuation (. CL ! ? " ' , ') and use this to add expression and understanding to the text, including the apostrophe for omission • Can ask questions to improve their understanding of a text • Listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books • Participate in discussion about books that are read to them and those they can read for themselves • Increase their familiarity with a wide range of books and retell some of these orally
YEAR 4	<p>Word Reading</p> <ul style="list-style-type: none"> • Can read age-appropriate texts with a good level of fluency and stamina • Can use a range of strategies to decode unfamiliar words • Can read and understand the meaning of words with prefixes from the Year 3/4 curriculum • Can read and understand the meaning of words with suffixes from the Year 3/4 curriculum • Uses a range of punctuation to add meaning to what they are reading • Is able to skim short passages to answer recall questions (read quickly to find answers to questions)

	<ul style="list-style-type: none"> • Is able to scan short passages to answer recall questions (look for specific words) <p>Comprehension</p> <ul style="list-style-type: none"> • Understands and explains the main points from what they have read, with direct reference to the text • Identify explicit details from the text, showing the section of the text they found the information • Is able to explain how paragraphs have been used to organise a text • Is able to explain how the format and presentation of a text impacts on the reader • Is able to describe the actions of characters in a text and begin to explain them, in the context of the narrative • Can make inferences about characters' actions in a story based on evidence from the text • Can empathise with a character's motives and behaviours • Can summarise the main points from a section of text • Can make predictions based on knowledge of the text or similar reading experiences, giving clear reasons for their ideas • Can discuss new word meanings, based on the context and their existing vocabulary knowledge • Can explain how vocabulary choices affect meaning in a range of text types • Can identify descriptive devices within a text i.e. expanded noun phrases, adverbial phrases, similes etc • Identifies the main purpose of a text • Can evaluate the overall quality of a text, as well as the inclusion of specific features • Use dictionaries to check the meaning of unknown words <p>Speaking and Listening</p> <ul style="list-style-type: none"> • Can talk about key differences between text types, including texts of the same type but written by different authors • Can ask questions to improve their understanding of a text • Discusses viewpoints in a text, where appropriate of more than one character • Discusses ideas from throughout a text e.g. how a conclusion may be linked to an opening • Uses their broad reading experiences to compare books by the same author or on a similar theme • Listen to and confidently discuss a wide range of fiction, poetry, plays, non-fiction and reference book • Increase their familiarity with a wide range of stories and retelling some of these orally with an appropriate use of story-telling language • Prepare poems and playscripts to read aloud and perform showing an increasing understanding through intonation, tone, volume and action
<p>YEAR 5</p>	<p>Word Reading</p> <ul style="list-style-type: none"> • Reads with fluency and stamina • Can use a range of strategies to decode unfamiliar words without impacting on overall fluency • Is able to skim whole texts to answer recall questions (read quickly to find answers to questions) • Is able to scan whole texts to answer recall questions (looking for specific words) • Shows awareness of punctuation and sentence construction when reading aloud • Uses knowledge of vocabulary and context to give meaning to new language • Can read most common exception words (Year 5/6) • Can read and understand the meaning of words with prefixes and from the Year 5/6 curriculum <p>Comprehension</p> <ul style="list-style-type: none"> • Know the difference between fact and opinion • Retrieves key details and some quotations from the text

	<ul style="list-style-type: none"> • Identify explicit details from the text, showing exactly where in the text they found the information • Explains isolated events from a text, in the context of the whole narrative • Can prove or disprove simple statements about a character by finding evidence in a text • Begins to use evidence from description, dialogue and action to support their ideas • Can empathise with a character's motives and behaviours • Can summarise the main points from a whole text • Gives feasible, reasoned predictions based on evidence for their ideas • Explains clearly how vocabulary choices affect meaning in a range of text types • Recognises a range of descriptive devices including figurative language • Comments upon language choices/structures of different authors (particularly in poetry) • Confidently uses new language from their own reading experiences in their written and spoken work • Explains the use of sentence structures according to desired effect on the reader • Can use strategies to explore the meaning of words in context including use of synonyms • Can identify the text type according to key features • Explains the inclusion of different sections of a text i.e. tables in NF, flashbacks in narrative etc • Selects information from across a text to explain or illustrate their ideas • Compares the behaviour and feelings of different characters in a text • Recognises common themes/styles in texts written by the same author • Comments on the impact of organisational and presentational features of a text • Can explain the importance of cultural or historical settings on how a text is composed • Begins to recognise the importance of cultural or historical settings on how a text is composed <p>Speaking and Listening</p> <ul style="list-style-type: none"> • Listen to and confidently discuss a wide range of fiction, poetry, plays, non-fiction and reference books • Recommend books that they have read to their peers and giving simple reasons for their choices • Learn a wider range of age-appropriate poetry by heart
<p>YEAR 6</p>	<p>Word Reading</p> <ul style="list-style-type: none"> • Can use appropriate decoding strategies fluently and accurately • Can skim texts to get the general idea of the content of a piece and scan texts to find particular information • Can read aloud with intonation that shows understanding • Can compare, contrast and evaluate different texts • Can talk about the types of texts they enjoy and that interest them • Can persevere with challenging texts (whole texts, including novels) to read with fluency, understanding and expression for a sustained period • Recognise and read all the Year 5/6 Word List words <p>Comprehension</p> <ul style="list-style-type: none"> • Can show an understanding of the meaning of vocabulary in different contexts • Can find and copy one word/groups of words with a particular meaning • Can find words in a text that most closely match the meaning of a given word • Can explain what words suggest about a given subject • Can retrieve key details and quotations to demonstrate understanding of character, events and information • Can answer who, what, why, where, when, which, how questions, using direct reference to and quotes from the text

- Can provide developed explanations for key information, events, character actions and motivations
- Can provide straightforward explanations for the purpose of the language, structure and presentation of texts
- Can identify whether statements from a text are fact or opinion
- Can decide whether statements about a text are true or false, using direct reference to the text
- Can accurately and selectively summarise main ideas, events, characters and information from fiction
- Can accurately and selectively summarise main ideas, events, and information from non-fiction
- Can identify key details and use quotes for illustration
- Can accurately order summaries of different paragraphs within a text
- Can identify the main message in a poem/story
- Can use clues from action, dialogue and description to interpret meaning
- Can make developed inferences drawing on evidence from the text and wider personal experience
- Can prove or disprove a statement about character or setting by finding evidence in the text
- Can explain and justify inferences, providing evidence from the text to support reasoning
- Can empathise with different characters' points of view
- Can make developed predictions that are securely rooted in the text
- Can explain their prediction choices fully, using evidence from the text
- 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
- Can identify/explain how the sequence of events in narrative fiction contributes to meaning as a whole
- Can find and discuss evidence of themes and conventions in different genres and forms of text
- Can identify and comment on the grammatical features of text
- Can identify key features such as setting, action, past events
- Can identify and comment on the presentational features of text
- Can use text format and text features accurately to determine text type
- Can identify a range of figurative language e.g. metaphor, simile, alliteration, idioms, euphemism, personification etc.
- Can comment upon the use and effect of the author's language on the reader
- Can understand and recognise different forms of poetry, discuss their meaning and impact on the reader
- Can make accurate and appropriate comparisons within texts
- Can make comparisons about how a character changes e.g. their opinion, how they are different after a certain event

Speaking and Listening

- Read and discuss a range of fiction, poetry, plays, non-fiction and reference books
- Recommending books that they have read to their peers and giving simple reasons for their choices
- Learn a wider range of age-appropriate poetry by heart

STAGE DESCRIPTORS - Writing

EYFS	<ul style="list-style-type: none"> • Write short sentences with words using known GPCs including a capital letter and full stop • Write simple phrases and sentences that can be read by others • Spell words by identifying the sounds and using grapheme-phoneme correspondence • Segment spoken words accurately and use phonetically plausible attempts to spell these • Uses finger spaces in-between words • Write recognisable letters, most of which are correctly formed • Hold a pencil effectively in preparation for fluent writing
YEAR 1	<ul style="list-style-type: none"> • Say out loud what is going to be written about • Orally compose a sentence before writing • Read writing aloud clearly enough to be heard by peers and the teacher • Discuss what has been written about with teacher and other pupils • Sequence sentences to form short narrative • Write from memory simple sentences dictated by the teacher that include words using the GPC's and common exception words taught so far • Begin to use full stops, capital letters, questions marks and exclamation marks in some sentences • Begin to use capital letters for names (proper nouns) and personal pronoun 'I' • Join words and clauses using 'and' • Re-read work to check it makes sense • Spell common exception words from Year 1 English Appendix 1 • Spell words containing each of the 40+ phonemes already taught. • Make phonetically plausible attempts to spell words that have not been learnt • Apply knowledge of other spelling patterns from Year 1 English Appendix 1 • Add s or es to nouns to make plurals • Use prefix un correctly • Add ed, ing, er and est to root words where no change is needed • Use simple description • Sit correctly at the table, holding a pencil comfortably and correctly • Form lower-case letters and digits in the correct direction, starting and finishing in the right place • Form capital letters and digits 0-9 • Use spacing between words • Understand which letters belong to which handwriting 'families' (letters formed in similar ways) <p><i>*To achieve a greater depth standard, children will have met these objectives with greater control and growing accuracy</i></p>
YEAR 2	<ul style="list-style-type: none"> • Plan or say out loud what is going to be written about • Compose sentences orally • Consider what is going to be written before beginning by planning sentences and vocabulary • Write narratives about personal experiences and those of others (real or fictional) • Write effectively and coherently for different purposes, drawing on their reading to inform the vocabulary and grammar of their writing • Write about real events • Write poetry • Write sentences with different forms – statement, question, command, exclamation

	<ul style="list-style-type: none"> • Use punctuation accurately - full stops, capital letters, exclamation marks and question marks • Segment spoken words into phonemes and represent these by graphemes, spelling some/many correctly and making phonically-plausible attempts at others • Know new ways of spelling phonemes for which one or more spellings are already known, and learn some words with each spelling • Spell common exception words from Year 2 English Appendix 1 • Apply knowledge of other spelling patterns from Year 2 English Appendix 1 • Use the present and past tenses mostly correctly and consistently • Use some subordination (when, if, that, or because) to join clauses • Use co-ordination (or, and, so, but) to join clauses • Use expanded noun phrases to describe and specify • Use commas for lists • Use apostrophes for contracted forms and for possession (singular) • Use -ly to turn adjectives into verbs • Use common homophones and near homophones • Add suffixes to spell most words correctly, including -ment, -ness, -ful, -less, -ly • Evaluate their writing with the teacher and other pupils • Make simple additions, revisions and proof-reading corrections to their own writing • Form lower-case letters in the correct direction and size relative to one another • Use consistent spacing between words • Write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters • Use the diagonal and horizontal strokes needed to join some letters <p><i>*Refer to the Year 2 TAF statements for children working at a greater depth standard</i></p>
<p>YEAR 3</p>	<ul style="list-style-type: none"> • Plan writing by discussing the structure, vocabulary and grammar of similar writing • Discuss and record ideas • Compose and rehearse sentences orally • Build an increasing range of sentence structures, including simple, compound and complex sentences • Use a range of coordinating conjunctions to link ideas (for, and, nor, but, or, yet, so) • Use a range of subordinating conjunctions to express time, place and cause (when, before, after, because, while, if) • Use precisely chosen language, including adjectives and similes to develop character, settings and plot • Use present perfect forms of verbs in contrast to the past tense • Use pronouns to avoid repetition • Use adverbs to express time, place and cause • Use prepositions to express time, place and cause • Use a or an according to whether the next word begins with a vowel or consonant • Punctuate simple direct speech accurately using speech marks • Use interesting and varied vocabulary to describe setting and characters • Can write narrative with a clear beginning, middle and end • Use inverted commas to punctuate direct speech • Begin to use paragraphs for changes in time and place • Group related ideas into paragraphs • Can write non-narratives following a clear structure including the use of an introduction and conclusion • Use simple organisational devices e.g. headings and subheadings • Assess the effectiveness of their own and others' writing

	<ul style="list-style-type: none"> Propose changes to grammar and vocabulary to improve consistency Proof read to check for spelling and punctuation errors Spell Y1/2 CEWs Spell some of the words from Year 3/4 word list Use most Y3 spelling rules accurately Use prefixes from English Appendix 1 accurately e.g. dis, re, super, anti, in, sub Use suffixes from English Appendix 1 accurately e.g. ly, ous, ion, ian Use homophones mostly accurately Write neat and legibly Clearly differentiate between ascenders and descenders Uses the diagonal and horizontal strokes that are needed to join letters Read aloud own writing using appropriate intonation and controlling the tone and volume so that the reading is clear <p><i>*To achieve a greater depth standard, children will have met these objectives with greater control and growing accuracy</i></p>
<p>YEAR 4</p>	<ul style="list-style-type: none"> Plan writing by discussing the structure, vocabulary and grammar of similar writing Discuss and record ideas Compose and record sentences orally Use a variety sentence structures, including simple, compound and complex sentences throughout a piece Can choose nouns or pronouns appropriately to avoid repetition to aid clarity and cohesion Use the correct subject verb agreement (was/were) Extend sentences using a wider range of coordinating (for, yet, nor) and subordinating conjunctions (although, as, until, whilst, since, though) Use verb tenses consistently and accurately, including the progressive form and the present perfect form Use inverted commas and other punctuation to punctuate direct speech Use fronted adverbials correctly punctuated with a comma Use adverbials and prepositional phrases in different positions in a sentence to expand nouns Use commas for separating clauses, although not always accurately Indicate possession by using the possessive apostrophe with plural nouns e.g. The pupils' Begin to develop characterisation through describing how characters look, react Expand noun phrases by the addition of modifying adjectives, nouns and prepositional phrases to develop character, setting and plot Organise paragraphs around theme, time or place Use interesting and varied vocabulary to describe setting and characters, including onomatopoeia Can write non-narratives following a clear structure including the use of a clear introduction, logical paragraphs and a defined conclusion Use simple organisational devices e.g. headings, subheadings, bullet points and introductory phrases Assess the effectiveness of their own and others' writing Propose changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences Proof read to check for spelling and punctuation errors Read aloud own writing using appropriate intonation and controlling the tone and volume so that the meaning is clear

	<ul style="list-style-type: none"> • Spell most of the Year 3 & 4 word list in writing • Use most Y4 spelling rules accurately • Use homophones mostly correctly • Spell prefixes from English Appendix 1 accurately e.g. il, ir, inter, auto, mis • Spell suffixes from English Appendix 1 accurately e.g. ly, ion • Increase the legibility, consistency and quality of their handwriting <p><i>*To achieve a greater depth standard, children will have met these objectives with greater control and growing accuracy</i></p>
<p>YEAR 5</p>	<ul style="list-style-type: none"> • Identify the audience for and purpose of writing • Note and develop initial ideas, drawing on reading and research • Distinguish between the language of speech and writing • Choose the appropriate register • Sentences are grammatically accurate (e.g. verb/subject agreement, was/were, could have) • Use modal verbs and adverbs to indicate degrees of possibility • Use relative clauses beginning with <i>who, which, where, when, whose, that</i>, or with an implied or omitted relative pronoun • Extend the range of sentences with more than one clause by using a wide range of conjunctions previously taught • Use a range of sentence types effectively (embedded clauses, fronted adverbials, short sentences) • Use expanded noun phrases to convey complicated information concisely • Use pronouns and determiners so that writing is cohesive and flows • Use brackets, dashes or commas to indicate parenthesis • Use commas to clarify meaning and avoid ambiguity • Use devices to build cohesion within a paragraph • Link ideas across paragraphs, using adverbials of time, place and number • Integrate dialogue to convey character and advance the action • Use further organisational and presentational devices to structure texts to guide the reader (headings, bullet points, underlining) • Begin to use the correct degree of formality • Link ideas using appropriate tense choices • Use a variety of verb forms correctly and consistently, including the present perfect form • Proof read to check for spelling and punctuation errors • Propose changes to vocabulary, grammar and punctuation to enhance effect and clarify meaning • Perform own composition using appropriate intonation, volume and movement so that the meaning is clear • Enhance meaning through selecting appropriate grammar and vocabulary, including personification • Precis longer passages • Spell common verb forms and homophones correctly • Use most Y5 spelling rules accurately • Can spell some of Y5/6 list in all writing <p><i>*To achieve a greater depth standard, children will have met these objectives with greater control and growing accuracy</i></p>

YEAR 6

- Identify the audience for and purpose of writing
- Note and develop initial ideas drawing on reading and research
- Enhance meaning through selecting appropriate grammar and vocabulary
- Write effectively for a range of purposes and audiences, selecting language that shows good awareness of the reader
- Use a range of figurative language, including metaphor
- Integrate dialogue in narratives to convey character and advance the action
- Select vocabulary and grammatical structures that reflect what the writing requires, doing this mostly appropriately (e.g. using contracted forms in dialogues in narrative; using passive verbs to affect how information is presented; using modal verbs to suggest degrees of possibility)
- Recognise vocabulary and structure for formal speech and writing, including subjunctive form, expanded forms and standard English
- Use precise and technical vocabulary
- Use a range of devices to build cohesion (e.g. conjunctions, adverbials of time and place, pronouns, synonyms, repetition and ellipsis) within and across paragraphs
- Use verb tenses consistently and correctly throughout their writing
- Use passive verbs,
- Use the present perfect verbs
- Use the range of punctuation taught at key stage 2 mostly correctly^ (e.g. inverted commas and other punctuation to indicate direct speech)
- Use hyphens to avoid ambiguity
- Use semi-colons, colons and dashes to mark boundaries between independent clauses
- Use a colon to introduce a list and use semi-colons within lists
- Punctuate bullet points consistently
- Precis longer passages
- Use a range of organisational devices, including glossary
- Use taught prefixes and suffixes accurately
- Spell correctly most words from the year 5/6 spelling list
- Use methods to check the spelling of uncommon or more ambitious vocabulary
- Use most Y6 spelling rules
- Maintain legibility in joined handwriting when writing at speed
- Proof read to check for spelling and punctuation errors
- Propose changes to vocabulary, grammar and punctuation to enhance effect and clarify meaning
- Perform own composition using appropriate intonation, volume and movement so that the meaning is clear

Assessment Criteria

The below gradings are assigned three times a year.

B2 – Child has a specific SEND which prevents them from meeting the objectives.

(WTS) – The child has not met/retained the year group objectives.

(EXP) – The child has met/retained the objectives.

(EXP) – The child has met/retained the objectives and shows the potential to work towards GDS

(GDS) – The child has met the objectives with a large degree of independence -
As well as meeting the objectives independently, they will also display other subject-specific qualities which contribute to their assessment if awarded GDS.

Y2 and Y6 use previously published SAT papers with grade boundaries that convert to a scaled score. (A scaled score of 100 is expected standard in Y2 and Y6. A scaled score of 110 is above expected standard in Y6.) The grade boundaries change annually. The information for these year groups are from the last published example (2019).

End of Year 1

Reading 20	
Raw Score	PIXL Grade
16+	A1
10-15	E1
<9	B1
Didn't sit year group test*	B2

End of Year 2

Reading 40		GPS	
Raw Score	Scaled Score	Raw Score	Scaled Score
25-26	100	24	100

End of Year 3

Reading 30		SPAG 50	
Raw Score	PiXL Grade	Raw Score	PiXL Grade
25+	A1	42+	A1
16-24	E1	26-41	E1
<15	B1	<25	B1
Didn't sit year group test*	B2	Didn't sit year group test*	B2

End of Year 4

Reading 40		SPAG 60	
Raw Score	PiXL Grade	Raw Score	PiXL Grade
35	A1	52	A1
23-34	E1	31-51	E1
<22	B1	<30	B1
Didn't sit year group test*	B2	Didn't sit year group test*	B2

End of Year 5

Reading 50		SPAG 70	
Raw Score	PiXL Grade	Raw Score	PiXL Grade
42+	A1	60+	A1
26-41	E1	36-59	E1
<25	B1	<35	B1
Didn't sit year group test*	B2	Didn't sit year group test*	B2

End of Year 6

Reading 40		GPS	
Raw Score	Scaled Score	Raw Score	Scaled Score
28-29	100	36-38	100
36	110	55	110



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.



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