Planning and Assessment Grids for Primary School Teachers Teaching Year 1 to Year 6 Pupils

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School Tracking & Assessment Tools

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Tools from Sheffield

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Edition 2

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Acknowledgements

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Contents

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The Sheffield Assessment Project

The removal of levels for most pupils in 2014 and all pupils in 2015 has posed the problem of how schools will plan and assess learning using the New National Curriculum. Schools need systems which help teachers to use assessment information to support planning and improve pupils' progress, whilst also providing data which enables schools to be accountable and self-evaluate effectively. Sheffield professionals saw this as an exciting opportunity to move forward together and the Sheffield Assessment Project, a group of volunteer Sheffield school leaders and local authority officers, was set up in the summer term of 2013 to develop a city-wide approach to these challenges. The *Planning and Assessment Grids for Primary School Teachers Teaching Year 1 to Year 6 Pupils* is one of the resources published by the group and is free to any school that registers to receive it.

Report of the NAHT Commission on assessment

The National Association of Head Teachers (NAHT) commissioned a report in the autumn of 2013. The full report (NAHT, 2014) is worthy of reading and the principles outlined in it mirror those of the Sheffield Primary Assessment Group. Some of the salient points from the summary of recommendations in the report are noted below.

- Schools should review their assessment practice against the principles and checklist set out in this report. Staff should be involved in . . . the development of a new, rigorous assessment system and procedures to enable the school to promote high quality teaching and learning. (1)
- Pupils should be assessed against objective and agreed criteria rather than ranked against each other. (4)
- In respect of the National Curriculum, we believe it is valuable – to aid communication, comparison and benchmarking – for schools to be using consistent criteria for assessment. (6)
- Schools should work in collaboration, for example in clusters, to ensure a consistent approach to assessment. (7)

- Schools need to be conscious that the new curriculum is not in alignment with the old National Curriculum levels. (18)

Underpinning principles for assessment

1. Assessment is at the heart of teaching and learning.
2. Assessment is fair.
3. Assessment is honest.
4. Assessment is ambitious.
5. Assessment is appropriate.
6. Assessment is consistent.
7. Assessment outcomes provide meaningful and understandable information.
8. Assessment feedback should inspire greater effort and a belief that, through hard work and practice, more can be achieved.

Making accurate judgements

Benchmarking pupils consistently and accurately against the learning statements in the subject grids provided in this document will make it possible for teachers to make summative judgements of each pupil's stage of attainment at key points. Schools using the grids consistently as an assessment tool will be able to work together in moderation exercises and will be able to share and compare data within their own setting, with another school or with groups of schools, knowing that it is reliable and uses the same criteria for arriving at summative judgements.

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The STAT Sheffield Assessment Scale

How the STAT Sheffield Assessment Scale works

The Sheffield Assessment Scale is based on progressive learning benchmarked on a continuous curriculum from *Development Matters* (Early Education, 2012) into *The National Curriculum in England* (Department for Education, 2013). *Performance - P Scale - attainment targets for pupils with special educational needs* (Department for Education, July 2014), *PIVATS* (Lancashire County Council, 2005), *The Sheffield Achievement Survey* (EMAS, Sheffield City Council, 2004) and *Sheffield EAL Mathematics Assessments for New to English Learners* (EMAS, Sheffield City Council, 2014) have also been included in the scale below the Curriculum Year 1 stage of attainment which makes it possible to assess pupils against appropriate criteria. Further details of the scale can be found in Appendix A: The STAT Sheffield Assessment Scale. (See page 78)

Learning steps and pupil progress

The National Curriculum has been divided into learning steps. There are three steps for each chronological year. Each of the three steps within one curriculum year can be thought of as a band described as Entering, Developing and Secure. Some schools may choose to sub-divide each band into two so that there would then also be Pre-Entering, Pre-Developing and Pre-Secure thus allowing very small steps of progress to be measured.

Pupils can be assessed as being on any step at any time regardless of their actual age.

Each set of three steps also has an associated colour so that schools can describe attainment for different audiences in different ways, *for example, Step 17, Developing Year 1, Developing Green*.

As a guide, over a period of one year, a typical pupil might take three steps forward but there is currently no national data available to substantiate this. It may be that, in the first year or two of using the new curriculum, pupils will need to make more than three steps progress if schools are to regain their previous percentages of pupils at age related expectation at the end of a school year.

NOTE: it is not possible to measure progress from the old National Curriculum into the new National Curriculum. Progress can only be calculated where pupils have more than one assessment against the same curriculum.

Attainment: age typical

If pupils are assessed as being on the typical step for their age at a particular time of year, *for example, Step 18 (Secure Y1) at the end of the summer term in Year 1*, they might be considered to be age typical. This will enable schools to produce data showing how cohorts, groups and individual pupils are performing. It will also enable them to know how much progress pupils will need to make in order to reach key points. Schools can then set individual pupil and whole school targets.

Planning and Assessment Grids Information

The grids remain free content for use within the registered school, subject to the terms and conditions set out on page 2. Schools must not upload any of the grids to their school website.

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Who are the planning grids for?

The planning and assessment grids have been designed for use with pupils who are in years 1 to 6 only.

The grids are not designed to use with foundation stage pupils, with the exception of the transition grids, which are provided as a tool for discussion between foundation stage and Year 1 teachers at the end of early years. Foundation stage pupils have their own curriculum and are assessed against it using a best fit model of working within an age and stage. This methodology is different from how pupils on The National Curriculum are assessed. Furthermore, the grids provided currently only cover English and mathematics; there is no reference to many areas of learning that must be assessed in early years.

What do I do if a pupil in years 1 to 6 cannot access the year 1 grids and beyond?

'If a child has special educational needs and their EYFS attainment against the EYFS profile has not been demonstrated at the end of this stage, the school may wish to continue with an early years curriculum to support the child's learning and development. In this case, the EYFS profile, rather than P Scales, should be used for assessment, as it may be suitable in year 1 for a small number of children.

If schools choose to assess children using P Scales towards the end of year 1, teachers should base such judgements on a review of evidence gathered from everyday teaching and learning. Professional judgment should be used to decide which P scale descriptor best fits a child's performance.'[1]

Statements in the Steps 1 to 15 grids (pre year 1) are sourced specifically for three different groups. Ensure that the correct grid is chosen for each individual pupil.

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[1] Performance - P Scale - attainment targets for pupils with special educational needs, (Department for Education, July 2014), p 4.

1. **Pupils in Year 1 with delayed development** (immature but not special needs). These grids have been devised using statements from the *'A Unique Child: observing what a child is learning'* columns in *Development Matters Early* (Early Education, 2012) and *Foundation Stage Handbook* (Ofsted, 2014). The *'Positive Relationships: what adults could do'* and *'Enabling Environments: what adults could provide'* columns in *Development Matters* give explanations and examples to support the statements.

2. **Pupils with Special Educational Needs and Difficulties** - *Performance - P Scale - attainment targets for pupils with special educational needs* (Department for Education, July 2014)*.*

3. **Pupils with English as an additional language** - *Sheffield Achievement Survey* (EMAS, Sheffield City Council, 2004).

Planning and assessment grids

These grids have been provided for:
- reading;
- writing;
- spelling, punctuation and grammar; and
- mathematics.

From Year 1 onwards statements are from *The National Curriculum in England* (Department for Education, 2013) *(hereafter referred to as* 'The National Curriculum'). The '*Notes and guidance (non-statutory)* sections in The National Curriculum provide explanations, extension and examples.

No relevant statements from The National Curriculum have been omitted from the planning and assessment grids but a small number have been split to ensure that core elements will be achieved by the end of a step. If and when the Department for Education publish new documentation the grids will be updated to reflect this.

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Additional materials

There are additional materials, which may be of interest to a school which is using the STAT content. These include:
- training and support materials (designed to support schools in training their staff and communicating about STAT with parents, governors and OFSTED);
- statement descriptors;
- a teacher mark book spreadsheet; and
- a range of other documents that may be useful.

We would particularly like to draw users' attention to the statement descriptors, which will be used alongside these grids to provide additional detail to support planning, assessment and moderation.

These materials can be purchased by contacting STAT (up to date contact details are available on the website https://www.statsheffield.org/), with all the revenue generated going back into the project and education in Sheffield. STAT continues to have some tracker partners - details on the website. We now also have the STATonline tracker, which is the only tracker designed specifically to work with our content. In STATonline schools can choose to record the achievement of pupils onto electronic versions of the planning and assessment grids provided in this document.

Using the grids

The grids will support planning to address gaps in learning. They will allow staff to know:
- where pupils / groups of pupils are in their learning;
- whether pupils / groups of pupils are on track for targets; and
- how much progress is being made over time.

Key Performance Indicators (KPIs)

Some skills within a subject are hierarchical. If they are not embedded, pupils will find it difficult to understand similar aspects at a later stage. This is why some of the statements copied from the curriculum documentation into the planning grids have been underscored. They are considered as essential aspects for pupils to understand if the final step on a planning grid (secure) is to be awarded. These essential statements are Key Performance Indicators (hereafter referred to as KPIs). In the assessment grids this means they must be evidenced at the embedded level.

A full list of KPIs can be found in Appendix D. (See page 92)

Distribution tables of the areas of learning within strands for English and mathematics can be found in Appendix G and H. (See pages 99 and 100)

Individual learning plans

It is possible that one specific aspect identified as essential is holding a pupil back from attaining a step. Where this is the case teachers will need to use their professional judgement as to whether to start planning work for the pupils from a later grid. These pupils could have an individual learning plan, perhaps in the back of their exercise book, where the strategies employed to help overcome a specific difficulty or sticking point are noted.

Pupils with special education needs and difficulties

In exceptional circumstances, *for example, if a pupil has a speech impediment, a visual or hearing impairment,* teachers may decide to award the 'Secure' step without the pupil having achieved an essential aspect. However, caution should be exercised with this discretion otherwise confidence in the understanding of what a particular step represents could be undermined.

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English as an additional language (EAL)

Pupils with EAL can appear on a range of steps, dependent on their stage of English language development. It is important that these learners are provided with an age appropriate, cognitively demanding curriculum. The grids can be used to assist with the scaffolding of English language to enable learners to access the National Curriculum and record their progress towards full social and academic proficiency. EAL pupils need to make accelerated progress. Factors supporting progress include:

- continuous development of the home language/s (additive bilingualism);
- literacy in the first language; and
- previous educational experience and social and emotional security.

Pupils new to English may briefly appear pre step 16 so Sheffield Achievement Survey levels 1-4 have been mapped onto the assessment grids. This does not reflect learners' cognitive ability. Listening and Speaking, crucial to language learning, is important to record, particularly in the early stages of English language acquisition. Learners can have uneven levels of progress and these two skills often precede reading and writing. (Beginners may have a silent period lasting up to 6 months.)

See Appendix E: *EAL Learners Writing – considerations and suggestions* for more details. (See page 96)

Attainment judgements

Clear and definitive criteria are given for achieving a learning step at the top of each grid[2]. For rigorous, consistent and comparable data the criteria given for completion should be universally applied. A Year 2 example is shown below.

Reading: Planning and Assessment from National Curriculum Year 1 Steps 16 to 18				
Step 15 must have been attained.	Step	16, Entering Y1	17, Developing Y1	18, Secure Y1
	Typical attainment time	Autumn Y1	Spring Y1	Summer Y1
	Stars routinely required	18	35	53, including all underlined KPIs with 3 stars.

A pupil is not required to demonstrate a statement on a specific number of occasions for them to be assessed as having achieved it. However, they should be able to demonstrate and apply the skill or knowledge independently, where appropriate in a different subject or context. Problems and texts should be age-related to the grid from which they are derived, *for example, if a grid is being used for a pupil working at Curriculum Year 5, texts should be Y5 appropriate.* A list of representative year group texts, for guidance only, can be found in Appendix C. (See page 83)

For a more rounded and accurate judgement, the grids have three 'boxes' alongside each statement, in which to enter a star. This is in recognition that objectives can only be met over a period of time, *for example, 'Develop pleasure in reading, motivation to read, vocabulary and understanding by listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently.'* Stars in boxes give teachers options to use a three phase approach within each statement to indicate depth of understanding. These can be thought of as 'Beginning to', 'Progressing' and 'Embedded'. Teachers will use professional judgement as to when to indicate each of these small milestones of progress within a statement. The statement descriptors materials published for use with the grids will also assist in making judgements - *STAT Sheffield Planning and Assessment Grids Statement Descriptors*, (STAT Sheffield, STAT Sheffield Planning and Assessment Grids Statement Descriptors, 2015).

Counting stars allows greater flexibility and accuracy in arriving at a summative assessment judgement, especially for the Entering and Developing phases. On the reading and writing Steps 22-27 grids (from lower key stage 2) and Steps 28-33 grids (from upper key stage 2) this is particularly important because pupils

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[2] These criteria will be reviewed by the Sheffield Primary Assessment Group after pilot feedback from schools and the publication of DfE updates and announcements and end of key stage results.

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are not expected to achieve the criteria outcomes until the second year of a two-year programme.

There are two grids for writing split into the *Spelling* and *Vocabulary, Grammar and Punctuation* strands on one grid, and the *Transcription - Handwriting* and *Composition* strands on the other. They have been provided in this format so that teachers can set targets and make predictions for both areas.

An example for Steps 28-33 is illustrated below.

Steps 28-33	Writing: Planning and Assessment from National Curriculum Upper Key Stage 2					Total Stars 48 5 KPIs for Step 33
Step 27 must have been attained	Step	28, Entering Y5	29, Developing Y5	30, Secure Y5	31, Entering Y6	32, Developing Y6	33, Secure Y6
	Typical attainment time	Autumn Y5	Spring Y5	Summer Y5	Autumn Y6	Spring Y6	Summer Y6
	Stars routinely required	6	13	19	26	32	38, including all underlined KPIs with 3 stars.

Should a grid be completed for each individual pupil?

This is a decision for each school that use these materials. It is not an expectation that a grid will be completed for every pupil, although many schools will use this approach. Schools may decide to use one grid for several pupils working at a similar stage in their learning. *See Appendix B* for some advice from the NAHT report. (See page 81)

Transition between key stages

Early Years into Key Stage 1

The transition grids on the following pages draw together all the related areas of learning from Early Years Foundation Stage for reading, writing and mathematics and allow teachers to make an overall judgement of which step has been **attained** just before entry into Year 1. Once a transition assessment has been made, this can be recorded and used to baseline future assessments using any of the subject planning and assessment grids.

Phonics and spelling programmes

There is a clear expectation in The National Curriculum that a phonics and spelling programme will be used in Reception (FS2) to be continued into Year 1 and beyond.

KS2 into KS3

The Key Stage 3 curriculum is not broken down into year groups so it has not been possible to provide a grid based solely on Curriculum Year 7. The grids provided for Steps 34-36 have been put together using the KS3 programmes of study where appropriate, with the support of secondary colleagues, but also with a view to broadening the upper Key Stage 2 programmes of study. This stage of attainment is referred to as 'Lower KS3'.Teachers should use Steps 34-36 once Step 33 has been embedded / mastered.

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Transition Grids from Early Years into National Curriculum

These transition grids are the only ones that should be used routinely with pupils being taught in Foundation Stage, as a basis for conversation between the Early Years and Year 1 teachers, usually at the very end of the Foundation 2 year, just prior to transfer into Year 1. It should help Year 1 teachers to select the appropriate grid for pupils to start their National Curriculum journey.

★ E = Embedded

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Reading: Steps 1 to 9: Transition from *Development Matters* into *National Curriculum*

Use the sections in the grids below to ascertain which step has been attained by pupils in reading skills. Contrary to standard practice in foundation stage, the assessment made should be the step **completed**, not the step being worked within.

The number of statements routinely required for a step to be achieved is given for guidance and consistency. Statements must be securely embedded to be considered attained.

Section 1: Steps 1 to 2		Section 2: Steps 3 to 6					Section 3: Steps 7 to 9		
0-11 months		8-20 and 16-26 months					22-36 months		
Statements routinely required		Statements routinely required					Statements routinely required		
Step 1	Step 2	Step 3	Step 4	Step 5	Step 6		Step 7	Step 8	Step 9
Teacher's discretion		2	3	5	7		2	5	7
Reading	★ E	Reading				★ E	Reading		★ E
❖ Enjoy looking at books and other printed material with familiar people. [R] ❖ Start to understand contextual clues, *e.g., familiar gestures, words and sounds.* [U]		❖ Handle books and printed material with interest. [R] ❖ Show interest in books and rhymes and may have favourites. [R] ❖ Respond to the different things said when in a familiar context with a special person, *e.g., 'Where's Mummy?', 'Where's your nose?'* [U] ❖ Develop understanding of single words in context, *e.g., 'cup', 'milk', 'daddy'.* [U] ❖ Listen to and enjoy rhythmic patterns in rhymes and stories. [L&A] ❖ Enjoy rhymes and demonstrate listening by trying to join in with actions or vocalisations. [L&A] ❖ Select familiar objects by name and find objects when asked, or identify objects from a group. [U] ❖ Understand simple sentences, *e.g., 'Throw the ball.'* [U] ❖ Enjoy pictures and stories about themselves, their families and other people. [P&C]					❖ Have some favourite stories, rhymes, songs, poems or jingles. [R] ❖ Repeat words or phrases from familiar stories. [R] ❖ Fill in the missing word or phrase in a known rhyme, story or game, *e.g., 'Humpty Dumpty sat on . . ..'* [R] ❖ Identify action words by pointing to the right picture, *e.g., "Who's jumping?"* [U] ❖ Understand more complex sentences, *e.g., 'Put your toys away and then we'll read a book.'* [U] ❖ Understand 'who', 'what', 'where' in simple questions, *e.g., 'Who's that/can?' 'What's that?' 'Where is?'* [U] ❖ Turn pages in a book, sometimes several at once. [MH] ❖ Listen with interest to the noises adults make when they read stories. [U] ❖ Show interest in play with sounds, songs and rhymes. [L&A]		

[R]
Reading

[U]
Communication & Language: Understanding

[L&A]
Communication & Language: Listening & Attention

[P&C]
Understanding the World: People & Communities

★ E = Embedded

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Use the sections in the grids below to ascertain which step has been attained by pupils in reading and comprehension skills. Contrary to standard practice in foundation stage, the assessment made should be the step **completed**, not the step being worked within.

Section 4: Steps 10 to 12 (30-50 months)				Section 5: Steps 13 to 15 (40-60 months)			
Statements routinely required	Step 10	Step 11	Step 12	Statements routinely required	Step 13	Step 14	Step 15
	5	11	16		6 across both aspects	11 across both aspects	17 across both aspects
Reading			★E	**Reading**			★E
❖ Enjoy rhyming and rhythmic activities. [R]				❖ Hear and say the initial sound in words. [R]			
❖ Show awareness of rhyme and alliteration. [R]				❖ Segment the sounds in simple words and blend them together and know which letters represent some of them. [R]			
❖ Recognise rhythm in spoken words. [R]				❖ Link sounds to letters, naming and sounding the letters of the alphabet. [R]			
❖ Listen to and join in with stories and poems, one-to-one and also in small groups.				❖ Begin to read words and simple sentences. [R]			
❖ Join in with repeated refrains and anticipate key events and phrases in rhymes and stories. [R]				❖ Use phonic knowledge to decode regular words and read them aloud accurately. [R]			
❖ Begin to be aware of the way stories are structured. [R]				❖ Read some common irregular words. [R]			
❖ Suggest how the story might end. [R]				❖ Read phonically regular words of more than one syllable. [R] (EX ELG)			
❖ Listen to stories with increasing attention and recall. [R]				❖ Read many irregular but high frequency words. [R] (EX ELG)			
❖ Describe main story settings, events and principal characters. [R]				**Comprehension**			★E
❖ Show interest in illustrations and print in books and print in the environment. [R]				❖ Continue a rhyming string. [R]			
❖ Recognise familiar words and signs such as own name and advertising logos. [R]				❖ Use vocabulary and forms of speech that are increasingly influenced by experiences of books. [R]			
❖ Look at books independently. [R]				❖ Enjoy an increasing range of books. [R]			
❖ Handle books carefully. [R]				❖ Know that information can be retrieved from books and computers. [R]			
❖ Know information can be relayed in the form of print. [R]				❖ Respond to instructions involving a two-part sequence. [U]			
❖ Hold books the correct way up and turn pages. [R]				❖ Understand humour, *e.g., nonsense rhymes, jokes*. [U]			
❖ Know that print carries meaning and, in English, is read from left to right and top to bottom. [R]				❖ Follow a story without pictures or props. [U]			
❖ Respond to simple instructions, *e.g., to get or put away an object.* [U]				❖ Listen and respond to ideas expressed by others in conversation or discussion. [U]			
❖ Begin to understand 'why' and 'how' questions. [U]				❖ Follow instructions involving several ideas or actions. [U] (ELG)			
❖ Remember and talk about significant events in their own experience. [P&C]				❖ Answer 'how' and 'why' questions about experiences and in response to stories or events. [U] (ELG)			
❖ Recognise and describe special times or events for family or friends. [P&C]				❖ Listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions. [L&A] (ELG)			
				❖ Read and understand simple sentences. [R] (ELG)			
				❖ Demonstrate understanding when talking with others about what they have read. [R] (ELG)			

[R]	[U]	[L&A]	[P&C]
Literacy: Reading	Communication & Language: Understanding	Communication & Language: Listening & Attention	Understanding the World: People & Communities

★ E = Embedded   E ELG = Early Learning Goal   EX ELG = Exceeding Early Learning Goal

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Use the sections in the grids below to ascertain which step has been attained by pupils in writing skills. Contrary to standard practice in foundation stage, the assessment made should be the step **completed**, not the step being worked within.

The number of statements routinely required for a step to be achieved is given for guidance and consistency. Statements must be securely embedded to be considered attained.

Section 1: Steps 1 to 2 (0-11 months)		Section 2: Steps 3 to 6 (8-20 and 16-26 months)				Section 3: Steps 7 to 9 (22-36 months)			Section 4: Steps 10 to 12 (30-50 months)			
Statements routinely required		Statements routinely required				Statements routinely required			Statements routinely required			
Step 1	Step 2	Step 3	Step 4	Step 5	Step 6	Step 7	Step 8	Step 9	Step 10	Step 11		Step 12
Teacher's discretion		Teacher's discretion			3	Teacher's discretion		4	Teacher's discretion			5
Writing	★E	**Writing**		★E		**Writing**		★E	**Writing**			★E
❖ Reach out for, touch and begin to hold objects. [MH]		❖ Pick up small objects between thumb and fingers. [MH] ❖ Enjoy the sensory experience of making marks in damp sand, paste or paint. [MH] ❖ Hold pen or crayon using a whole hand (palmar) grasp and make random marks with different strokes. [MH]				❖ Distinguish between the different marks they make. [W] ❖ Show control in holding books. [MH] ❖ Show control in holding mark-making tools. [MH] ❖ Begin to use three fingers (tripod grip) to hold writing tools. [MH] ❖ Imitate drawing simple shapes such as circles and lines. [MH]			❖ Sometimes give meaning to marks as they draw and paint. [W] ❖ Ascribe meanings to marks that they see in different places. [W] ❖ Draw lines and circles using gross motor movements. [MH] ❖ Hold pencil between thumb and two fingers, no longer using whole-hand grasp. [MH] ❖ Hold pencil near point between first two fingers and thumb and use it with good control. [MH] ❖ Copy some letters, *e.g., letters from their name*. [MH]			

[MH]
Physical Development: Moving and Handling

[W]
Literacy: Writing

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Note: from Step 13 onwards Writing has 2 elements: *Writing* and *Spelling, Punctuation & Grammar*. Writing comprises *Transcription - Handwriting* and *Composition*. Spelling, Punctuation & Grammar comprises *Spelling* and *Punctuation, Vocabulary & Grammar*.

Writing Steps 13-15: Transition from *Development Matters* into *National Curriculum*

Use the sections in the grids below to ascertain which step has been attained by pupils in writing and in spelling, punctuation and grammar skills. Contrary to standard practice in foundation stage, the assessment made should be the step completed, not the step being worked within.

The number of statements routinely required for a step to be achieved is given for guidance and consistency. Statements must be securely embedded to be considered attained.

Section 5 Writing: Steps 13 to 15, 40-60 months

Statements routinely required	Step 13 3 across both aspects	Step 14 7 across both aspects	Step 15 10 across both aspects

Writing	★E	Writing (cont)	★E
❖ Show a preference for a dominant hand. [MH]		❖ Give meaning to marks they make as they draw, write and paint. [W]	
❖ Begin to use anticlockwise movement and retrace vertical lines. [MH]		❖ Begin to break the flow of speech into words. [W]	
❖ Begin to form recognisable letters. [MH]		❖ Continue a rhyming string. [W] (40-60)	
❖ Use a pencil and hold it effectively to form recognisable letters, most of which are correctly formed. [MH]		❖ Use some clearly identifiable letters to communicate meaning. [W]	
		❖ Attempt to write short sentences in meaningful contexts. [W]	
❖ Handle equipment and tools effectively, including pencils for writing. [MH] (ELG)		❖ Write own name and other things. [W] (40-60)	
❖ Show good control and co-ordination in large and small movements. [MH] (ELG)		❖ Write sentences which can be read by themselves and others such as labels, captions. [W] (ELG)	

Spelling, Punctuation & Grammar: Steps 13-15: Transition from *Development Matters* into *National Curriculum*

Section 5: Spelling, Punctuation & Grammar Steps 13 to 15, 40-60 months

Statements routinely required	Step 13 3 across both aspects	Step 14 6 across both aspects	Step 15 9 across both aspects

Spelling	★E	Spelling (cont)	★E
❖ Use some clearly identifiable letters, representing some sounds correctly and in sequence.		❖ Know the process of segmenting spoken words into sounds before choosing graphemes to represent the sounds. (Ages & Stages revision Y1)	
❖ Segment the sounds in simple words and blend them together.		❖ Know words with adjacent consonants. (Ages & Stages revision Y1)	
❖ Know all letters of the alphabet and the sounds which they most commonly represent. (Ages & Stages revision Y1)		❖ **Use their phonic knowledge to write words in ways which match their spoken sounds. (ELG)**	
❖ Know consonant digraphs which have been taught and the sounds which they represent. (Ages & Stages revision Y1)		❖ **Write some irregular common words. (ELG)**	
		❖ **Spell some words correctly and others are phonetically plausible. (ELG)**	
❖ Know vowel digraphs and the sounds which they represent. (Ages & Stages revision Y1)		❖ Spell phonically regular words of more than one syllable as well as many irregular but high frequency words. (EX ELG)	

[MH] Physical Development: Moving and Handling   **[W]** Literacy: Writing   **(ELG) Early Learning Goals**

★ E = Embedded

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Mathematics: Steps 1 to 12: Transition from *Development Matters* into *National Curriculum*

Use the sections in the grids below to ascertain which step has been attained by pupils in mathematical skills. Contrary to standard practice in foundation stage, the assessment made should be the step **completed**, not the step being worked within.

The number of statements routinely required for a step to be achieved is given for guidance and consistency. Statements must be securely embedded to be considered attained.

Section 1: Steps 1 to 2 (0-11 months)		Section 2: Steps 3 to 6 (8-20 and *16-26* months)				Section 3: Steps 7 to 9 (22-36 months)			Section 4: Steps 10 to 12 (30-50 months)		
		Statements routinely required				Statements routinely required			Statements routinely required		
Step 1	Step 2	Step 3	Step 4	Step 5	Step 6	Step 7	Step 8	Step 9	Step 10	Step 11	Step 12
Teacher's discretion		Teacher's discretion		6	9	3	6	10	6	11	17

Numbers	★E	**Numbers**	★E	**Numbers**	★E	**Numbers**	★E
❖ Notice changes in number of objects/images or sounds in group of up to 3. ❖ Begin to understand that things exist, even when out of sight. (8-20)		❖ Develop an awareness of number names through their enjoyment of action rhymes and songs that relate to their experience of numbers. ❖ Know that things exist, even when out of sight. ❖ Begin to organise and categorise objects, *e.g., putting all the teddy bears together or teddies and cars in separate piles.* ❖ Say some counting words randomly.		❖ Select a small number of objects from a group when asked, *e.g., 'Please give me one', 'Please give me two'.* ❖ Recite some number names in sequence. ❖ Create and experiment with symbols and marks representing ideas of number. ❖ Begin to make comparisons between quantities. ❖ Use some language of quantities, such as 'more' and 'a lot'. ❖ Know that a group of things changes in quantity when something is added or taken away.		❖ Use some number names and number language spontaneously. ❖ Use some number names accurately in play. ❖ Recite numbers in order to 10. ❖ Know that numbers identify how many objects are in a set. ❖ Begin to represent numbers using fingers, marks on paper or pictures. ❖ Sometimes match numeral and quantity correctly. ❖ Show curiosity about numbers by offering comments or asking questions. ❖ Compare two groups of objects, saying when they have the same number. ❖ Show an interest in number problems. ❖ Separate a group of three or four objects in different ways, beginning to recognise that the total is still the same. ❖ Show an interest in numerals in the environment. ❖ Show an interest in representing numbers. ❖ Realise not only objects, but anything can be counted, including steps, claps or jumps.	
		Shape, Space & Measure	★E				
		❖ Recognise big things and small things in meaningful contexts. ❖ Get to know and enjoy daily routines, such as getting-up time, mealtimes, nappy time, and bedtime. ❖ Attempt, sometimes successfully, to fit shapes into spaces on inset boards or jigsaw puzzles. ❖ Use blocks to create a simple structure and arrangement. ❖ Enjoy filling and emptying containers. ❖ Associate a sequence of actions with daily routines. ❖ Begin to understand that things might happen 'now'.		**Shape, Space & Measure**	★E	**Shape, Space & Measure**	★E
				❖ Notice simple shapes and patterns in pictures. ❖ Begin to categorise objects according to properties such as shape or size. ❖ Begin to use the language of size. ❖ Understand some talk about immediate past and future, *e.g., 'before', 'later' or 'soon'.* ❖ Anticipate specific time-based events such as mealtimes or home time. ❖ Develop understanding of simple concepts, *e.g., big/little.* C&L [U]		❖ Show an interest in shape and space by playing with shapes or making arrangements with objects. ❖ Show awareness of similarities of shapes in the environment. ❖ Use positional language. ❖ Show interest in shape by sustained construction activity or by talking about shapes or arrangements. ❖ Show interest in shapes in the environment. ❖ Use shapes appropriately for tasks. ❖ Begin to talk about the shapes of everyday objects, *e.g., 'round' and 'tall'.* ❖ Show understanding of prepositions, *e.g., 'under', 'on top', 'behind'.* C&L [U]	

C&L [U] Communication, Literacy and Language: Understanding

★ E = Embedded

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Mathematics Steps 13-15: Transition from *Development Matters* into *National Curriculum*

Use the sections in the grids below to ascertain which step has been attained by pupils in mathematical skills. Contrary to standard practice in foundation stage, the assessment made should be the step **completed**, not the step being worked within. If pupils have achieved Step 15 look at the Steps 16 to 18 grids.

> The number of statements routinely required for a step to be achieved is given for guidance and consistency. Statements must be securely embedded to be considered attained.

Section 5: Steps 13 to 15 (40-60 months)

Statements routinely required	Step 13	Step 14	Step 15
	11 across both of aspects	21 across both aspects	32 both range of aspects

Numbers	★E	Shape, Space & Measures	★E
❖ Recognise some numerals of personal significance.		❖ Begin to use mathematical names for 'solid' 3D shapes and 'flat' 2D shapes, and mathematical terms to describe shapes.	
❖ Recognise numerals 1 to 5.			
❖ Count up to three or four objects by saying one number name for each item.		❖ Select a particular named shape.	
❖ Count actions or objects which cannot be moved.		❖ Describe relative position such as '*behind*' or '*next to*'.	
❖ Count objects to 10, and beginning to count beyond 10.		❖ Order two or three items by length or height.	
❖ Count out up to six objects from a larger group.		❖ Order two items by weight or capacity.	
Select the correct numeral to represent:		❖ Use familiar objects and common shapes to create and recreate patterns and build models.	
◆ 1 to 5 objects;			
◆ 1 to 10 objects.		❖ Use everyday language related to time.	
❖ Count an irregular arrangement of up to ten objects.		❖ Begin to use everyday language related to money.	
❖ Estimate how many objects they can see and check by counting them.		❖ Order and sequences familiar events.	
❖ Use the language of 'more' and 'fewer' to compare two sets of objects.		❖ Measure short periods of time in simple ways.	
❖ Find the total number of items in two groups by counting all of them.		*Use everyday language to talk about and compare quantities and objects and to solve problems. (ELG):*	
❖ Say the number that is one more than a given number.		◆ **size (length, width and height);**	
❖ Find one more or one less from a group of up to five objects, then ten objects.		◆ **weight;**	
❖ In practical activities and discussion, begin to use the vocabulary involved in adding and subtracting.		◆ **capacity;**	
		◆ **position;**	
❖ Record, using marks that they can interpret and explain.		◆ **distance;**	
❖ Begin to identify own mathematical problems based on own interests and fascinations.		◆ **time;**	
❖ **Count reliably with numbers from one to 20. (ELG)**		◆ **money.**	
❖ **Place numbers from one to 20 in order and say which number is one more or one less than a given number. (ELG)**		❖ Recognise, create and describe patterns.	
❖ **Use quantities and objects to add and subtract two single-digit numbers and count on or back to find the answer. (ELG)**		❖ **Explore characteristics of everyday objects and shapes and use mathematical language to describe them. (ELG)**	
❖ **Solve problems, including doubling, halving and sharing. (ELG)**			

(ELG) Early Learning Goals

★ E = Embedded

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Reading

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Reading: Planning and Assessment Delayed Development in Year 1

Steps 1-6 From Ages & Stages: only use in Year 1 for pupils who are not SEN but may be young or immature - older pupils should be on the SEN grids **33 Stars**

Step	Step 1	Step 2	Step 3	Step 4	Step 5	Step 6	The 3 divisions within each statement, annotated as stars, are an indication of the depth of pupil understanding, not the number of times observed. The number of stars routinely required for a step to be achieved is given for consistency and moderation purposes.
Stars routinely required	4	9	13	18	22	26	

Reading	B ★	P ★	E ★	Reading	B ★	P ★	E ★
❖ Enjoy looking at books and other printed material with familiar people.				❖ Develop understanding of single words in context, *e.g., 'cup', 'milk', 'daddy'.* [U]			
❖ Start to understand contextual clues, *e.g., familiar gestures, words and sounds*. [U]				❖ Listen to and enjoy rhythmic patterns in rhymes and stories. [L&A]			
❖ Handle books and printed material with interest.				❖ Enjoy rhymes and demonstrate listening by trying to join in with actions or vocalisations. [L&A]			
❖ Show interest in books and rhymes and may have favourites.				❖ Select familiar objects by name and will go and find objects when asked, or identify objects from a group. [U]			
❖ Respond to the different things said when in a familiar context with a special person, *e.g., 'Where's Mummy?', 'Where's your nose?'.* [U]				❖ Understand simple sentences, *e.g., 'Throw the ball.'* [U]			
				❖ Enjoy pictures and stories about themselves, their families and other people. [P&C]			

Reading: Planning and Assessment Delayed Development in Year 1

Steps 7-9 From Ages & Stages: only use in Year 1 for pupils who are not SEN but may be young or immature - older pupils should be on the SEN grids **30 Stars**

Step 6 must have been attained	Step	Step 7	Step 8	Step 9	The 3 divisions within each statement, annotated as stars, are an indication of the depth of pupil understanding, not the number of times observed. The number of stars routinely required for a step to be achieved is given for consistency and moderation purposes.
	Stars routinely required	8	16	24	

Reading	B ★	P ★	E ★	Reading (cont)	B ★	P ★	E ★
❖ Have some favourite stories, rhymes, songs, poems or jingles.				❖ Understand 'who', 'what', 'where' in simple questions, *e.g., 'Who's that/can?' 'What's that?' 'Where is?'* [U]			
❖ Repeat words or phrases from familiar stories.				❖ Turn pages in a book, sometimes several at once. [MH]			
❖ Fill in the missing word or phrase in a known rhyme, story or game, *e.g., 'Humpty Dumpty sat on . . ..'*				❖ Show interest in play with sounds, songs and rhymes. [U]			
❖ Identify action words by pointing to the right picture, *e.g., 'Who's jumping?'* [U]				❖ Listen with interest to the noises adults make when they read stories. [L&A]			
❖ Understand more complex sentences, *e.g., 'Put your toys away and then we'll read a book.'* [U]				❖ Show interest in play with sounds, songs and rhymes. [L&A]			

[U] Communication & Language: Understanding   **[L&A]** Communication & Language: Listening & Attention   **[MH]** Physical Development: Moving and Handling   **[P&C]** Understanding the World: People & Communities

★ B = Beginning to   ★ P = Progressing   ★ E = Embedded

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Reading: Planning and Assessment Delayed Development in Year 1

Steps 10-12	From Ages & Stages: only use in Year 1 for pupils who are not SEN but may be young or immature - older pupils should be on the SEN grids.	**60 Stars**

Step 9 must have been attained	Step	Step 10	Step 11	Step 12	The 3 divisions within each statement, annotated as stars, are an indication of the depth of pupil understanding, not the number of times observed. The number of stars routinely required for a step to be achieved is given for consistency and moderation purposes.
	Stars routinely required	16	32	48	

Reading	B ★	P ★	E ★	Reading (cont)	B ★	P ★	E ★
❖ Enjoy rhyming and rhythmic activities.				❖ Recognise familiar words and signs such as own name and advertising logos.			
❖ Show awareness of rhyme and alliteration.				❖ Look at books independently.			
❖ Recognise rhythm in spoken words.				❖ Handle books carefully.			
❖ Listen to and join in with stories and poems, one-to-one and also in small groups.				❖ Know information can be relayed in the form of print.			
❖ Join in with repeated refrains and anticipate key events and phrases in rhymes and stories.				❖ Hold books the correct way up and turn pages.			
❖ Begin to be aware of the way stories are structured.				❖ Know that print carries meaning and, in English, is read from left to right and top to bottom.			
❖ Suggest how the story might end.				❖ Respond to simple instructions, *e.g.*, to get or put away an object. [U]			
❖ Listen to stories with increasing attention and recall.				❖ Begin to understand 'why' and 'how' questions. [U]			
❖ Describe main story settings, events and principal characters.				❖ Remember and talk about significant events in their own experience. [P&C]			
❖ Show interest in illustrations and print in books and print in the environment.				❖ Recognise and describe special times or events for family or friends. [P&C]			

[U] Communication & Language: Understanding   **[P&C]** Understanding the World: People & Communities

★ B = Beginning to   ★ P = Progressing   ★ E = Embedded

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Reading: Planning and Assessment Delayed Development in Year 1									
Steps 13-15 From Ages & Stages: only use in Year 1 for pupils who are not SEN but may be young or immature - older pupils should be on the SEN grids. **6 KPIs 63 Stars**									

Step 12 must have been attained	Step	Step 13	Step 14	Step 15	The 3 divisions within each statement, annotated as stars, are an indication of the depth of pupil understanding, not the number of times observed. The number of stars routinely required for a step to be achieved is given for consistency and moderation purposes.
	Stars routinely required	17	34	50	

Word Reading	B ★	P ★	E ★	Comprehension	B ★	P ★	E ★
❖ Hear and say the initial sound in words.				❖ Continue a rhyming string.			
❖ Segment the sounds in simple words and blend them together and know which letters represent some of them.				❖ Use vocabulary and forms of speech that are increasingly influenced by their experiences of books.			
				❖ Enjoy an increasing range of books.			
❖ Link sounds to letters, naming and sounding the letters of the alphabet.				❖ Know that information can be retrieved from books and computers.			
❖ Begin to read words and simple sentences.				❖ Respond to instructions involving a two-part sequence. [U]			
				❖ Understand humour, *e.g., nonsense rhymes, jokes.* [U]			
				❖ Follow a story without pictures or props. [U]			
❖ **Read some common irregular words. (E ELG)**				❖ Listen and respond to ideas expressed by others in conversation or discussion. [U]			
				❖ **Follow instructions involving several ideas or actions. [U] (ELG)**			
❖ **Use phonic knowledge to decode regular words and read them aloud accurately. (E ELG)**				❖ **Answer 'how' and 'why' questions about their experiences and in response to stories or events. [U] (ELG)**			
❖ Read phonically regular words of more than one syllable.(EX ELG)				❖ **Listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions. [L&A] ELG**			
				❖ **Read and understand simple sentences. (ELG)**			
❖ Read many irregular but high frequency words. (EX ELG)				❖ **Demonstrate understanding when talking with others about what they have read. (ELG)**			

[U] Communication & Language: Understanding   **[L&A]** Communication & Language: Listening & Attention   **(ELG)** Early Learning Goal   **(EX ELG)** Exceeding Early Learning Goal

★ B = Beginning to   ★ P = Progressing   ★ E = Embedded   **Early Learning Goals are KPIs and are bold**

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Reading: Planning and Assessment for EAL Learners

Steps 10-12	English as an Additional Language learners, not SEN, not able to access Year 1 and beyond.			6 Stars

Step	Step 10	Step 11	Step 12	The 3 divisions within each statement, annotated as stars, are an indication of the depth of pupil understanding, not the number of times observed. The number of stars routinely required for a step to be achieved is given for consistency and moderation purposes.
Stars routinely required	Teachers' discretion			

Reading	B ★	P ★	E ★	Reading (cont)	B ★	P ★	E ★
❖ Look at picture books and identify objects that they know in English. (SAS1)				❖ Follow a sequence of pictures and simple text in English read to them. (SAS1)			

Reading: Planning and Assessment for EAL Learners

Steps 13-15	English as an Additional Language learners, not SEN, not able to access Year 1 and beyond.			42 Stars

Step 12 must have been attained	Step	Step 13	Step 14	Step 15	The 3 divisions within each statement, annotated as stars, are an indication of the depth of pupil understanding, not the number of times observed. The number of stars routinely required for a step to be achieved is given for consistency and moderation purposes.
	Stars routinely required	11	22	34	

Word Reading	B ★	P ★	E ★	Comprehension	B ★	P ★	E ★
❖ Identify initial sounds of names of objects in books. (SAS2)				❖ Participate in reading activities. (SAS3)			
❖ Match some letters and sounds in English. (SAS2)				❖ Know that, in English, print is read from left to right and from top to bottom. (SAS3)			
❖ Recognise their own name and familiar words (SAS3)							
❖ Identify some letters of the alphabet by shape and sound. (SAS3)				❖ Begin to predict what a text will be about. (SAS4)			
❖ Begin to associate sounds with letters in English. (SAS4)				❖ With support, follow a text read aloud. (SAS4)			
❖ Read words and phrases that they have learned in different curriculum areas. (SAS4)				❖ With support, establish meaning when reading aloud phrases or simple sentences, and use contextual clues to gain understanding. (SAS1T)			
❖ Read a range of familiar words (SAS1T)							
❖ Identify initial and final sounds in unfamiliar words. (SAS1T)				❖ Use knowledge of letters, sounds and words to establish meaning when reading familiar texts aloud, sometimes with prompting. (SAS1S)			

See Appendix E: EAL Learners and (EMAS, Sheffield City Council, 2014) and (EMAS, Sheffield City Council, 2004)

★ B = Beginning to   ★ P = Progressing   ★ E = Embedded

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Reading: Planning and Assessment for SEN Pupils

Steps 7-9 — P Scales (number of scale in brackets after statement) — 15 Stars

Step		Step 7	Step 8	Step 9	The 3 divisions within each statement, annotated as stars, are an indication of the depth of pupil understanding, not the number of times observed. The number of stars routinely required for a step to be achieved is given for consistency and moderation purposes.
Stars routinely required		4	8	12	

Reading	B ★	P ★	E ★	Reading (cont)	B ★	P ★	E ★	Reading (cont)	B ★	P ★	E ★
❖ Listen and respond to familiar rhymes and stories. (4) ❖ Show some understanding of how books work. (4)				❖ Select a few words, symbols or pictures with which they are particularly familiar and derive some meaning from text, symbols or pictures presented in a way familiar to them. (5)				❖ Match objects to pictures and symbols. (5) ❖ Show curiosity about content at a simple level. (5)			

Reading: Planning and Assessment for SEN Pupils

Steps 10-12 — P Scales (number of scale in brackets after statement) — 15 Stars

Step 9 must have been attained	Step	Step 10	Step 11	Step 12	The 3 divisions within each statement, annotated as stars, are an indication of the depth of pupil understanding, not the number of times observed. The number of stars routinely required for a step to be achieved is given for consistency and moderation purposes.
	Stars routinely required	4	8	12	

Reading	B ★	P ★	E ★	Reading (cont)	B ★	P ★	E ★
❖ Select and recognise or read a small number of words or symbols linked to a familiar vocabulary. (6) ❖ Show an interest in the activity of reading. (6)				❖ Predict elements of a narrative. (7) ❖ Distinguish between print or symbols and pictures in texts. (7) ❖ Understand the conventions of reading. (7)			

Reading: Planning and Assessment for SEN Pupils

Steps 13-15 — P Scales (number of scale in brackets after statement) — 15 Stars

Step 12 must have been attained	Step	Step 13	Step 14	Step 15	The 3 divisions within each statement, annotated as stars, are an indication of the depth of pupil understanding, not the number of times observed. The number of stars routinely required for a step to be achieved is given for consistency and moderation purposes.
	Stars routinely required	4	8	12	

Word Reading	B ★	P ★	E ★	Comprehension	B ★	P ★	E ★
❖ Recognise or read a growing repertoire of familiar words or symbols, including their own names. (8) ❖ Recognise at least half the letters of the alphabet by shape, name or sound. (8)				❖ Associate sounds with patterns in rhymes, with syllables, and with words or symbols. (8) ❖ Follow a story without pictures or props. (8) ❖ Understand that words, symbols and pictures convey meaning. (8)			

★ B = Beginning to   ★ P = Progressing   ★ E = Embedded

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	Year 1 pupil (delayed development)	EAL pupil with no special needs	Special Educational Needs & Disability (P Scales)
Not at Steps 16 - 18? Find correct grid for pupil's needs.➔	Steps 1-6 Page 22		
	Steps 7-9 Page 22		Steps 7-9 Page 26
	Steps 10-12 Page 23	Steps 10-12 Page 25	Steps 10-12 Page 26
	Steps 13-15 Page 24	Steps 13-15 Page 25	Steps 13-15 Page 26

Reading: Planning and Assessment from National Curriculum Year 1

Steps 16 to 18 **Total Stars 66** **9 KPIs**

Step 15 must have been attained.	Step	16, Entering Y1	17, Developing Y1	18, Secure Y1	The 3 divisions within each statement, annotated as stars, are an indication of the depth of pupil understanding, not the number of times observed. The number of stars routinely required for a step to be achieved is given for consistency and moderation purposes.
	Typical attainment time	Autumn Y1	Spring Y1	Summer Y1	
	Stars routinely required	18	35	53, including all underlined KPIs with 3 stars.	

Word Reading	★ B	★ P	★ E	Comprehension Texts should be age-related to Year 1.	★ B	★ P	★ E
❖ Apply phonic knowledge and skills as the route to decode words.				*Develop pleasure in reading, motivation to read, vocabulary and understanding by:*			
❖ <u>Respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes.</u>				♦ <u>listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently;</u>			
❖ <u>Read accurately by blending sounds in unfamiliar words containing GPCs that have been taught.</u>				♦ being encouraged to link what they read or hear read to their own experiences;			
❖ <u>Read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word.</u>				♦ <u>becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics;</u>			
❖ Read words containing taught GPCs and –s, –es, –ing, –ed, –er and –est endings.				♦ recognising and joining in with predictable phrases;			
				♦ learning to appreciate rhymes and poems, and to recite some by heart;			
❖ Read other words of more than one syllable that contain taught GPCs.				♦ discussing word meanings, linking new meanings to those already known.			
❖ Read words with contractions *[for example, I'm, I'll, we'll]*, and understand that the apostrophe represents the omitted letter(s).				*Understand both the books they can already read accurately and fluently and those they listen to by:*			
				♦ drawing on what they already know or on background information and vocabulary provided by the teacher;			
❖ <u>Read aloud accurately books that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words.</u>				♦ <u>checking that the text makes sense to them as they read correcting inaccurate reading;</u>			
				♦ <u>discussing the significance of the title and events;</u>			
				♦ making inferences on the basis of what is being said and done;			
❖ Re-read these books to build up their fluency and confidence in word reading.				♦ <u>predicting what might happen on the basis of what has been read so far.</u>			
				❖ Participate in discussion about what is read to them, taking turns and listening to what others say.			
				❖ Explain clearly their understanding of what is read to them.			

★ B = Beginning to   ★ P = Progressing   ★ E = Embedded

Key Performance Indicators (KPIs) are underscored

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Steps 19 to 21				**Total Stars 69**	**13 KPIs**

Step 18 must have been attained	Step	19, Entering Y2	20, Developing Y2	21, Secure Y2	The 3 divisions within each statement, annotated as stars, are an indication of the depth of pupil understanding, not the number of times observed. The number of stars routinely required for a step to be achieved is given for consistency and moderation purposes.
	Typical attainment time	Autumn Y2	Spring Y2	Summer Y2	
	Stars routinely required	18	37	55, including all underlined KPIs with 3 stars.	

Word Reading	★ B	★ P	★ E	Comprehension Texts should be age-related to Year 2.	★ B	★ P	★ E
❖ Continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent.				*Develop pleasure in reading, motivation to read, vocabulary and understanding by:*			
				♦ listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently;			
❖ Read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes.				♦ discussing the sequence of events in books and how items of information are related;			
				♦ becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales;			
				♦ being introduced to non-fiction books that are structured in different ways;			
❖ Read accurately words of two or more syllables that contain the same graphemes as above.				♦ recognising simple recurring literary language in stories and poetry;			
				♦ discussing and clarifying the meanings of words, linking new meanings to known vocabulary;			
❖ Read words containing common suffixes.				♦ discussing their favourite words and phrases;			
❖ Read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word.				♦ continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear.			
				Understand both the books that they can already read accurately and fluently and those that they listen to by:			
				♦ drawing on what they already know or on background information and vocabulary provided by the teacher;			
❖ Read most words *[at an instructional level 93-95%]* quickly and accurately, without overt sounding and blending, when they have been frequently encountered.				♦ checking that the text makes sense to them as they read and correcting inaccurate reading;			
				♦ making inferences on the basis of what is being said and done;			
				♦ answering and asking questions;			
❖ Read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation.				♦ predicting what might happen on the basis of what has been read so far.			
				❖ Participate in discussion about books, poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say.			
❖ Re-read these books to build up their fluency and confidence in word reading.				❖ Explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves.			

★ B = Beginning to   ★ P = Progressing   ★ E = Embedded

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	Reading: Planning and Assessment from National Curriculum Lower Key Stage 2					
Steps 22-27					**Total Stars 54 10 KPIs for Step 27**	
Step 21 must have been attained	Step	22, Entering Y3	23, Developing Y3	24, Secure Y3	25, Entering Y4	26, Developing Y4	27, Secure Y4
	Typical attainment time	Autumn Y3	Spring Y3	Summer Y3	Autumn Y4	Spring Y4	Summer Y4
	Stars routinely required	7	14	22	29	36	43, including all underlined KPIs with 3 stars.

The 3 divisions within each statement, annotated as stars, are an indication of the depth of pupil understanding, not the number of times observed. The number of stars routinely required for a step to be achieved is given for consistency and moderation purposes. For statements to be completely embedded they should be demonstrated in a range of contexts and subject areas if applicable. Texts should be age-related, ie, if the grid is being used for a pupil working at curriculum year 3, texts should be Y3 appropriate.

Year 3 pupils would not typically reach the embedded stage during their Y3 year. All statements represent typical attainment at the end of Year 4.

Word Reading	★ B	★ P	★ E	Word Reading	★ B	★ P	★ E
❖ Apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1, both to read aloud and to understand the meaning of new words they meet.				❖ Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.			

Comprehension — Texts should be age-related to the year group being taught.	★ B	★ P	★ E	Comprehension — Texts should be age-related to the year group being taught.	★ B	★ P	★ E
Develop positive attitudes to reading and understanding of what they read by:				*Understand what they read, in books they can read independently, by:*			
♦ listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks;				♦ checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context;			
♦ reading books that are structured in different ways and reading for a range of purposes;				♦ asking questions to improve their understanding of a text;			
♦ using dictionaries to check the meaning of words that they have read;				♦ drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence;			
♦ increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally;				♦ predicting what might happen from details stated and implied;			
♦ identifying themes and conventions in a wide range of books;				♦ identifying main ideas drawn from more than one paragraph and summarising these;			
♦ preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action;				♦ identifying how language, structure, and presentation contribute to meaning.			
♦ discussing words and phrases that capture the reader's interest and imagination;				❖ Retrieve and record information from non-fiction.			
♦ recognising some different forms of poetry *[for example, free verse, narrative poetry].*				❖ Participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say.			

★ B = Beginning to   ★ P = Progressing   ★ E = Embedded

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Step 27 must have been attained	Step	28, Entering Y5	29, Developing Y5	30, Secure Y5	31, Entering Y6	32, Developing Y6	33, Secure Y6
	Typical attainment time	Autumn Y5	Spring Y5	Summer Y5	Autumn Y6	Spring Y6	Summer Y6
	Stars routinely required	8	17	25	34	42	50, including all underlined KPIs with 3 stars.

The 3 divisions within each statement, annotated as stars, are an indication of the depth of pupil understanding, not the number of times observed. The number of stars routinely required for a step to be achieved is given for consistency and moderation purposes. For statements to be completely embedded they should be demonstrated in a range of contexts and subject areas if applicable. Texts should be age-related, ie, if the grid is being used for a pupil working at curriculum year 5, texts should be Y5 appropriate.

Year 5 pupils would not typically reach the embedded stage during their Y5 year. All statements represent typical attainment at the end of key stage 2.

Word Reading	★ B	★ P	★ E
❖ Apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in English Appendix 1, both to read aloud and to understand the meaning of new words that they meet.			

Comprehension — Texts should be age-related to the year group being taught.	★ B	★ P	★ E
Maintain positive attitudes to reading and understanding of what they read by:			
♦ continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks;			
♦ reading books that are structured in different ways and reading for a range of purposes;			
♦ increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions;			
♦ recommending books that they have read to their peers, giving reasons for their choices;			
♦ identifying and discussing themes and conventions in and across a wide range of writing;			
♦ making comparisons within and across books;			
♦ learning a wider range of poetry by heart;			
♦ preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience.			

Comprehension — Texts should be age-related to the year group being taught.	★ B	★ P	★ E
Understand what they read by:			
♦ checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context;			
♦ asking questions to improve their understanding;			
♦ drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence;			
♦ predicting what might happen from details stated and implied;			
♦ summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas;			
♦ identifying how language, structure and presentation contribute to meaning.			
❖ Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader.			
❖ Distinguish between statements of fact and opinion.			
❖ Retrieve, record and present information from non-fiction.			
❖ Participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously.			
❖ Explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary.			
❖ Provide reasoned justifications for their views.			

★ B = Beginning to   ★ P = Progressing   ★ E = Embedded

           Key Performance Indicators (KPIs) are underscored

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Reading: Planning and Assessment from National Curriculum Key Stage 3												
Steps 34 to 36					**Total Stars 45**					**0 KPIs**		

Step 33 must have been attained	Step	34, Entering Y7	35, Developing Y7	36, Secure Y7	The 3 divisions within each statement, annotated as stars, are an indication of the depth of pupil understanding, not the number of times observed. The number of stars routinely required for a step to be achieved is given for consistency and moderation purposes.
	Typical attainment time	Autumn Y7	Spring Y7	Summer Y7	
	Stars routinely required	12	24	36	

Texts should be age-related to lower key stage 3 **. For statements to be completely embedded they should be demonstrated in a range of contexts and subject areas if applicable.

Reading Appreciation	★ B	★ P	★ E	Challenging Texts	★ B	★ P	★ E	Critical Reading	★ B	★ P	★ E
*Develop an appreciation and love of reading, and read increasingly challenging material independently through: ** * *reading a wide range of fiction and non-fiction, including in particular:*				*Understand increasingly challenging texts through:*				*Read critically through knowing how language presents meaning, including:*			
♦ whole books;				♦ learning new vocabulary, relating it explicitly to known vocabulary and understanding it with the help of context and dictionaries *[e.g., write a word not known in vocabulary book, look it up in a dictionary, use the word in own writing];*				♦ figurative language;			
♦ short stories, poems and plays with a wide coverage of genres;								♦ vocabulary choice;			
♦ historical periods;								♦ grammar;			
♦ forms and authors;				♦ making inferences and referring to evidence in the text;				♦ text structure;			
❖ choosing and reading books independently for challenge, interest and enjoyment;				♦ knowing the purpose, audience for and context of the writing and drawing on this knowledge to support comprehension;				♦ organisational features.			
❖ making critical comparisons across texts.				♦ checking their understanding to make sure that what they have read makes sense.							

** See suggested reading list in Appendix D.

★ B = Beginning to ★ P = Progressing ★ E = Embedded

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Writing

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Writing: Planning and Assessment Delayed Development in Year 1

Steps 1-9 From Ages & Stages: only use in Year 1 for pupils who are not SEN but may be young or immature - older pupils should be on the SEN grids. **15 Stars**

Steps 1 to 6		Step 7	Step 8	Step 9	The 3 divisions within each statement, annotated as stars, are an indication of the depth of pupil understanding, not the number of times observed.
Teacher discretion		4	8	12	The number of stars routinely required for a step to be achieved is given for consistency and moderation purposes.

Writing (Steps 1 to 6)	E ★	Writing (Steps 7 to 9)	B ★	P ★	E ★
❖ Reach out for, touch and begin to hold objects. (0-11) [MH]		❖ Show control in holding books. [MH]			
❖ Pick up small objects between thumb and fingers. (8-20)		❖ Show control in holding mark-making tools. [MH]			
❖ Enjoy the sensory experience of making marks in damp sand, paste or paint. (8-20) [MH]		❖ Begin to use three fingers (tripod grip) to hold writing tools. [MH]			
❖ Hold pen or crayon using a whole hand (palmar) grasp and make random marks with different strokes. (8-20) [MH]		❖ Imitate drawing simple shapes such as circles and lines. [MH]			
		❖ Distinguish between the different marks they make. [W]			

Writing: Planning and Assessment Delayed Development in Year 1

Steps 10-12 From Ages & Stages: only use in Year 1 for pupils who are not SEN but may be young or immature - older pupils should be on the SEN grids. **18 Stars**

Step 9 must have been attained	Step	Step 10	Step 11	Step 12	The 3 divisions within each statement, annotated as stars, are an indication of the depth of pupil understanding, not the number of times observed. The number of stars routinely required for a step to be achieved is given for consistency and moderation purposes.
	Stars routinely required	5	10	14	

Transcription - Handwriting	B ★	P ★	E ★	Transcription - Handwriting	B ★	P ★	E ★
❖ Sometimes give meaning to marks as they draw and paint. [W]				❖ Hold pencil between thumb and two fingers, no longer using whole-hand grasp. [MH]			
❖ Ascribe meanings to marks that they see in different places. [W]							
❖ Draw lines and circles using gross motor movements. [MH]				❖ Hold pencil near point between first two fingers and thumb and uses it with good control. [MH]			
❖ Copy some letters, *e.g., letters from their name.* [MH]							

[W] Literacy and Language: Writing   **[MH]** Physical Development: Moving and Handling

★ B = Beginning to   ★ P = Progressing   ★ E = Embedded

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Writing: Planning and Assessment Delayed Development in Year 1					

Writing: Planning and Assessment Delayed Development in Year 1

Steps 13-15   From Ages & Stages: only use in Year 1 for pupils who are not SEN but may be young or immature - older pupils should be on the SEN grids.   **3 KPIs   39 Stars**

Step 12 must have been attained	Step	Step 13	Step 14	Step 15	The 3 divisions within each statement, annotated as stars, are an indication of the depth of pupil understanding, not the number of times observed. The number of stars routinely required for a step to be achieved is given for consistency and moderation purposes.
	Stars routinely required	10	21	31	

Transcription - Handwriting	B ★	P ★	E ★	Composition	B ★	P ★	E ★
❖ Show a preference for a dominant hand. [MH]				❖ Give meaning to marks they make as they draw, write and paint. [W]			
❖ Begin to use anticlockwise movement and retrace vertical lines. [MH]				❖ Begin to break the flow of speech into words. [W]			
❖ Begin to form recognisable letters. [MH]				❖ Continue a rhyming string. [W]			
❖ Use a pencil and hold it effectively to form recognisable letters, most of which are correctly formed. [MH]				❖ Use some clearly identifiable letters to communicate meaning. [W]			
				❖ Attempt to write short sentences in meaningful contexts. [W]			
				❖ Write own name and other things such as labels, captions. [W]			
❖ **Handle equipment and tools effectively, including pencils for writing. [MH] (ELG)**				❖ **Write sentences which can be read by themselves and others. [W] (ELG)**			
❖ **Show good control and co-ordination in large and small movements. [MH] (ELG)**							

[W] Literacy and Language: Writing   **[MH]** Physical Development: Moving and Handling   **(ELG)** Early Learning Goal

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Writing: Planning and Assessment for EAL Learners

Steps 10-12

English as an Additional Language learners, not SEN, not able to access Year 1 and beyond.

18 Stars

Step 9 must have been attained	Step	Step 10	Step 11	Step 12	The 3 divisions within each statement, annotated as stars, are an indication of the depth of pupil understanding, not the number of times observed. The number of stars routinely required for a step to be achieved is given for consistency and moderation purposes.
	Stars routinely required	5	10	14	

Transcription - Handwriting	B ★	P ★	E ★	Transcription - Handwriting	B ★	P ★	E ★
❖ Make marks to represent writing which go from left to right across the page. (SAS1)				❖ Begin to trace English letters and to understand their importance as building blocks of meaning. (SAS1)			

Writing: Planning and Assessment for EAL Learners

Steps 13-15

English as an Additional Language learners, not SEN, not able to access Year 1 and beyond.

18 Stars

Step 12 must have been attained	Step	Step 13	Step 14	Step 15	The 3 divisions within each statement, annotated as stars, are an indication of the depth of pupil understanding, not the number of times observed. The number of stars routinely required for a step to be achieved is given for consistency and moderation purposes.
	Stars routinely required	5	10	14	

Transcription - Handwriting	B ★	P ★	E ★	Composition	B ★	P ★	E ★
❖ Copy English letters correctly. (SAS2)				❖ Begin to write letter strings to attempt communication. (SAS2)			
❖ Copy or write their names and familiar words in English and write from left to right. (SAS3)				❖ Use English letters and letter-like forms to convey meaning. (SAS3)			
				❖ Attempt to express meanings in writing, supported by oral work or pictures. (SAS4)			
				❖ Produce recognisable letters and words in texts, which convey meaning. (SAS1T)			

See Appendix E: EAL Learners and (EMAS, Sheffield City Council, 2014) and (EMAS, Sheffield City Council, 2004)

★ B = Beginning to   ★ P = Progressing   ★ E = Embedded

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Writing: Planning and Assessment for SEN Pupils						
Steps 10-12 — P Scales (number of scale in brackets after statement)						**12 Stars**

Step 9 must have been attained	Step	Step 10	Step 11	Step 12	The 3 divisions within each statement, annotated as stars, are an indication of the depth of pupil understanding, not the number of times observed. The number of stars routinely required for a step to be achieved is given for consistency and moderation purposes.
	Stars routinely required	3	6	10	

Transcription - Handwriting	B ★	P ★	E ★	Transcription - Handwriting	B ★	P ★	E ★
❖ Show they understand that marks and symbols convey meaning. (4)				❖ Trace, overwrite or copy shapes and straight line patterns. (5)			
❖ Make marks or symbols in their preferred mode of communication. (4)				❖ Produce meaningful marks or symbols associated with their own name or familiar spoken words, actions, images or events. (5)			

Writing: Planning and Assessment for SEN Pupils						
Steps 13-15 — P Scales (number of scale in brackets after statement)						**18 Stars**

Step 12 must have been attained	Step	Step 13	Step 14	Step 15	The 3 divisions within each statement, annotated as stars, are an indication of the depth of pupil understanding, not the number of times observed. The number of stars routinely required for a step to be achieved is given for consistency and moderation purposes.
	Stars routinely required	5	10	14	

Transcription - Handwriting	B ★	P ★	E ★	Composition	B ★	P ★	E ★
❖ Copy letter forms, *for example, labels and/or captions for pictures or for displays*. (6)				❖ Show awareness that writing can have a range of purposes, *for example, in relation to letters, lists or stories*. (8)			
❖ Group letters and leave spaces between them as though they are writing separate words. (7)				❖ Write or use their preferred mode of communication to set down their names. (8)			
❖ Be aware of the sequence of letters, symbols and words. (7)							
❖ Show understanding of how text is arranged on the page, *for example, by writing or producing letter sequences going from left to right.* (8)							

★ B = Beginning to   ★ P = Progressing   ★ E = Embedded

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Not at Steps 16 - 18? Find correct grid for pupil's needs.➔	Year 1 pupil (delayed development)	EAL pupil with no special needs	Special Educational Needs & Disability (P Scales)
	Steps 1-9 Page 34		
	Steps 10-12 Page 34	Steps 10-12 Page 36	Steps 10-12 Page 37
	Steps 13-15 Page 35	Steps 13-15 Page 36	Steps 13-15 Page 37

Writing: Planning and Assessment from National Curriculum Year 1

Steps 16 to 18   **Total Stars 33**   **3 KPIs**

Step 15 must have been attained	Step	16, Entering Y1	17, Developing Y1	18, Secure Y1	The 3 divisions within each statement, annotated as stars, are an indication of the depth of pupil understanding, not the number of times observed. The number of stars routinely required for a step to be achieved is given for consistency and moderation purposes.
	Typical attainment time	Autumn Y1	Spring Y1	Summer Y1	
	Stars routinely required	9	17	26, including all underlined KPIs with 3 stars.	

For statements to be completely embedded they should be demonstrated in a range of contexts and subject areas if applicable.

Transcription - Handwriting	★ B	★ P	★ E	Composition	★ B	★ P	★ E
❖ Sit correctly at a table, holding a pencil comfortably and correctly.				*Write sentences by:*			
❖ <u>Begin to form lower-case letters in the correct direction, starting and finishing in the right place.</u> *['c' shapes start at top and are made anti-clockwise, no letter starts at the bottom.]*				♦ saying out loud what they are going to write about;			
				♦ composing a sentence orally before writing it;			
				♦ <u>sequencing sentences to form short narratives;</u>			
❖ Form capital letters.				♦ <u>re-reading what they have written to check that it makes sense.</u>			
❖ Form digits 0-9.							
❖ Understand which letters belong to which handwriting 'families' (i.e., letters that are formed in similar ways) and to practise these.				❖ Discuss what they have written with the teacher or other pupils.			
				❖ Read aloud their writing clearly enough to be heard by their peers and the teacher.			

★ B = Beginning to   ★ P = Progressing   ★ E = Embedded

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Writing: Planning and Assessment from National Curriculum Year 2								
Steps 19 to 21						**Total Stars 45**		**4 KPIs**

Step 18 must have been attained	Step	19, Entering Y2	20, Developing Y2	21, Secure Y2	The 3 divisions within each statement, annotated as stars, are an indication of the depth of pupil understanding, not the number of times observed. The number of stars routinely required for a step to be achieved is given for consistency and moderation purposes.
	Typical attainment time	Autumn Y2	Spring Y2	Summer Y2	
	Stars routinely required	12	24	36, including all underlined KPIs with 3 stars.	

For statements to be completely embedded they should be demonstrated in a range of contexts and subject areas if applicable.

Transcription - Handwriting	★ B	★ P	★ E	Composition	★ B	★ P	★ E
❖ Form lower-case letters of the correct size relative to one another.				*Develop positive attitudes towards and stamina for writing by:*			
❖ Start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined.				♦ writing narratives about personal experiences and those of others (real and fictional);			
				♦ writing about real events;			
				♦ writing poetry;			
❖ <u>Write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters.</u>				♦ <u>writing for different purposes.</u>			
				Consider what they are going to write before beginning by:			
				♦ planning or saying out loud what they are going to write about;			
❖ Use spacing between words that reflects the size of the letters.				♦ writing down ideas and/or key words, including new vocabulary;			
				♦ <u>encapsulating what they want to say, sentence by sentence.</u>			
				Make simple additions, revisions and corrections to their own writing by:			
				♦ evaluating their writing with the teacher and other pupils;			
				♦ re-reading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form;			
				♦ <u>proof-reading to check for errors in spelling, grammar and punctuation</u> *[for example, ends of sentences punctuated correctly].*			
				❖ Read aloud what they have written with appropriate intonation to make the meaning clear.			

★ B = Beginning to   ★ P = Progressing   ★ E = Embedded

Key Performance Indicators (KPIs) are underscored

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Step 21 must have been attained	Step	22, Entering Y3	23, Developing Y3	24, Secure Y3	25, Entering Y4	26, Developing Y4	27, Secure Y4
	Typical attainment time	Autumn Y3	Spring Y3	Summer Y3	Autumn Y4	Spring Y4	Summer Y4
	Stars routinely required	5	10	15	19	24	29, including all underlined KPIs with 3 stars.

The 3 divisions within each statement, annotated as stars, are an indication of the depth of pupil understanding and development of skills, not the number of times observed. The number of stars routinely required for a step to be achieved is given for consistency and moderation purposes. For statements to be completely embedded they should be demonstrated in a range of contexts and subject areas if applicable.

Year 3 pupils would not typically be secure in the statements below in their Y3 year. Statements are taken from lower key stage 2 and would be typically embedded by the end of Year 4.

Transcription - Handwriting	★ B	★ P	★ E
❖ Use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined.			
❖ Increase the legibility, consistency and quality of their handwriting *[for example, by ensuring that the downstrokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch].*			

Composition	★ B	★ P	★ E
Plan their writing by:			
♦ discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar;			
♦ discussing and recording ideas.			

Composition continued	★ B	★ P	★ E
Draft and write by:			
♦ composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (English Appendix 2);			
♦ organising paragraphs around a theme;			
♦ in narratives, creating settings, characters and plot;			
♦ in non-narrative material, using simple organisational devices *[for example, headings and sub-headings].*			
Evaluate and edit by:			
♦ assessing the effectiveness of their own and others' writing and suggesting improvements;			
♦ proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences.			
❖ Proof-read for spelling and punctuation errors.			
❖ Perform their own compositions, using appropriate intonation, volumne and movement so that meaning is clear.			

★ B = Beginning to   ★ P = Progressing   ★ E = Embedded

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Step 27 must have been attained	Step	28, Entering Y5	29, Developing Y5	30, Secure Y5	31, Entering Y6	32, Developing Y6	33, Secure Y6
	Typical attainment time	Autumn Y5	Spring Y5	Summer Y5	Autumn Y6	Spring Y6	Summer Y6
	Stars routinely required	6	13	19	25	32	38, including all underlined KPIs with 3 stars.

The 3 divisions within each statement, annotated as stars, are an indication of the depth of pupil understanding and development of skills, not the number of times observed. The number of stars routinely required for a step to be achieved is given for consistency and moderation purposes. For statements to be completely embedded they should be demonstrated in a range of contexts and subject areas if applicable.

Year 5 pupils would not typically be secure in the statements below in their Y5 year. Statements are taken from upper key stage 2 and would be typically embedded by the end of Year 6.

Transcription - Handwriting	★ B	★ P	★ E	Composition	★ B	★ P	★ E
Write legibly, fluently and with increasing speed by:				*Draft and write by (continued):*			
♦ choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters;				♦ précising longer passages;			
♦ choosing the writing implement that is best suited for a task.				♦ using a wide range of devices to build cohesion within and across paragraphs;			

Composition	★ B	★ P	★ E
Plan their writing by:			
♦ identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own compositions;			
♦ noting and developing initial ideas, drawing on reading and research where necessary;			
♦ in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed.			
Draft and write by:			
♦ selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning;			
♦ in narratives, describing settings, characters and atmosphere, integrating dialogue to convey character and advance the action;			

Composition (right column continued):
- ♦ using further organisational and presentational devices to structure text and to guide the reader *[for example, headings, statements, underlining].*

Evaluate and edit by:
- ♦ assessing the effectiveness of their own and others' writing;
- ♦ proposing changes to Vocabulary, Grammar & Punctuation to enhance effects and clarify meaning;
- ♦ ensuring the consistent and correct use of tense throughout a piece of writing;
- ♦ ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register.
- ❖ Proof-read for spelling and punctuation errors.
- ❖ Perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.

★ B = Beginning to   ★ P = Progressing   ★ E = Embedded

Key Performance Indicators (KPIs) are underscored

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Writing: Planning and Assessment from National Curriculum Key Stage 3						
Steps 34 to 36				**Total Stars 33**		**1 KPI**

Step 33 must have been attained	Step	34, Entering Y7	35, Developing Y7	36, Secure Y7	The 3 divisions within each statement, annotated as stars, are an indication of the depth of pupil understanding, not the number of times observed. The number of stars routinely required for a step to be achieved is given for consistency and moderation purposes.
	Typical attainment time	Autumn Y7	Spring Y7	Summer Y7	
	Stars routinely required	9	18	26, including the KPI	

To be secure pupils should demonstrate and apply skills independently in a variety of contexts and across a range of subjects.

Writing	★ B	★ P	★ E	Grammar & Vocabulary	★ B	★ P	★ E
Write accurately, fluently, effectively and at length for pleasure and information through:				*Consolidate and build on their knowledge of grammar and vocabulary through:*			
♦ *writing for a wide range of purposes and audiences, including:*							
▪ stories, scripts, poetry and other imaginative writing;				♦ drawing on new vocabulary and grammatical constructions from their reading and listening, and using these consciously in their writing and speech to achieve particular effects;			
▪ a range of other narrative and non-narrative texts, including arguments, and personal and formal letters;							
♦ summarising and organising material, and supporting ideas and arguments with any necessary factual detail;				♦ using Standard English confidently in their own writing and speech;			
♦ drawing on knowledge of literary and rhetorical devices from their reading and listening to enhance the impact of their writing *[e.g., write a chapter in the style of . . .].*				♦ extending and applying the grammatical knowledge set out in English Appendix 2 to the key stage 1 and 2 programmes of study to analyse more challenging texts.			
Plan, draft, edit and proof-read through:							
♦ considering how their writing reflects the audiences and purposes for which it was intended;							
♦ amending the vocabulary, grammar and structure of their writing to improve its coherence and overall effectiveness;				❖ **All Vocabulary, Grammar and Punctuation section from Steps 30-33 (English Appendix 2 Year 6) should be embedded.**			
♦ paying attention to accurate grammar, punctuation and spelling; applying the spelling patterns and rules set out in English Appendix 1 to the key stage 1 and 2 programmes of study for English.							

★ B = Beginning to   ★ P = Progressing   ★ E = Embedded

Key Performance Indicators (KPIs) are underscored

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Spelling, Punctuation & Grammar (SPaG)

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Note: There are no planning and assessment grids for steps 1 to 12 or for steps 34 to 36 in this section.

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SPaG: Planning and Assessment Delayed Development in Year 1

Steps 13-15 From Ages & Stages: only use in Year 1 for pupils who are not SEN but may be young or immature - older pupils should be on the SEN grids. **3 KPIs 36 Stars**

Step	Step 13	Step 14	Step 15	The 3 divisions within each statement, annotated as stars, are an indication of the depth of pupil understanding, not the number of times observed. The number of stars routinely required for a step to be achieved is given for consistency and moderation purposes.
Stars routinely required	10	19	29	

Spelling	B ★	P ★	E ★	Spelling (cont)	B ★	P ★	E ★
❖ Use some clearly identifiable letters, representing some sounds correctly and in sequence.				❖ Know words with adjacent consonants. (Ages & Stages revision Y1)			
❖ Segment the sounds in simple words and blend them together.				❖ Know guidance and rules which have been taught. (Ages & Stages revision Y1)			
❖ Know all letters of the alphabet and the sounds which they most commonly represent. (Ages & Stages revision Y1)				❖ **Use their phonic knowledge to write words in ways which match their spoken sounds. (ELG)**			
❖ Know consonant digraphs which have been taught and the sounds which they represent. (Ages & Stages revision Y1)				❖ **Write some irregular common words. (ELG)**			
❖ Know vowel digraphs and the sounds which they represent. (Ages & Stages revision Y1)				❖ **Spell some words correctly and others are phonetically plausible. (ELG)**			
❖ Know the process of segmenting spoken words into sounds before choosing graphemes to represent the sounds. (Ages & Stages revision Y1)				❖ Spell phonically regular words of more than one syllable as well as many irregular but high frequency words. (EX ELG)			

(ELG) Early Learning Goal   **(EX ELG)** Exceeding Early Learning Goal

★ B = Beginning to   ★ P = Progressing   ★ E = Embedded   **Early Learning Goals are KPIs and are bold**

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SPaG: Planning and Assessment for EAL Learners

Steps 13-15   English as an Additional Language learners, not SEN, not able to access Year 1 and beyond.   **9 Stars**

Step	Step 13	Step 14	Step 15	The 3 divisions within each statement, annotated as stars, are an indication of the depth of pupil understanding, not the number of times observed. The number of stars routinely required for a step to be achieved is given for consistency and moderation purposes.
Stars routinely required	2	5	7	

Spelling	B ★	P ★	E ★	Vocabulary, Grammar and Punctuation	B ★	P ★	E ★
❖ Generally writing shows some knowledge of sound and letter patterns in English spelling. (SAS4) ***Pupils with low levels of literacy in their first language may need some of the descriptors below to support spelling.*** ▪ *Segment the sounds in simple words and blend them together, in English. (NC Revision Y1).* ▪ *Know all letters of the alphabet and the sounds which they most commonly represent in English.* ▪ *Know consonant digraphs which have been taught and the sounds which they represent. (NC Revision Y1).* ▪ *Know vowel digraphs and the sounds which they represent in English. (NC Revision Y1)* ▪ *Use their phonic knowledge to write English words in ways which match their spoken sounds. (ELG)* ▪ *Write some irregular common words in English. (ELG)*				❖ Building on their knowledge of literacy in another language, show some knowledge of the function of sentence division. (SAS4) ❖ Show some knowledge of English sentence division and word order. (SAS1T)			

See Appendix E: EAL Learners and (EMAS, Sheffield City Council, 2014) and (EMAS, Sheffield City Council, 2004)

★ B = Beginning to   ★ P = Progressing   ★ E = Embedded   **Early Learning Goals are KPIs and are bold**

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SPaG: Planning and Assessment for SEN Pupils						
Steps 13-15 — P Scales (number of scale in brackets after statement) — **15 Stars**						

Step	Step 13	Step 14	Step 15	The 3 divisions within each statement, annotated as stars, are an indication of the depth of pupil understanding, not the number of times observed. The number of stars routinely required for a step to be achieved is given for consistency and moderation purposes.
Stars routinely required	4	8	12	

Spelling	B ★	P ★	E ★	Vocabulary, Grammar and Punctuation	B ★	P ★	E ★
❖ Produce or write their name in letters or symbols. (6)				❖ Group letters and leave spaces between them as though they are writing separate words. (7)			
❖ Be aware of the sequence of letters, symbols and words, *for example, selecting and linking symbols together, writing their names and one or two other simple words correctly from memory.* (7)				❖ Write their names with appropriate use of upper- and lower-case letters or appropriate symbols. (8)			
				❖ Show understanding of how text is arranged on the page, *for example, by writing or producing letter sequences going from left to right.* (8)			

★ B = Beginning to   ★ P = Progressing   ★ E = Embedded   **Early Learning Goals are KPIs and are bold**

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SPaG: Planning and Assessment from National Curriculum Year 1

Steps 16 to 18   Total Stars 61   5 KPIs

Step 15 must have been attained	Step	16, Entering Y1	17, Developing Y1	18, Secure Y1	The 3 divisions within each statement, annotated as stars, are an indication of the depth of pupil understanding, not the number of times observed. The number of stars routinely required for a step to be achieved is given for consistency and moderation purposes.
	Typical attainment time	Autumn Y1	Spring Y1	Summer Y1	
	Stars routinely required	16	32	48, including all underlined KPIs with 3 stars.	

For statements to be completely embedded they should be demonstrated in a range of contexts and subject areas if applicable.

Spelling Revision from EYFS:		Vocabulary, Grammar and Punctuation	★ B	★ P	★ E

- all letters of the alphabet and the sounds which they most commonly represent;
- consonant digraphs which have been taught and the sounds which they represent;
- vowel digraphs which have been taught and the sounds which they represent;
- the process of segmenting spoken words into sounds before choosing graphemes to represent the sounds;
- words with adjacent consonants;
- guidance and rules which have been taught.

Develop their understanding of the concepts set out in English Appendix 2 (Year 1):

Word
- ❖ Regular plural noun suffixes –s or –es (*e.g., dog, dogs; wish, wishes*), including the effects of these suffixes on the meaning of the noun.
- ❖ Suffixes that can be added to verbs where no change is needed in the spelling of root words (*e.g., helping, helped, helper).*
- ❖ How the prefix un– changes the meaning of verbs and adjectives (negation, *e.g., unkind,* or undoing*, e.g., untie the boat*).

Sentence
- ❖ How words can combine to make sentences.
- ❖ Joining words and joining clauses using 'and'.

Text
- ❖ Sequencing sentences to form short narratives. (also in composition)

Punctuation
- ❖ Separation of words with spaces.
- ❖ Introduction to capital letters, full stops, question marks and exclamation marks to demarcate sentences.
- ❖ Using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'.

Terminology for pupils
- ❖ Use the grammatical terminology in English Appendix 2 in discussing their writing: letter, capital letter; word, singular, plural; sentence; punctuation, full stop, question mark, exclamation mark.

Spelling	★ B	★ P	★ E

Spell:
- words containing each of the 40+ phonemes already taught;
- common exception words;
- the days of the week.

Name the letters of the alphabet:
- naming the letters of the alphabet in order;
- using letter names to distinguish between alternative spellings of the same sound.

Add prefixes and suffixes:
- using the spelling rule for adding –s or –es as the plural marker for nouns and the third person singular marker for verbs;
- using the prefix un–;
- using –ing, –ed, –er and –est where no change is needed in the spelling of root words *[for example, helping, helped, helper, eating, quicker, quickest].*
- ❖ Apply simple spelling rules and guidance, as listed in English Appendix 1.
- ❖ Write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far.

❖ Phonics Screening	Y1 pass Y1 Phonics Screening Test	Y2 pass Y2 Phonics Re-Screening Test	Y3+ equivalent exercise.	

★ B = Beginning to   ★ P = Progressing   ★ E = Embedded   VGP   Vocabulary, Grammar & Punctuation

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SPaG: Planning and Assessment from National Curriculum Year 2

Steps 19 to 21 | **Total Stars 63   7 KPIs**

Step 18 must have been attained	Step	19, Entering Y2	20, Developing Y2	21, Secure Y2	The 3 divisions within each statement, annotated as stars, are an indication of the depth of pupil understanding, not the number of times observed. The number of stars routinely required for a step to be achieved is given for consistency and moderation purposes.
	Typical attainment time	Autumn Y2	Spring Y2	Summer Y2	
	Stars routinely required	17	33	50, including all underlined KPIs with 3 stars.	

To gain Step 21, pupils should demonstrate and apply skills independently in a variety of contexts and across a range of curriculum areas where appropriate.

Transcription - Spelling	★ B	★ P	★ E	Vocabulary, Grammar and Punctuation	★ B	★ P	★ E
Spell by:				*Develop their understanding of the concepts set out in English Appendix 2 (Year 2):*			
♦ segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly;				**Word**			
				❖ Formation of nouns using suffixes such as –ness, –er and by compounding (*e.g., whiteboard, superman*).			
♦ learning new ways of spelling phonemes for which one or more spellings are already known, and learn some words with each spelling, including a few common homophones;				❖ Formation of adjectives using suffixes such as –ful, –less.			
				❖ Use of the suffixes –er, –est in adjectives and –ly to turn adjectives into adverbs.			
				Sentence			
				❖ Subordination (using when, if, that, because) and co-ordination (using or, and, but).			
♦ learning to spell common exception words;				❖ Expanded noun phrases for description and specification (*e.g., the blue butterfly, plain flour, the man in the moon*).			
♦ learning to spell more words with contracted forms;				❖ How the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command.			
♦ learning the possessive apostrophe (singular) *[for example, the girl's book];*				**Text**			
				❖ Correct choice and consistent use of present tense and past tense throughout writing.			
♦ distinguishing between homophones and near-homophones.				❖ Use of the progressive form of verbs in the present and past tense to mark actions in progress (*e.g., she is drumming, he was shouting*).			
❖ Add suffixes to spell longer words, including –ment, –ness, –ful, –less, –ly.				**Punctuation**			
				❖ Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences.			
❖ Apply spelling rules and guidance, as listed in English Appendix 1.				❖ Commas to separate items in a list.			
❖ Write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far.				❖ Apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns [*e.g., the girl's name*].			
				Terminology for Pupils			
				❖ Use and understand the grammatical terminology in English Appendix 2 in discussing their writing: noun, noun phrase; statement, question, exclamation, command; compound, suffix; adjective, adverb, verb; tense (past, present); apostrophe, comma.			

★ B = Beginning to   ★ P = Progressing   ★ E = Embedded   VGP   Vocabulary, Grammar & Punctuation

 Key Performance Indicators (KPIs) are underscored

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SPaG: Planning and Assessment from National Curriculum: Lower Key Stage 2											
Steps 22 to 24								**Total Stars (36)‡ 5 KPIs**			

Step 21 must have been attained	Step	22, Entering Y3		23, Developing Y3		24, Secure Y3	
	Typical attainment time	Autumn Y3		Spring Y3		Summer Y3	
	Stars routinely required	2 Spelling	7 VGP	5 Spelling	15 VGP	7 Spelling	22 VGP, including all underlined KPIs with 3 stars.

The 3 divisions within each statement, annotated as stars, are an indication of the depth of pupil understanding, not the number of times observed. The number of stars routinely required for a step to be achieved is given for consistency and moderation purposes.

‡ Total stars includes only half of the Transcription – Spelling stars to take into account that this section continues into Year 4.

Year 3 pupils would not typically achieve the spelling statements during their Y3 year. Attainment of the embedded statements would be typical for Year 4 pupils in the summer of Year 4.

Transcription - Spelling	★ B	★ P	★ E	Vocabulary, Grammar and Punctuation	★ B	★ P	★ E	Vocabulary, Grammar and Punctuation continued	★ B	★ P	★ E
Revision from Y1 and 2: pay attention to suffixes.				*Develop their understanding of the concepts set out in English Appendix 2 (Year 3) by:*				*Develop their understanding of the concepts set out in English Appendix 2 (Year 3) by:*			
❖ Use further prefixes and suffixes and understand how to add them (English Appendix 1 (Year 3/4)).				**Word**				**Text**			
❖ Spell further homophones.				❖ Formation of nouns using a range of prefixes, such as super–, anti–, auto– .				❖ Introduction to paragraphs as a way to group related material.			
❖ Spell words that are often misspelt (English Appendix 1 (Year 3/4)).				❖ Use of the forms a or an according to whether the next word begins with a consonant or a vowel (*e.g., a rock, an open box*).				❖ Headings and sub-headings to aid presentation.			
❖ Place the possessive apostrophe accurately in words with regular plurals *[for example, girls', boys']* and in words with irregular plurals *[for example, children's]*.				❖ Word families based on common words, showing how words are related in form and meaning (*e.g., solve, solution, solver, dissolve, insoluble).*				❖ Use of the present perfect form of verbs instead of the simple past (*e.g., 'He has gone out to play* 'contrasted with *'He went out to play').*			
❖ Use the first two or three letters of a word to check its spelling in a dictionary.				**Sentence**				**Terminology for pupils**			
❖ Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.				❖ Expressing time, place and cause using conjunctions (*e.g., when, before, after, while, so, because*), adverbs (*e.g., then, next, soon, therefore), or prepositions (*e.g., before, after, during, in, because of*).				❖ Use and understand the grammatical terminology in English Appendix 2 (Year 3) accurately and appropriately when discussing their writing and reading: preposition conjunction; word family, prefix; clause, subordinate clause; direct speech; consonant, consonant letter vowel, vowel letter; inverted commas (or 'speech marks').			
				Puncuation							
				❖ Introduction to inverted commas to punctuate direct speech.							

★ B = Beginning to   ★ P = Progressing   ★ E = Embedded   VGP   Vocabulary, Grammar & Punctuation

Key Performance Indicators (KPIs) are underscored

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Step 24 must have been attained	Step	25, Entering Y4		26, Developing Y4		27, Secure Y4			
	Typical attainment time	Autumn Y4		Spring Y4		Summer Y4			
	Stars routinely required	9 Spelling	8 VGP	12 Spelling	16 VGP	14 Spelling	24 VGP	38 total, including all underlined KPIs with 3 stars.	

The 3 divisions within each statement, annotated as stars, are an indication of the depth of pupil understanding, not the number of times observed. The number of stars routinely required for a step to be achieved is given for consistency and moderation purposes.

For statements to be completely embedded they should be demonstrated in a range of contexts and subject areas if applicable.

Transcription - Spelling	★ B	★ P	★ E	Vocabulary, Grammar and Punctuation	★ B	★ P	★ E	Vocabulary, Grammar and Punctuation continued	★ B	★ P	★ E
Revision from Y1 and 2: *pay attention to suffixes.* ❖ Use further prefixes and suffixes and understand how to add them (English Appendix 1 (Year 3/4)). ❖ Spell further homophones. ❖ Spell words that are often misspelt (English Appendix 1 (Year 3/4)). ❖ Place the possessive apostrophe accurately in words with regular *plurals [for example, girls', boys']* and in words with irregular plurals *[for example, children's].* ❖ Use the first two or three letters of a word to check its spelling in a dictionary. ❖ <u>Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.</u> Stars for Spelling will need to be carried forward from the Steps 22-24 Spelling, Punctuation & Grammar grid.				*Develop their understanding of the concepts set out in English Appendix 2 (Year 4) by:* **Word** ❖ The grammatical difference between plural and possessive –s. ❖ <u>Standard English forms for verb inflections instead of local spoken forms</u> *(e.g., 'we were' instead of 'we was', or' I did' instead of 'I done').* **Sentence** ❖ Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases *(e.g., the teacher expanded to: the strict maths teacher with curly hair).* ❖ <u>Fronted adverbials</u> *(e.g., Later that day, I heard the bad news.).* **Text** ❖ Use of paragraphs to organise ideas around a theme. ❖ <u>Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition.</u>				*Develop their understanding of the concepts set out in English Appendix 2 (Year 4) by:* **Punctuation** ❖ <u>Use of inverted commas and other punctuation to indicate direct speech</u> *[e.g., a comma after the reporting clause; end punctuation within inverted commas: The conductor shouted, "Sit down!"]* ❖ Apostrophes to mark singular and plural possession *(e.g., the girl's name, the girls' names).* ❖ Use of commas after fronted adverbials. **Terminology for pupils** ❖ Use and understand the grammatical terminology in English Appendix 2 (Year 4) accurately and appropriately when discussing writing and reading: determiner; pronoun, possessive pronoun; adverbial.			

★ B = Beginning to   ★ P = Progressing   ★ E = Embedded   VGP   Vocabulary, Grammar & Punctuation

Key Performance Indicators (KPIs) are underscored

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SPaG: Planning and Assessment from National Curriculum Upper Key Stage 2							
Steps 28 to 30				**Total Stars (41)‡**		**4 KPIs**	

Step 27 must have been attained	Step	28, Entering Y5		29, Developing Y5		30, Secure Y5	
	Typical attainment time	Autumn Y5		Spring Y5		Summer Y5	
	Stars routinely required	3 Spelling	8 VGP	6 Spelling	16 VGP	9 Spelling	24 VGP, including all underlined KPIs with 3 stars.

The 3 divisions within each statement, annotated as stars, are an indication of the depth of pupil understanding and development of skills, not the number of times observed. The number of stars routinely required for a step to be achieved is given for consistency and moderation purposes. For statements to be completely embedded they should be demonstrated in a range of contexts and subject areas if applicable.

‡ Total stars includes only half of the Transcription – Spelling stars to take into account that this section continues into Year 6.

Year 5 pupils would not typically be secure in the statements below in their Y5 year. Statements are taken from upper key stage 2 and would be typically embedded by the end of Year 6.

Transcription - Spelling	★ B	★ P	★ E	Vocabulary, Grammar and Punctuation	★ B	★ P	★ E
❖ Use further prefixes and suffixes and understand the guidance for adding them.				*Develop their understanding of the concepts set out in English Appendix 2 (Year 5) by:* **Word**			
				❖ <u>Converting nouns or adjectives into verbs using suffixes</u> *(e.g., –ate; –ise; –ify).*			
❖ Spell some words with 'silent' letters *[for example, knight, psalm, solemn].*				❖ Verb prefixes *(e.g., dis–, de–, mis–, over– and re–).*			
❖ Continue to distinguish between homophones and other words which are often confused.				**Sentence** ❖ Relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun.			
❖ Use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in English Appendix 1 (Years 6).				❖ <u>Indicating degrees of possibility using adverbs *(e.g., perhaps, surely)* or modal verbs *(e.g., might, should, will, must).*</u>			
				❖ using expanded noun phrases to convey complicated information concisely. **Text**			
❖ Use dictionaries to check the spelling and meaning of words.				❖ <u>Devices to build cohesion within a paragraph</u> *(e.g., then, after that, this, firstly).*			
❖ Use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary.				❖ Linking ideas across paragraphs using adverbials of time *(e.g., later),* place *(e.g., nearby)* and number *(e.g., secondly).* **Punctuation**			
				❖ Brackets, dashes or commas to indicate parenthesis.			
❖ Use a thesaurus.				❖ <u>Use of commas to clarify meaning or avoid ambiguity.</u>			
				Terminology for pupils ❖ Use and understand the grammatical terminology in English Appendix 2 accurately and appropriately when discussing their writing and reading: modal verb, relative pronoun; relative clause; parenthesis, bracket, dash; cohesion, ambiguity.			

★ B = Beginning to   ★ P = Progressing   ★ E = Embedded   VGP   Vocabulary, Grammar & Punctuation

Key Performance Indicators (KPIs) are underscored

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SPaG: Planning and Assessment from National Curriculum Upper Key Stage 2					
Steps 31 to 33				Total Stars 54	6 KPIs

Step 30 must have been attained	Step	31, Entering Y6		32, Developing Y6		33, Secure Y6	
	Typical attainment time	Autumn Y6		Spring Y6		Summer Y6	
	Stars routinely required	11 Spelling	9 VGP	14 Spelling	17 VGP	17 Spelling	26 VGP	43 total, including all underlined KPIs with 3 stars.

The 3 divisions within each statement, annotated as stars, are an indication of the depth of pupil understanding, not the number of times observed. The number of stars routinely required for a step to be achieved is given for consistency and moderation purposes.

For statements to be completely embedded they should be demonstrated in a range of contexts and subject areas if applicable.

Transcription - Spelling	★ B	★ P	★ E	Vocabulary, Grammar and Punctuation	★ B	★ P	★ E
❖ Use further prefixes and suffixes and understand the guidance for adding them.				*Develop their understanding of the concepts set out in English Appendix 2 (Year 6) by:* **Word** ❖ <u>The difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing</u> (e.g., find out – discover; ask for – request; go in – enter). ❖ How words are related by meaning as synonyms and antonyms (*e.g., big, large, little*).			
❖ Spell some words with 'silent' letters *[for example, knight, psalm, solemn].*							
❖ Continue to distinguish between homophones and other words which are often confused.				**Sentence** ❖ <u>Use of the passive to affect the presentation of information in a sentence</u> (e.g., I broke the window in the greenhouse versus The window in the greenhouse was broken [by me]). ❖ The difference between structures typical of informal speech and structures appropriate for formal speech and writing (such as the use of question tags, *e.g., 'He's your friend, isn't he?',* or the use of subjunctive forms such as 'If I were' or 'Were they to come' in some very formal writing and speech).			
❖ Use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in English Appendix 1 (Years 6).							
❖ <u>Use dictionaries to check the spelling and meaning of words.</u>				**Text** ❖ Linking ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrase, grammatical connections (*e.g., the use of adverbials such as 'on the other hand', 'in contrast', or 'as a consequence'),* and ellipsis. ❖ <u>Layout devices, such as headings, sub-headings, columns, bullets, or tables, to structure text.</u>			
❖ Use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary.				**Punctuation** ❖ Use of the semi-colon, colon and dash to mark the boundary between independent clauses (*e.g., 'It's raining; I'm fed up.').* ❖ <u>Use of the colon to introduce a list and use of semi-colons within lists.</u> ❖ <u>Punctuation of bullet points to list information.</u>			
❖ Use a thesaurus.				❖ How hyphens can be used to avoid ambiguity (*e.g.,* man eating shark *versus* man-eating shark, *or* recover *versus* re-cover).			
Stars for Spelling will need to be carried forward from the Steps 28-30 Spelling, Punctuation & Grammar grid.				**Terminology for pupils** ❖ Use and understand the grammatical terminology in English Appendix 2 (Year 6) accurately and appropriately when discussing their writing and reading: subject, object; active, passive; synonym, antonym; ellipsis, hyphen, colon, semi-colon, bullet points;			

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Mathematics

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Mathematics: Planning and Assessment Delayed Development in Year 1

Steps 1-6 — From Ages & Stages: only use in Year 1 for pupils who are not SEN but may be young or immature - older pupils should be on the SEN grids. **42 Stars**

Step	Step 1	Step 2	Step 3	Step 4	Step 5	Step 6	The 3 divisions within each statement, annotated as stars, are an indication of the depth of pupil understanding, not the number of times observed. The number of stars routinely required for a step to be achieved is given for consistency and moderation purposes.
Stars routinely required	6	11	17	22	28	34	

Number	B ★	P ★	E ★	Shape, Space & Measure	B ★	P ★	E ★
❖ Notice changes in number of objects/images or sounds in groups of up to 3. (0-11) ❖ Develop an awareness of number names through their enjoyment of action rhymes and songs that relate to their experience of numbers. (8-20) ❖ Have some understanding that things exist, even when out of sight. (8-20) ❖ Know that things exist, even when out of sight. (16-26) ❖ Begin to organise and categorise objects, *e.g., putting all the teddy bears together or teddies and cars in separate piles.* (16-26) ❖ Say some counting words randomly. (16-26)				❖ Recognise big things and small things in meaningful contexts. (8-20) ❖ Get to know and enjoy daily routines, such as getting-up time, mealtimes, nappy time, and bedtime. (8-20) ❖ Attempt, sometimes successfully, to fit shapes into spaces on inset boards or jigsaw puzzles. (16-26) ❖ Use blocks to create their own simple structures and arrangements. (16-26). ❖ Enjoy filling and emptying containers. (16-26) ❖ Associate a sequence of actions with daily routines. (16-26). ❖ Begin to understand that things might happen 'now'. (16-26). ❖ Begin to balance blocks to build a small tower. (16-26) [MH]			

Mathematics: Planning and Assessment Delayed Development in Year 1

Steps 7-9 — From Ages & Stages: only use in Year 1 for pupils who are not SEN but may be young or immature - older pupils should be on the SEN grids. **36 Stars**

Step 6 must have been attained	Step	Step 7	Step 8	Step 9	The 3 divisions within each statement, annotated as stars, are an indication of the depth of pupil understanding, not the number of times observed. The number of stars routinely required for a step to be achieved is given for consistency and moderation purposes.
	Stars routinely required	10	19	29	

Number: Place Value	B ★	P ★	E ★	Number: Calculation	B ★	P ★	E ★	Measures	B ★	P ★	E ★
❖ Select a small number of objects from a group when asked, *e.g., 'Please give me two'.* ❖ Recite some number names in sequence. ❖ Create and experiment with symbols and marks representing ideas of number.				❖ Begin to make comparisons between quantities. ❖ Use some language of quantities, such as '*more*' and '*a lot*'. *Know that a group of things changes in quantity when something is:* ◆ added; ◆ taken away.				❖ Understand some talk about immediate past and future, *e.g., 'before', 'later' or 'soon'.* ❖ Begin to categorise objects according to size. ❖ Anticipate specific time-based events such as mealtimes or home time.			

								Geometry: Properties of Shapes	B ★	P ★	E ★
								❖ Notice simple shapes and patterns in pictures. ❖ Begin to categorise objects according to properties of shape.			

★ B = Beginning to   ★ P = Progressing   ★ E = Embedded

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Mathematics: Planning and Assessment Delayed Development in Year 1

Steps 10-12	From Ages & Stages: only use in Year 1 for pupils who are not SEN but may be young or immature - older pupils should be on the SEN grids.	**63 Stars**

Step 9 must have been attained	Step		Step 10	Step 11	Step 12	The 3 divisions within each statement, annotated as stars, are an indication of the depth of pupil understanding, not the number of times observed. The number of stars routinely required for a step to be achieved is given for consistency and moderation purposes.
	Stars routinely required		17	34	50	

Number: Place Value	B ★	P ★	E ★	Number: Calculation	B ★	P ★	E ★	Measurement	B ★	P ★	E ★
❖ Use some number names accurately in play.				❖ Compare two groups of objects, saying when they have the same number.				❖ Begin to talk about the shapes of everyday objects, *e.g., 'tall'*.			

Number: Place Value (cont.)				Number: Calculation (cont.)				Geometry: Properties of Shapes	B ★	P ★	E ★
❖ Recite numbers in order to 10. ❖ Know that numbers identify how many objects are in a set.				❖ Show an interest in number problems. ❖ Separate a group of three or four objects in different ways, beginning to recognise that the total is still the same.				❖ Show an interest in shape and space by playing with shapes or making arrangements with objects. ❖ Show awareness of similarities of shapes in the environment. ❖ Show interest in shape by sustained construction activity or by talking about shapes or arrangements. ❖ Show interest in shapes in the environment. ❖ Use shapes appropriately for tasks. ❖ Begin to talk about the shapes of everyday objects, *e.g., 'round'*.			
❖ Begin to represent numbers using fingers, marks on paper or pictures.											
❖ Sometimes match numeral and quantity correctly.											
❖ Show curiosity about numbers by offering comments or asking questions.											
❖ Show an interest in numerals in the environment.											
❖ Show an interest in representing numbers.											

Geometry: Position & Direction	B ★	P ★	E ★
❖ Realise not only objects, but anything can be counted, including steps, claps or jumps.			
❖ Use positional language.			
❖ Shows understanding of prepositions such as 'under', 'on top', 'behind' by carrying out an action or selecting correct picture. [U]			

★ B = Beginning to   ★ P = Progressing   ★ E = Embedded

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Steps 13-15   From Ages & Stages: only use in Year 1 for pupils who are not SEN but may be young or immature - older pupils should be on the SEN grids.   **126 Stars   11 KPIs**

Step 12 must have been attained	Step	Step 13	Step 14	Step 15	The 3 divisions within each statement, annotated as stars, are an indication of the depth of pupil understanding, not the number of times observed. The number of stars routinely required for a step to be achieved is given for consistency and moderation purposes.
	Stars routinely required	34	67	101	

Number: Place Value	B ★	P ★	E ★
❖ Recognise some numerals of personal significance.			
❖ Recognise numerals 1 to 5.			
❖ Count up to three or four objects by saying one number name for each item.			
❖ Count actions or objects which cannot be moved.			
❖ Count objects to 10, and begin to count beyond 10.			
❖ Count out up to six objects from a larger group.			
Select the correct numeral to represent objects:			
♦ 1 to 5;			
♦ 1 to 10.			
❖ Count an irregular arrangement of up to ten objects.			
❖ Estimate how many objects they can see and check by counting them.			
With numbers from one to 20:			
♦ **place them in order;**			
♦ **say which number is one more or one less than a given number. (ELG)**			
❖ **Use everyday language to compare quantities and objects and to solve problems. (ELG)**			

Number: Calculation	B ★	P ★	E ★
❖ Use the language of 'more' and 'fewer' to compare two sets of objects.			
❖ Find the total number of items in two groups by counting all of them.			
❖ Say the number that is one more than a given number.			
Find one more or one less from a group of:			
♦ up to five objects;			
♦ up to ten objects.			
❖ In practical activities and discussion, begin to use the vocabulary involved in adding and subtracting.			
❖ Record, using marks that they can interpret and explain.			
❖ Begin to identify own mathematical problems based on own interests and fascinations.			
❖ **Use quantities and objects, they add and subtract two single-digit numbers and count on or back to find the answers. (ELG)**			
❖ **Solve problems, including doubling, halving and sharing. (ELG)**			

Measurement	B ★	P ★	E ★
❖ **Use everyday language related to time and distance. (ELG)**			
❖ **Use everyday language related to money. (ELG)**			
❖ Order and sequences familiar events.			
❖ Measure short periods of time in simple ways.			
Order two or three items by:			
♦ length;			
♦ height;			
♦ weight;			
♦ capacity.			
❖ **Use everyday language to talk about size, weight, capacity and to compare quantities and objects and to solve problems.**			

Geometry: Properties of Shapes	B ★	P ★	E ★
Begin to use mathematical names for:			
♦ solid 3-D shapes;			
♦ flat 2-D shapes.			
❖ Use mathematical terms to describe shapes.			
❖ Select a particular named shape.			
❖ Use familiar objects and common shapes to create and recreate patterns and build models.			
❖ Use everyday language to talk about size, to compare objects and to solve problems.			
❖ **Recognise, create and describe patterns.**			
❖ **Explore characteristics of everyday objects and shapes and use mathematical language to describe them.**			

Geometry: Position & Direction	B ★	P ★	E ★
❖ Describe their relative position such as 'behind' or 'next to'.			
❖ **Talk about position. (ELG)**			

(ELG) Early Learning Goal

★ B = Beginning to   ★ P = Progressing   ★ E = Embedded   **Early Learning Goals are KPIs and are bold**

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Mathematics: Planning and Assessment for EAL Learners
English as an Additional Language learners, not SEN, not able to access Year 1 and beyond.

Steps 7-9 — **39 Stars**

Step	Step 13	Step 14	Step 15	The 3 divisions within each statement, annotated as stars, are an indication of the depth of pupil understanding, not the number of times observed. The number of stars routinely required for a step to be achieved is given for consistency and moderation purposes.
Stars routinely required	10	21	31	

Number: Place Value	B ★	P ★	E ★	Number: Calculation	B ★	P ★	E ★	Measurement	B ★	P ★	E ★
❖ Talk in their home language about quantities and numbers. (22-36)				❖ Join in with addition and subtraction rhymes (numbers to 5). (M1)				*Practically explore: (M2)*			
❖ Rote count to 5. (M1)								♦ length;			
❖ Join in with number rhymes (numbers to 5). (M1)								♦ height;			
								♦ weight;			
❖ Differentiate between numbers and letters (numbers to 5). (M1)								♦ capacity.			

	B ★	P ★	E ★
Geometry: Properties of Shapes			

Number: Place Value (cont.)	B ★	P ★	E ★	Geometry: Properties of Shapes	B ★	P ★	E ★
❖ Say number names when looking at numbers (not matched to the number) (numbers to 5). (M1)				❖ Sort resources into groups. (M1)			
				❖ Notice the difference between objects. (M2)			
				❖ Sort resources by matching. (M2)			

Mathematics: Planning and Assessment for EAL Learners
English as an Additional Language learners, not SEN, not able to access Year 1 and beyond.

Steps 10-12 — **45 Stars**

Step 9 must have been attained	Step	Step 13	Step 14	Step 15	The 3 divisions within each statement, annotated as stars, are an indication of the depth of pupil understanding, not the number of times observed. The number of stars routinely required for a step to be achieved is given for consistency and moderation purposes.
	Stars routinely required	12	24	36	

Number: Place Value	B ★	P ★	E ★	Number: Calculation	B ★	P ★	E ★	Measurement	B ★	P ★	E ★
❖ Rote count to 10 in home language or in English. (M2)				❖ Join in with addition and subtraction rhymes to 10. (M2)				❖ Begin to talk about shapes of objects in home language or in English. (M2)			
❖ Join in with number rhymes to 10. (M2)				❖ Match up to 5 objects practically (one-to-one correspondence). (M3)							
❖ Differentiate between numbers to 10 and letters. (M2)											

	B ★	P ★	E ★
Geometry: Properties of Shapes			

Number: Place Value (cont.)	B ★	P ★	E ★	Number: Calculation (cont.)	B ★	P ★	E ★	Geometry: Properties of Shapes	B ★	P ★	E ★
❖ Say number names when looking at numbers to 10 (not matched to the number) in home language or in English. (M2)				❖ Make and draw sets to 5. (M3)				❖ Stack and join objects including 2D shapes. (M2)			
❖ Make marks representing numbers to 10 in any script. (M3)				❖ Copy actions for add, subtract and equals. (M3)				❖ Sort resources by given criteria. (M3)			
❖ Trace numbers to 10. (M3)								❖ Stack and join objects including 3D shapes. (M3)			

	B ★	P ★	E ★
Geometry: Position & Direction			
❖ Explore positional language instructions – forwards and, backwards in home language or in English. (M5)			

★ B = Beginning to   ★ P = Progressing   ★ E = Embedded

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Mathematics: Planning and Assessment for EAL Learners
English as an Additional Language Learners, not SEN, not able to access Year 1 and beyond.

Steps 13-15   **120 Stars**

Step 12 must have been attained	Step			Step 13	Step 14	Step 15	The 3 divisions within each statement, annotated as stars, are an indication of the depth of pupil understanding, not the number of times observed. The number of stars routinely required for a step to be achieved is given for consistency and moderation purposes.
	Stars routinely required			32	64	96	

Number: Place Value	B ★	P ★	E ★	Number: Calculation	B ★	P ★	E ★	Measurement	B ★	P ★	E ★
❖ Write numbers to 10. (M4)				❖ Say if a number rhyme is addition or subtraction in home language or English. (M3)				❖ Use vocabulary such as big and small mostly in English or home language. (M3)			
❖ Match up to 10 objects practically (1-to-1 correspondence). (M4)								*Use the vocabulary (in home language and/or English): (M4)*			
❖ Make and draw sets to 10. (M4)				❖ Use vocabulary such as 'more' and 'less' when comparing sets. (M3)				♦ tall / big and small;			
❖ Say the correct number when looking at the digit. (M4)				❖ Add numbers together practically to make a total up to 10. (M4)				♦ heavy and light;			
								♦ tall / long and short;			
❖ Count forwards and backwards from 10 in English.				❖ Subtract numbers practically within 10. (M4)				♦ full and empty.			
❖ Write numbers to 20. (M5)				❖ Recognise that the number in the set does not change when the position of objects is changed. (M4)				❖ Recognise 1p, 2p, 5p and 10p coins. (M4)			
❖ Match up to 20 objects practically (1-to-1 correspondence). (M5)								*Order up to 3 objects by: (M6)*			
				❖ Say in English symbol names for add, subtract, equals. (M4)				♦ length;			
❖ Make and draw sets to 20. (M5)				❖ Add numbers together practically to make a total of up to 20. (M5)				♦ height;			
❖ Say the correct numbers to 20, when looking at the digit. (M5)								♦ weight;			
				❖ Subtract numbers practically within 20. (M5)				♦ capacity.			
❖ Rote count forwards and backwards from 20 in English. (M6)				❖ Know number bonds to 10. (M6)				❖ Order familiar events that are represented pictorially. (M6)			
				Count forwards and backwards in English in: (M6)				❖ Measure short periods of time in a simple way, mostly in English or in home language. (M6)			

Geometry: Properties of Shapes	B ★	P ★	E ★
❖ Sort resources and explain how they have been sorted in their home language or English. (M4)			
❖ Use the language of pattern. (M4)			
❖ Complete repeating patterns of up to 3 colours or objects. (M4)			

Count forwards and backwards in English in: (M6)
- ♦ 2s;
- ♦ 5s;
- ♦ 10s.

❖ Represent pictorially addition and subtraction to 20. (M6)

❖ Solve addition and subtraction problems with single digit numbers. (M6)

Geometry: Position & Direction	B ★	P ★	E ★
❖ Follow directional language, *e.g., left, right, turn,* in English or home language. (M6)			

★ B = Beginning to   ★ P = Progressing   ★ E = Embedded

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Mathematics: Planning and Assessment for SEN Pupils

Steps 1-6
P Scales (number of scale in brackets after statement)
39 Stars

Step		Step 1	Step 2	Step 3	Step 4	Step 5	Step 6	The 3 divisions within each statement, annotated as stars, are an indication of the depth of pupil understanding, not the number of times observed. The number of stars routinely required for a step to be achieved is given for consistency and moderation purposes.
Stars routinely required		5	10	16	21	26	31	

Number	B ★	P ★	E ★	Shape, Space & Measure	B ★	P ★	E ★	Shape, Space & Measure (cont)	B ★	P ★	E ★
❖ Show an awareness of number activities and counting. (4) ❖ Anticipate, follow and join in familiar activities when given a contextual clue. (4) [U&A]				❖ Begin to show interest in people, events and objects. (2i) ❖ Search for objects that have gone out of sight, hearing or touch, demonstrating the beginning of object permanence. (2i) ❖ Actively explore objects and events for more extended periods. (3ii) ❖ Match big objects and small objects. (4) ❖ Demonstrate interest in position and the relationship between objects. (4)				❖ Are aware of cause and effects in familiar mathematical activities. (4) [U&A] ❖ Show awareness of changes in shape, position or quantity. (4) [U&A] ❖ Search intentionally for objects in their usual place. (5) ❖ Find big and small objects on request. (5) ❖ Compare the overall size of one object with that of another where there is a marked difference. (5) ❖ Explore the position of objects. (5)			

Mathematics: Planning and Assessment for SEN Pupils

Steps 7-9
P Scales (number of scale in brackets after statement).
63 Stars

Step 6 must have been attained	Step		Step 7	Step 8	Step 9	The 3 divisions within each statement, annotated as stars, are an indication of the depth of pupil understanding, not the number of times observed. The number of stars routinely required for a step to be achieved is given for consistency and moderation purposes.
	Stars routinely required		17	34	50	

Number: Place Value	B ★	P ★	E ★	Number: Calculation	B ★	P ★	E ★	Geometry: Properties of Shapes	B ★	P ★	E ★
❖ Respond to and join in with familiar number rhymes, stories, songs and games. (5) ❖ Indicate one or two. (5) ❖ Demonstrate awareness of contrasting quantities. (5) ❖ Solve simple problems practically. (5) ❖ Make sets that have the same small number of objects in each. (5) ❖ Demonstrate an understanding of 1-to-1 correspondence in a range of contexts. (6) ❖ Join in rote counting up to five. (6) ❖ Count reliably to three. (6) ❖ Make sets of up to three objects. (6) ❖ Use numbers to three in familiar activities and games. (6) ❖ Join in with new number rhymes, songs, stories and games. (6)				❖ Demonstrate an understanding of the concept of 'more'. (6)				❖ Sort or match objects or pictures by recognising similarities. (5) ❖ Solve simple problems practically, *for example, selecting appropriate containers for items of different sizes; checking there is a knife for every fork*. (5) [U&A] ❖ Search for objects not found in their usual place demonstrating their understanding of object permanence. (6) ❖ Sort objects and materials according to a given criteria. (6) [U&A] ❖ Copy simple patterns or sequences. (6) [U&A] ❖ Manipulate three-dimensional shapes. (6)			
				Measurement	B ★	P ★	E ★				
				❖ Compare the overall size of one object with that of another where the difference is not great. (6)							
				Geometry: Position & Direction	B ★	P ★	E ★				
				❖ Show understanding of words signs and symbols that describe positions. (6) ❖ Respond to 'forwards' and 'backwards'. (7)							

[L&A] Using and Applying   ★ B = Beginning to   ★ P = Progressing   ★ E = Embedded

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Steps 10-12   **30 Stars**

Step 9 must have been attained	Step		Step 10	Step 11	Step 12	The 3 divisions within each statement, annotated as stars, are an indication of the depth of pupil understanding, not the number of times observed. The number of stars routinely required for a step to be achieved is given for consistency and moderation purposes.
	Stars routinely required		8	16	24	

Number: Place Value	B ★	P ★	E ★	Number: Calculation	B ★	P ★	E ★	Measurement	B ★	P ★	E ★
❖ Join in rote counting to 10, *for example, saying or signing number names to 10 in counting activities*. (7)				❖ Compare two groups of objects, saying when they have the same number. (7)				❖ Use familiar words in practical situations when they compare sizes. (7)			
❖ Use familiar words in practical situations when they compare quantities. (7)				❖ Show an interest in number problems. (7)				**Geometry: Properties of Shapes**	B ★	P ★	E ★
				❖ Separate a group of three or four objects in different ways, beginning to recognise that the total is still the same. (7)				❖ Complete a range of classification activities using a given criterion. (7) [U&A]			
				❖ Respond appropriately to key vocabulary and questions, *for example, 'How many?'* (7) [U&A]				❖ Identify when an object is different and does not belong to a given familiar category. (7) [U&A]			
								❖ Pick out described shapes from a collection. (7)			

[L&A] Using and Applying   ★ B = Beginning to   ★ P = Progressing   ★ E = Embedded

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Mathematics: Planning and assessment grid for SEN Pupils								
P Scales (number of scale in brackets after statement)								**57 Stars**

Step 12 must have been attained	Step	Step 13	Step 14	Step 15	The 3 divisions within each statement, annotated as stars, are an indication of the depth of pupil understanding, not the number of times observed. The number of stars routinely required for a step to be achieved is given for consistency and moderation purposes.
	Stars routinely required	15	30	45	

Number: Place Value	B ★	P ★	E ★	Number: Calculation	B ★	P ★	E ★	Measurement	B ★	P ★	E ★
❖ Recognise numerals from 1 to 5 and understand that each represents a constant number or amount. (7)				❖ Demonstrate an understanding of 'less'. (7)				❖ Compare objects directly, focusing on one dimension such as length or height where the difference is marked and can indicate '*the long one*' or '*the tall one*'. (8)			
❖ Count at least 5 objects reliably. (7)				❖ In practical situations respond to '*add one*' or '*take one away*' from a number of objects. (7)				*Show awareness of time through some familiarity with:*			
❖ Respond appropriately to key vocabulary and questions, *for example, 'How many?'*. (7)								◆ names of the days of the week; (8)			
❖ Join in with rote counting to beyond 10. (8)				❖ Recognise differences in quantity. (8)				◆ significant times in their day, such as meal times, bed times. (8)			
❖ Recognise numerals from one to nine and relate them to sets of objects, *for example, labelling sets of objects with correct numerals.* (8)								**Geometry: Properties of Shapes**	B ★	P ★	E ★
❖ Make simple estimates. (8)) [U&A]								❖ Talk about, recognise and copy simple repeating patterns and sequences. (8) [U&A]			
❖ Use their developing mathematical understanding of counting up to ten to solve simple problems encountered in play, games or other work. (8) [U&A]								❖ Respond to mathematical vocabulary such as 'straight', 'circle', 'larger' to describe the shape and size of solids and flat shapes. (8)			
❖ Continue to rote count onwards from a given small number. (8)								❖ Describe shapes in simple models, pictures and patterns (8)			
❖ Estimate a small number (up to 10) and check by counting. (8)											
❖ Use ordinal numbers (first, second, third) when describing the position of objects, people or events. (8)											

[L&A] Using and Applying   ★ B = Beginning to   ★ P = Progressing   ★ E = Embedded

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Not at Steps 16 - 18? Find correct grid for pupil's needs.➔	Year 1 pupil (delayed development)	EAL pupil with no special needs	Special Educational Needs & Disability (P Scales)
	Steps 1-6 Page 55		Steps 1-6 Page 61
	Steps 7-9 Page 55	Steps 7-9 Page 59	Steps 7-9 Page 61
	Steps 10-12 Page 57	Steps 10-12 Page 59	Steps 10-12 Page 62
	Steps 13-15 Page 58	Steps 13-15 Page 60	Steps 13-15 Page 63

Mathematics: Planning and Assessment from National Curriculum Year 1 (part 1)

Steps 16 to 18 · **81 Stars** · **12 KPIs**

Step 15 must have been attained	Step	16, Entering Y1	17, Developing Y1	18, Secure Y1	The 3 divisions within each statement, annotated as stars, are an indication of the depth of pupil understanding, not the number of times observed. The number of stars routinely required for a step to be achieved is given for consistency and moderation purposes. A step should only be awarded if achievement is spread across a range of different areas of learning.
	Typical attainment time	Autumn Y1	Spring Y1	Summer Y1	
	Stars routinely required	22	43	65, including all underlined KPIs	

For statements to be completely embedded they should be demonstrated in a range of contexts and subject areas if applicable.

Number & Place Value	B ★	P ★	E ★	Addition & Subtraction	B ★	P ★	E ★	Multiplication & Division	B ★	P ★	E ★
❖ <u>Count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number.</u> ❖ <u>Count, read and write numbers to 100 in numerals; count in multiples of twos, fives and tens.</u> ❖ <u>Given a number, identify one more and one less.</u> ❖ Identify and represent numbers using objects and pictorial representations including the number line, and use the language of: equal to, more than, less than (fewer), most, least. ❖ Read and write numbers from 1 to 20 in numerals and words.				❖ Read, write and interpret mathematical statements involving addition (+), subtraction (–) and equals (=) signs. ❖ <u>Represent and use number bonds and related subtraction facts within 20.</u> ❖ Add and subtract one-digit and two-digit numbers to 20, including zero. ❖ Solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as 7 = ? – 9.				❖ Solve one-step problems involving multiplication and division, by calculating the answer using concrete objects, pictorial representations and arrays with the support of the teacher.			
								Fractions	B ★	P ★	E ★
								❖ <u>Recognise, find and name a half as one of two equal parts of an object, shape or quantity.</u> ❖ Recognise, find and name a quarter as one of four equal parts of an object, shape or quantity.			

★ B = Beginning to   ★ P = Progressing   ★ E = Embedded

Key Performance Indicators (KPIs) are underscored

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| *Steps 16 to 18* | | | | **81 Stars** | | **12 KPIs** | | |

Step 15 must have been attained	Step	16, Entering Y1	17, Developing Y1	18, Secure Y1	The 3 divisions within each statement, annotated as stars, are an indication of the depth of pupil understanding, not the number of times observed. The number of stars routinely required for a step to be achieved is given for consistency and moderation purposes. A step should only be awarded if achievement is spread across a range of different areas of learning.
	Typical attainment time	Autumn Y1	Spring Y1	Summer Y1	
	Stars routinely required	22	43	65, including all underlined KPIs	

For statements to be completely embedded they should be demonstrated in a range of contexts and subject areas if applicable.

Measurement	B ★	P ★	E ★	**Geometry: Properties of Shapes**	B ★	P ★	E ★
Compare, describe and solve practical problems for:				*Recognise and name common 2-D and 3-D shapes, including:*			
♦ lengths and heights *[for example, long/short, longer/shorter, tall/short, double/half]*;				♦ 2-D shapes *[for example, rectangles (including squares), circles and triangles]*;			
♦ mass/weight *[for example, heavy/light, heavier than, lighter than]*;							
♦ capacity and volume *[for example, full/empty, more than, less than, half, half full, quarter]*;				♦ 3-D shapes *[for example, cuboids (including cubes), pyramids and spheres]*.			
♦ time *[for example, quicker, slower, earlier, later]*.							
Measure and begin to record the following:				**Geometry: Position & Direction**	B ★	P ★	E ★
♦ lengths and heights;							
♦ mass/weight;				❖ Describe position, direction and movement, including whole, half, quarter and three-quarter turns.			
♦ capacity and volume;							
♦ time (hours, minutes, seconds).							
❖ Recognise and know the value of different denominations of coins and notes.							
❖ Sequence events in chronological order using language *[for example, before and after, next, first, today, yesterday, tomorrow, morning, afternoon and evening]*.							
❖ Recognise and use language relating to dates, including days of the week, weeks, months and years.							
❖ Tell the time to the hour and half past the hour and draw the hands on a clock face to show these times.							

★ B = Beginning to   ★ P = Progressing   ★ E = Embedded

Key Performance Indicators (KPIs) are underscored

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Mathematics: Planning and Assessment from National Curriculum Year 2 (part 1)

Steps 19 to 21					129 Stars		13 KPIs

Step 18 must have been attained	Step	19, Entering Y2	20, Developing Y2	21, Secure Y2	The 3 divisions within each statement, annotated as stars, are an indication of the depth of pupil understanding, not the number of times observed. The number of stars routinely required for a step to be achieved is given for consistency and moderation purposes. A step should only be awarded if achievement is spread across a range of different areas of learning.
	Typical attainment time	Autumn Y2	Spring Y2	Summer Y2	
	Stars routinely required	34	69	103, including all underlined KPIs	

For statements to be completely embedded they should be demonstrated in a range of contexts and subject areas if applicable.

Number & Place Value	B ★	P ★	E ★	Addition & Subtraction	B ★	P ★	E ★	Multiplication & Division	B ★	P ★	E ★
❖ Count in steps of 2, 3, and 5 from 0, and in tens from any number, forward and backward.			▨	*Solve problems with addition and subtraction:*				❖ Recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers.			▨
				♦ using concrete objects and pictorial representations, including those involving numbers, quantities and measures;			▨				
❖ Recognise the place value of each digit in a two-digit number (tens, ones).				♦ applying their increasing knowledge of mental and written methods.			▨	❖ Calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication (×), division (÷) and equals (=) signs.			
❖ Identify, represent and estimate numbers using different representations, including the number line.				*Recall and use addition and subtraction facts:*							
				♦ to 20 fluently;			▨	❖ Show that multiplication of two numbers can be done in any order (commutative) and division of one number by another cannot.			
❖ Compare and order numbers from 0 up to 100; use <, > and = signs.			▨	♦ and derive and use related facts up to 100.							
				Add and subtract numbers using concrete objects, pictorial representations, and mentally, including:				❖ Solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts.			▨
❖ Read and write numbers to at least 100 in numerals and in words.				♦ a two-digit number and ones;							
				♦ a two-digit number and tens;							
❖ Use place value and number facts to solve problems.			▨	♦ two two-digit numbers;							
				♦ adding three one-digit numbers.				**Fractions**	B ★	P ★	E ★
				❖ Show that addition of two numbers can be done in any order (commutative) and subtraction of one number from another cannot.				❖ Recognise, find, name and write fractions ⅓, ¼, ⅔, and ¾ of a length, shape, set of objects or quantity.			▨
				❖ Recognise and use the inverse relationship between addition and subtraction and use this to check calculations and solve missing number problems.				❖ Write simple fractions *for example, ½ of 6 = 3 and recognise the equivalence of ¾ and ½.*			

End of key stage 1: Know number bonds to 20; be precise in using place value; read and spell mathematical vocabulary at a level consistent with their increasing work reading and spelling knowledge at key stage 1.

★ B = Beginning to   ★ P = Progressing   ★ E = Embedded

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Mathematics: Planning and Assessment from National Curriculum Year 2 (part 2)

Steps 19 to 21   **129 Stars**   **13 KPIs**

Step 18 must have been attained	Step	19, Entering Y2	20, Developing Y2	21, Secure Y2	The 3 divisions within each statement, annotated as stars, are an indication of the depth of pupil understanding, not the number of times observed. The number of stars routinely required for a step to be achieved is given for consistency and moderation purposes. A step should only be awarded if achievement is spread across a range of different areas of learning.
	Typical attainment time	Autumn Y2	Spring Y2	Summer Y2	
	Stars routinely required	34	69	103, including all underlined KPIs	

For statements to be completely embedded they should be demonstrated in a range of contexts and subject areas if applicable.

Measurement	B ★	P ★	E ★	Geometry: Properties of Shapes	B ★	P ★	E ★	Statistics	B ★	P ★	E ★
Choose and use appropriate standard units to estimate and measure to the nearest appropriate unit, using rulers, scales, thermometers and measuring vessels:				❖ Identify and describe the properties of 2-D shapes, including the number of sides and line symmetry in a vertical line.				❖ Interpret and construct simple pictograms, tally charts, block diagrams and simple tables.			
◆ length/height in any direction (m/cm);				❖ Identify and describe the properties of 3-D shapes, including the number of edges, vertices and faces.							
◆ mass (kg/g);											
◆ temperature (°C);				❖ Identify 2-D shapes on the surface of 3-D shapes *[for example, a circle on a cylinder and a triangle on a pyramid].*				❖ Ask and answer simple questions by counting the number of objects in each category and sorting the categories by quantity.			
◆ capacity (litres/ml).											
❖ Compare and order lengths, mass, volume/capacity and record the results using >, < and =.				❖ Compare and sort common 2-D and 3-D shapes and everyday objects.							
Recognise and:											
◆ use symbols for pounds (£) and pence (p);				**Geometry: Position & Direction**	B ★	P ★	E ★				
◆ combine amounts to make a particular value.				❖ Order and arrange combinations of mathematical objects in patterns and sequences.				❖ Ask and answer questions about totalling and comparing categorical data.			
❖ Find different combinations of coins that equal the same amounts of money.											
❖ Solve simple problems in a practical context involving addition and subtraction of money of the same unit, including giving change.				❖ Use mathematical vocabulary to describe position, direction and movement, including movement in a straight line and distinguishing between rotation as a turn and in terms of right angles for quarter, half and three-quarter turns (clockwise and anti-clockwise).							
❖ Compare and sequence intervals of time.											
❖ Tell and write the time to five minutes, including quarter past/to the hour and draw the hands on a clock face to show these times.											
❖ Know the number of minutes in an hour and number of hours in a day.											

End of key stage 1: Know number bonds to 20; be precise in using place value; read and spell mathematical vocabulary at a level consistent with their increasing work reading and spelling knowledge at key stage 1.

★ B = Beginning to   ★ P = Progressing   ★ E = Embedded

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Step 21 must have been attained	Step	22, Entering Y3	23, Developing Y3	24, Secure Y3	The 3 divisions within each statement, annotated as stars, are an indication of the depth of pupil understanding, not the number of times observed. The number of stars routinely required for a step to be achieved is given for consistency and moderation purposes. A step should only be awarded if achievement is spread across a range of different areas of learning.
	Typical attainment time	Autumn Y3	Spring Y3	Summer Y3	
	Stars routinely required	35	71	106, including all underlined KPIs	

For statements to be completely embedded they should be demonstrated in a range of contexts and subject areas if applicable.

Number & Place Value	B ★	P ★	E ★	Addition & Subtraction	B ★	P ★	E ★	Multiplication & Division	B ★	P ★	E ★
❖ Count from 0 in multiples of 4, 8, 50 and 100; find 10 or 100 more or less than a given number.				❖ Add and subtract numbers mentally, including:				*Recall and use multiplication and division facts for the;*			
❖ Recognise the place value of each digit in a three-digit number (hundreds, tens, ones).				◆ a three-digit number and ones;				◆ 3x table;			
❖ Compare and order numbers up to 1000.				◆ a three-digit number and tens;				◆ 4x table;			
❖ Identify, represent and estimate numbers using different representations.				◆ a three-digit number and hundreds.				◆ 8x table.			
❖ Read and write numbers up to 1000 in numerals and in words.				❖ Add and subtract numbers with up to three digits, using formal written methods of columnar addition and subtraction.				❖ Write and calculate mathematical statements for multiplication and division using the multiplication tables that they know, including for two-digit numbers times one-digit numbers, using mental and progressing to written methods.			
❖ Solve number problems and practical problems involving these ideas.				❖ Estimate the answer to a calculation and use inverse operations to check answers.				❖ Solve problems, including missing number problems, involving multiplication and division, including positive integer scaling problems and correspondence problems in which *n* objects are connected to *m* objects.			
				❖ Solve problems, including missing number problems, using number facts, place value, and more complex addition and subtraction.							

★ B = Beginning to   ★ P = Progressing   ★ E = Embedded

Step 21 must have been attained	Step	22, Entering Y3	23, Developing Y3	24, Secure Y3	The 3 divisions within each statement, annotated as stars, are an indication of the depth of pupil understanding, not the number of times observed. The number of stars routinely required for a step to be achieved is given for consistency and moderation purposes. A step should only be awarded if achievement is spread across a range of different areas of learning.
	Typical attainment time	Autumn Y3	Spring Y3	Summer Y3	
	Stars routinely required	35	71	106, including all underlined KPIs	

For statements to be completely embedded they should be demonstrated in a range of contexts and subject areas if applicable.

Fractions	B ★	P ★	E ★	Measurement	B ★	P ★	E ★	Geometry: Properties of Shapes	B ★	P ★	E ★
❖ <u>Count up and down in tenths; recognise that tenths arise from dividing an object into 10 equal parts and in dividing one-digit numbers or quantities by 10.</u>				*Measure, compare, add and subtract:*				❖ Draw 2-D shapes and make 3-D shapes using modelling materials.			
				♦ <u>lengths (m/cm/mm);</u>				❖ Recognise 3-D shapes in different orientations and describe them.			
				♦ <u>mass (kg/g);</u>				❖ Recognise angles as a property of shape or a description of a turn.			
❖ <u>Recognise, find and write fractions of a discrete set of objects: unit fractions and non-unit fractions with small denominators.</u>				♦ <u>volume/capacity (l/ml).</u>				❖ <u>Identify right angles, recognise that two right angles make a half-turn, three make three quarters of a turn and four a complete turn; identify whether angles are greater than or less than a right angle.</u>			
				❖ Measure the perimeter of simple 2-D shapes.							
				❖ <u>Add and subtract amounts of money to give change, using both £ and p in practical contexts.</u>							
❖ Recognise and use fractions as numbers: unit fractions (numerator of 1) and non-unit fractions with small denominators.				*Tell and write the time from:*							
				♦ <u>an analogue clock and 12-hour and 24-hour clocks;</u>				❖ Identify horizontal and vertical lines and pairs of perpendicular and parallel lines.			
				♦ an analogue clock, including using Roman numerals from I to XII.							
❖ <u>Recognise and show, using diagrams, equivalent fractions with small denominators.</u>				❖ Estimate and read time with increasing accuracy to the nearest minute;				**Statistics**	B ★	P ★	E ★
				♦ record and compare time in terms of seconds, minutes and hours;				❖ <u>Interpret and present data using bar charts, pictograms and tables.</u>			
❖ Add and subtract fractions with the same denominator within one whole *[for example, 5/7 + 1/7 = 6/7]*.				♦ use vocabulary such as o'clock, a.m./p.m., morning, afternoon, noon and midnight.				❖ Solve one-step and two-step questions *[for example, 'How many more?' and 'How many fewer?']* using information presented in scaled bar charts and pictograms and tables.			
				❖ Know the number of seconds in a minute and the number of days in each month, year and leap year.							
❖ Compare and order unit fractions, and fractions with the same denominators.				❖ Compare durations of events *[for example to calculate the time taken by particular events or tasks].*							
❖ Solve problems that involve all of the above.											

★ B = Beginning to   ★ P = Progressing   ★ E = Embedded

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Mathematics: Planning and Assessment from National Curriculum Year 4 (part 1)

Steps 25 to 27 135 Stars 15 KPIs

Step 24 must have been attained	Step	25, Entering Y4	26, Developing Y4	27, Secure Y4	The 3 divisions within each statement, annotated as stars, are an indication of the depth of pupil understanding, not the number of times observed. The number of stars routinely required for a step to be achieved is given for consistency and moderation purposes. A step should only be awarded if achievement is spread across a range of different areas of learning.
	Typical attainment time	Autumn Y4	Spring Y4	Summer Y4	
	Stars routinely required	36	72	108, including all underlined KPIs	

For statements to be completely embedded they should be demonstrated in a range of contexts and subject areas if applicable.

Number & Place Value	B ★	P ★	E ★	Addition & Subtraction	B ★	P ★	E ★	Fractions (including decimals)	B ★	P ★	E ★
❖ Count in multiples of 6, 7, 9, 25 and 1000.				❖ Add and subtract numbers with up to 4 digits using the written methods of addition and subtraction where appropriate.				❖ Recognise and show, using diagrams, families of common equivalent fractions.			
❖ Find 1000 more or less than a given number.				❖ Estimate and use inverse operations to check answers to a calculation.				❖ Count up and down in hundredths; recognise that hundredths arise when dividing an object by one hundred and dividing tenths by ten.			
❖ Count backwards through zero to include negative numbers.				❖ Solve addition and subtraction two-step problems in contexts, deciding which operations and methods to use and why.				❖ Solve problems involving increasingly harder fractions to calculate quantities, and fractions to divide quantities, including non-unit fractions where the answer is a whole number.			
❖ Recognise the place value of each digit in a four-digit number (thousands, hundreds, tens, and ones).				**Multiplication & Division**	B ★	P ★	E ★				
❖ Order and compare numbers beyond 1000.				❖ **Recall multiplication and division facts for multiplication tables up to 12 x 12.**				❖ Add and subtract fractions with the same denominator.			
❖ Identify, represent and estimate numbers using different representations.				❖ Use place value, known and derived facts to multiply and divide mentally:				❖ Recognise and write decimal equivalents of any number of tenths or hundredths.			
❖ Round any number to the nearest 10, 100 or 1000.				♦ including multiplying by 0 and 1;				❖ Recognise and write decimal equivalents to ¼, ½, ¾.			
❖ Solve number and practical problems that involve all of the above and with increasingly large positive numbers.				♦ including dividing by 1;				❖ Find the effect of dividing a one- or two-digit number by 10 and 100, identifying the value of the digits in the answer as ones, tenths and hundredths.			
				♦ including multiplying together three numbers.							
❖ Read Roman numerals to 100 (I to C) and know that over time, the numeral system changed to include the concept of zero and place value.				❖ Recognise and use factor pairs and commutativity in mental calculations.				❖ Round decimals with one decimal place to the nearest whole number.			
				❖ Multiply two-digit and three-digit numbers by a one-digit number using formal written layout				❖ Compare numbers with the same number of decimal places up to two decimal places.			
				❖ Solve problems involving multiplying and adding, including using the distributive law to multiply two-digit numbers by one digit, integer scaling problems and harder correspondence problems such as *n* objects are connected to *m* objects.				❖ Solve simple measure and money problems involving fractions and decimals to two decimal places.			

End of Year 4: Have memorised multiplication tables up to and including 12 x 12; show precision and fluency in their work; read and spell mathematical vocabulary correctly and confidently.

★ B = Beginning to   ★ P = Progressing   ★ E = Embedded

  Key Performance Indicators (KPIs) are underscored

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Step 24 must have been attained	Step	25, Entering Y4	26, Developing Y4	27, Secure Y4	The 3 divisions within each statement, annotated as stars, are an indication of the depth of pupil understanding, not the number of times observed. The number of stars routinely required for a step to be achieved is given for consistency and moderation purposes. A step should only be awarded if achievement is spread across a range of different areas of learning.
	Typical attainment time	Autumn Y4	Spring Y4	Summer Y4	
	Stars routinely required	36	72	108, including all underlined KPIs	

For statements to be completely embedded they should be demonstrated in a range of contexts and subject areas if applicable.

Measurement	B ★	P ★	E ★	Geometry: Properties of Shapes	B ★	P ★	E ★	Geometry: Position & Direction	B ★	P ★	E ★
❖ Convert between different units of measure [for example, kilometre to metre; hour to minute].				❖ Compare and classify geometric shapes, including quadrilaterals and triangles, based on their properties and sizes.				❖ Describe positions on a 2-D grid as coordinates in the first quadrant.			
❖ Measure and calculate the perimeter of a rectilinear figure (including squares) in centimetres and metres.				❖ Identify acute and obtuse angles and compare and order angles up to two right angles by size.				❖ Describe movements between positions as translations of a given unit to the left/right and up/down.			
❖ Find the area of rectilinear shapes by counting squares.				❖ Identify lines of symmetry in 2-D shapes presented in different orientations.				❖ Plot specified points and draw sides to complete a given polygon.			
❖ Estimate, compare and calculate different measures, including money in pounds and pence.				❖ Complete a simple symmetric figure with respect to a specific line of symmetry.				**Statistics**	B ★	P ★	E ★
❖ Read, write and convert time between analogue and digital 12- and 24-hour clocks.								❖ Interpret and present discrete and continuous data using appropriate graphical methods, including bar charts and time graphs.			
❖ Solve problems involving converting from hours to minutes; minutes to seconds; years to months; weeks to days.								❖ Solve comparison, sum and difference problems using information presented in bar charts, pictograms, tables and other graphs.			

★ B = Beginning to   ★ P = Progressing   ★ E = Embedded

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Mathematics: Planning and Assessment from National Curriculum Year 5 (part 1)

Steps 28 to 30

159 Stars **17 KPIs**

Step 27 must have been attained	Step	28, Entering Y5	29, Developing Y5	30, Secure Y5	The 3 divisions within each statement, annotated as stars, are an indication of the depth of pupil understanding, not the number of times observed. The number of stars routinely required for a step to be achieved is given for consistency and moderation purposes. A step should only be awarded if achievement is spread across a range of different areas of learning.
	Typical attainment time	Autumn Y5	Spring Y5	Summer Y5	
	Stars routinely required	42	85	127, including all underlined KPIs	

For statements to be completely embedded they should be demonstrated in a range of contexts and subject areas if applicable.

Number & Place Value	B ★	P ★	E ★
❖ Read, write, order and compare numbers to at least 1 000 000 and determine the value of each digit.			
❖ Count forwards or backwards in steps of powers of 10 for any given number up to 1,000,000.			
❖ Interpret negative numbers in context, count forwards and backwards with positive and negative whole numbers, including through zero.			
❖ Round any number up to 1,000,000 to the nearest 10, 100, 1000, 10,000 and 100,000.			
❖ Solve number problems and practical problems that involve all of the above.			
❖ Read Roman numerals to 1000 (M) and recognise years written in Roman numerals.			

Addition & Subtraction	B ★	P ★	E ★
❖ Add and subtract whole numbers with more than 4 digits.			
❖ Add and subtract whole numbers with more than 4 digits, including using formal written methods (columnar addition and subtraction).			
❖ Add and subtract numbers mentally with increasingly large numbers [for example, 12,462 – 2300 = 10,162].			
❖ Use rounding to check answers to calculations and determine, in the context of a problem, levels of accuracy.			
❖ Solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why.			

Multiplication & Division	B ★	P ★	E ★
❖ Identify multiples and factors, including finding all factor pairs of a number, and common factors of two numbers.			
❖ Solve problems involving multiplication and division where larger numbers are used by decomposing them into their factors.			
❖ Know and use the vocabulary of prime numbers, prime factors and composite (non-prime) numbers.			
❖ Establish whether a number up to 100 is prime and recall prime numbers up to 19.			
❖ Multiply numbers up to 4 digits by a one- or two-digit number using a formal written method, including long multiplication for two-digit numbers.			
❖ Multiply and divide numbers mentally drawing upon known facts.			
❖ Divide numbers up to 4 digits by a one-digit number using the formal written method of short division and interpret remainders appropriately for the context.			
❖ Multiply and divide whole numbers and those involving decimals by 10, 100 and 1000.			
❖ Recognise and use square numbers and cube numbers, and the notation for squared (^{2}) and cubed (^{3}).			
❖ Solve problems involving multiplication and division including using their knowledge of factors and multiples, squares and cubes.			
❖ Solve problems involving addition, subtraction, multiplication and division and a combination of these, including understanding the meaning of the equals sign.			
❖ Solve problems involving multiplication and division, including scaling by simple fractions and problems involving simple rates.			

Fractions (including decimals & %)	B ★	P ★	E ★
❖ Compare and order fractions whose denominators are all multiples of the same number.			
❖ Identify, name and write equivalent fractions of a given fraction, represented visually, including tenths and hundredths.			
❖ Recognise mixed numbers and improper fractions and convert from one form to the other and write mathematical statements > 1 as a mixed number [for example, $\frac{2}{5} + \frac{4}{5} = \frac{6}{5} = 1\frac{1}{5}$].			
❖ Add and subtract fractions with the same denominator and denominators that are multiples of the same number.			
❖ Multiply proper fractions and mixed numbers by whole numbers, supported by materials and diagrams.			
❖ Read and write decimal numbers as fractions [for example, $0.71 = \frac{71}{100}$].			
❖ Recognise and use thousandths and relate them to tenths, hundredths and decimal equivalents.			
❖ Round decimals with two decimal places to the nearest whole number and to one decimal place.			
❖ Read, write, order and compare numbers with up to three decimal places.			
❖ Solve problems involving number up to three decimal places.			
❖ Recognise the per cent symbol (%) and understand that per cent relates to 'number of parts per hundred', and write percentages as a fraction with denominator 100, and as a decimal.			
❖ Solve problems which require knowing percentage and decimal equivalents of ½, ¼, ⅕, ⅖, ⅘ and those fractions with a denominator of a multiple of 10 or 25.			

★ B = Beginning to   ★ P = Progressing   ★ E = Embedded

Key Performance Indicators (KPIs) are underscored

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Mathematics: Planning and Assessment from National Curriculum Year 5 (part 2)						
Steps 28 to 30					**159 Stars**	**17 KPIs**

Step 27 must have been attained	Step	28, Entering Y5	29, Developing Y5	30, Secure Y5	The 3 divisions within each statement, annotated as stars, are an indication of the depth of pupil understanding, not the number of times observed. The number of stars routinely required for a step to be achieved is given for consistency and moderation purposes. A step should only be awarded if achievement is spread across a range of different areas of learning.
	Typical attainment time	Autumn Y5	Spring Y5	Summer Y5	
	Stars routinely required	42	85	127, including all underlined KPIs	

For statements to be completely embedded they should be demonstrated in a range of contexts and subject areas if applicable.

Measurement	B ★	P ★	E ★	Geometry: Properties of Shapes	B ★	P ★	E ★	Geometry: Position & Direction	B ★	P ★	E ★
❖ <u>Convert between different units of metric measure</u> *(for example, kilometre and metre; centimetre and metre; centimetre and millimetre; gram and kilogram; litre and millilitre).*			▓	❖ Identify 3-D shapes, including cubes and other cuboids, from 2-D representations.				❖ Identify, describe and represent the position of a shape following a reflection or translation, using the appropriate language, and know that the shape has not changed.			
❖ Understand and use approximate equivalences between metric units and common imperial units such as inches, pounds and pints.				❖ Know angles are measured in degrees: estimate and compare acute, obtuse and reflex angles.							
❖ <u>Measure and calculate the perimeter of composite rectilinear shapes in centimetres and metres.</u>			▓	❖ <u>Draw given angles, and measure them in degrees (°).</u>			▓				
❖ <u>Calculate and compare the area of rectangles (including squares), and including using standard units, square centimetres (cm²) and square metres (m²) and estimate the area of irregular shapes.</u>			▓	*Identify:* ♦ angles at a point and one whole turn (total 360°);					B ★	P ★	E ★
				♦ angles at a point on a straight line and ½ a turn (total 180°);				**Statistics**			
❖ Estimate volume *[for example, using 1 cm³ blocks to build cuboids (including cubes)]* and capacity *[for example, using water].*				♦ other multiples of 90.				❖ Solve comparison, sum and difference problems using information presented in a line graph.			
❖ Solve problems involving converting between units of time.				❖ Use the properties of rectangles to deduce related facts and find missing lengths and angles.							
❖ Use all four operations to solve problems involving measure *[for example, length, mass, volume, money]* using decimal notation, including scaling.				❖ <u>Distinguish between regular and irregular polygons based on reasoning about equal sides and angles.</u>			▓	❖ <u>Complete, read and interpret information in tables, including timetables.</u>			▓

★ B = Beginning to   ★ P = Progressing   ★ E = Embedded

 Key Performance Indicators (KPIs) are underscored

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Steps 31 to 33		**153 Stars**	**17 KPIs**

Step 30 must have been attained	Step	31, Entering Y6	32, Developing Y6	33, Secure Y6	The 3 divisions within each statement, annotated as stars, are an indication of the depth of pupil understanding, not the number of times observed. The number of stars routinely required for a step to be achieved is given for consistency and moderation purposes. A step should only be awarded if achievement is spread across a range of different areas of learning.
	Typical attainment time	Autumn Y6	Spring Y6	Summer Y6	
	Stars routinely required	41	81	122, including all underlined KPIs	

For statements to be completely embedded they should be demonstrated in a range of contexts and subject areas if applicable.

Number & Place Value	B ★	P ★	E ★	Addition, Subtraction, Multiplication & Division	B ★	P ★	E ★	Fractions (including decimals & %)	B ★	P ★	E ★
❖ Read, write, order and compare numbers up to 10,000,000 and determine the value of each digit.				❖ Multiply multi-digit numbers up to 4 digits by a two-digit whole number.				❖ Use common factors to simplify fractions; use common multiples to express fractions in the same denomination.			
❖ Round any whole number to a required degree of accuracy.				❖ Multiply multi-digit numbers up to 4 digits by a two-digit whole number using the formal written method of long multiplication.				❖ Compare and order fractions, including fractions > 1.			
❖ Use negative numbers in context, and calculate intervals across zero.				❖ **Divide numbers up to 4 digits by a two-digit whole number and interpret remainders as whole number remainders, fractions, or by rounding, as appropriate for the context.**				❖ Add and subtract fractions with different denominators and mixed numbers, using the concept of equivalent fractions.			
❖ Solve number and practical problems that involve all of the above.				❖ Divide numbers up to 4 digits by a two-digit whole number using the formal written method of long division, and interpret remainders as whole number remainders, fractions, or by rounding, as appropriate for the context.				❖ Multiply simple pairs of proper fractions, writing the answer in its simplest form *[for example, ¼ × ½ = ⅛]*.			
				❖ Perform mental calculations, including with mixed operations and large numbers.				❖ Divide proper fractions by whole numbers *[for example, ⅓ ÷ 2 = ⅙]*.			
				❖ Identify common factors, common multiples and prime numbers.				❖ Associate a fraction with division and calculate decimal fraction equivalents *[for example, 0.375]* for a simple fraction *[for example, ⅜]*.			
				❖ Use their knowledge of the order of operations to carry out calculations involving the four operations.				❖ Identify the value of each digit in numbers given to three decimal places and multiply and divide numbers by 10, 100 and 1000 giving answers up to three decimal places.			
				❖ Solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why.				❖ Multiply one-digit numbers with up to two decimal places by whole numbers.			
				❖ Solve problems involving addition, subtraction, multiplication and division.				❖ **Use written division methods in cases where the answer has up to two decimal places.**			
				❖ Use estimation to check answers to calculations and determine, in the context of a problem, an appropriate degree of accuracy.				❖ Solve problems which require answers to be rounded to specified degrees of accuracy.			
								❖ Recall and use equivalences between simple fractions, decimals and percentages, including in different contexts.			

End of Year 6: Be fluent in written methods for all 4 operations, including long multiplication and division and in working with fractions, decimals and percentages; read, spell and pronounce mathematical vocabulary correctly.

★ B = Beginning to   ★ P = Progressing   ★ E = Embedded

         Key Performance Indicators (KPIs) are underscored

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Mathematics: Planning and Assessment from National Curriculum Year 6 (part 2)

Steps 31 to 33				**153 Stars**	**17 KPIs**

Step 30 must have been attained	Step	31, Entering Y6	32, Developing Y6	33, Secure Y6	The 3 divisions within each statement, annotated as stars, are an indication of the depth of pupil understanding, not the number of times observed. The number of stars routinely required for a step to be achieved is given for consistency and moderation purposes. A step should only be awarded if achievement is spread across a range of different areas of learning.
	Typical attainment time	Autumn Y6	Spring Y6	Summer Y6	
	Stars routinely required	41	81	122, including all underlined KPIs	

For statements to be completely embedded they should be demonstrated in a range of contexts and subject areas if applicable.

Ratio & Proportion	B ★	P ★	E ★
❖ Solve problems involving the relative sizes of two quantities where missing values can be found by using integer multiplication and division facts.			
❖ Solve problems involving the calculation of percentages *[for example, of measures, and such as 15% of 360]* and the use of percentages for comparison.			
❖ Solve problems involving similar shapes where the scale factor is known or can be found.			
❖ Solve problems involving unequal sharing and grouping using knowledge of fractions and multiples.			

Algebra	B ★	P ★	E ★
❖ Use simple formulae.			
❖ Generate and describe linear number sequences.			
❖ Express missing number problems algebraically.			
❖ Find pairs of numbers that satisfy an equation with two unknowns.			
❖ Enumerate possibilities of combinations of two variables.			

Measurement	B ★	P ★	E ★
❖ Solve problems involving the calculation and conversion of units of measure, using decimal notation up to three decimal places where appropriate.			
❖ Use, read, write and convert between standard units, converting measurements of length, mass, volume and time from a smaller unit of measure to a larger unit, and vice versa, using decimal notation to up to three decimal places.			
❖ Convert between miles and kilometres.			
❖ Recognise that shapes with the same areas can have different perimeters and vice versa.			
❖ Recognise when it is possible to use formulae for area and volume of shapes.			
❖ Calculate the area of parallelograms and triangles.			
❖ Calculate, estimate and compare volume of cubes and cuboids using standard units, including cubic centimetres (cm^3) and cubic metres (m^3), and extending to other units *[for example, mm^3 and km^3]*.			

Geometry: Properties of Shapes	B ★	P ★	E ★
❖ Draw 2-D shapes using given dimensions and angles.			
❖ Recognise, describe and build simple 3-D shapes, including making nets.			
❖ Compare and classify geometric shapes based on their properties and sizes and find unknown angles in any triangles, quadrilaterals, and regular polygons.			
❖ Illustrate and name parts of circles, including radius, diameter and circumference and know that the diameter is twice the radius.			
❖ Recognise angles where they meet at a point, are on a straight line, or are vertically opposite, and find missing angles.			

Geometry: Position and Direction	B ★	P ★	E ★
❖ Describe positions on the full coordinate grid (all four quadrants).			
❖ Draw and translate simple shapes on the coordinate plane, and reflect them in the axes.			

Statistics	B ★	P ★	E ★
❖ Interpret pie charts and line graphs and use these to solve problems.			
❖ Interpret and construct pie charts and line graphs and use these to solve problems.			
❖ Calculate and interpret the mean as an average.			

★ B = Beginning to   ★ P = Progressing   ★ E = Embedded

 Key Performance Indicators (KPIs) are underscored

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| | | | | | 135 Statements | 18 KPIs |

Steps 34 to 36

Step 33 must have been attained	Step	34, Entering Y7	35, Developing Y7	36, Secure Y7	The 3 divisions within each statement, annotated as stars, are an indication of the depth of pupil understanding, not the number of times observed. The number of stars routinely required for a step to be achieved is given for consistency and moderation purposes. A step should only be awarded if achievement is spread across a range of different areas of learning.
	Typical attainment time	Autumn Y7	Spring Y7	Summer Y7	
	Stars routinely required	36	72	108, including all underlined KPIs	
	Bold underlined statements are the key drivers for success in secondary mathematics. **Pupils should set out their workings systematically in an organised, vertical presentation structure.**				

For statements to be completely embedded they should be demonstrated in a range of contexts and subject areas if applicable.

Number	B ★	P ★	E ★	Algebra	B ★	P ★	E ★	Ratio & Proportion	B ★	P ★	E ★
❖ Understand and use place value for decimals, measures and integers of any size. ❖ Order positive and negative integers, decimals and fractions; use the number line as a model for ordering of the real numbers; use the symbols $=, \neq, <, >, \leq, \geq$. ❖ Use the concepts and vocabulary of prime numbers, factors (or divisors), multiples, common factors, common multiples, highest common factor, lowest common multiple, prime factorisation, including using product notation and the unique factorisation property. ❖ **Use the four operations, including formal written methods, applied to integers, decimals, proper and improper fractions, and mixed numbers, all both positive and negative.** ❖ **Use conventional notation for the priority of operations, including brackets, powers, roots. (BIDMAS)**				*Use and interpret algebraic notation, including:* ♦ **ab in place of a × b;** ♦ **3y in place of y + y + y and 3 × y;** ♦ **a^2 in place of a × a, a^3 in place of a × a × a; a^2b in place of a × a × b;** ♦ **$\frac{a}{b}$ in place of a ÷ b;** ♦ **coefficients written as fractions rather than as decimals;** ♦ **brackets.** ❖ Substitute numerical values into formulae and expressions, including scientific formulae. ❖ Understand and use the concepts and vocabulary of expressions, equations, inequalities, terms and factors. *Simplify and manipulate algebraic expressions to maintain equivalence by:* ♦ **collecting like terms;** ♦ **multiplying a single term over a bracket;** ♦ **taking out common factors;** ♦ **expanding products of two or more binomials.**				❖ **Change freely between related standard units** *[for example time, length, area, volume/capacity, mass].* ❖ **Use scale factors, scale diagrams and maps.** ❖ Express one quantity as a fraction of another, where the fraction is less than 1 and greater than 1. ❖ Use ratio notation, including reduction to simplest form. ❖ Divide a given quantity into 2 parts in a given part:part or part:whole ratio; express the division of a quantity into 2 parts as a ratio. ❖ **Understand that a multiplicative relationship between two quantities can be expressed as a ratio or a fraction.** ❖ Relate the language of ratios and the associated calculations to the arithmetic of fractions and to linear functions. ❖ **Solve problems involving percentage change, including: percentage increase, decrease.** ❖ Solve problems involving direct and inverse proportion, including graphical and algebraic representations. ❖ Use compound units such as speed, unit pricing and density to solve problems.			

★ B = Beginning to   ★ P = Progressing   ★ E = Embedded

Mathematics: Planning and Assessment from National Curriculum KS3 (part 2)			

Steps 34 to 36 | **135 Stars** | **18 KPIs**

Step 33 must have been attained	Step	34, Entering Y7	35, Developing Y7	36, Secure Y7	The number of stars routinely required for a step to be achieved is given for consistency and moderation purposes. A step should only be awarded if achievement is spread across a range of different areas of learning.
	Typical attainment time	Autumn Y7	Spring Y7	Summer Y7	
	Stars routinely required	36	72	108, including all underlined KPIs	

Bold underlined statements are the key drivers for success in secondary mathematics.
Pupils should set out their workings systematically in an organised, vertical presentation structure.

For statements to be completely embedded they should be demonstrated in a range of contexts and subject areas if applicable.

Geometry & Measures	B ★	P ★	E ★	Probability	B ★	P ★	E ★	Statistics	B ★	P ★	E ★
❖ Calculate and solve problems involving: perimeters of 2-D shapes (including circles), areas of circles and composite shapes.				❖ Record, describe and analyse the frequency of outcomes of simple probability experiments involving randomness, fairness, equally and unequally likely outcomes, using appropriate language and the 0-1 probability scale.				*Describe, interpret and compare observed distributions of a single variable through: appropriate graphical representation involving:*			
❖ Derive and apply formulae to calculate and solve problems involving: perimeter and area of triangles, parallelograms, trapezia, volume of cuboids (including cubes) and other prisms (including cylinders).								♦ discrete, continuous and grouped data;			
								♦ **appropriate measures of central tendency (mean, mode, median) and spread (range, consideration of outliers).**			
❖ Draw and measure line segments and angles in geometric figures, including interpreting scale drawings.				❖ Understand that the probabilities of all possible outcomes sum to 1.							
❖ **Derive and use the standard ruler and compass constructions (perpendicular bisector of a line segment, constructing a perpendicular to a given line from/at a given point, bisecting a given angle).**				❖ Enumerate sets and unions/intersections of sets systematically, using tables, grids and Venn diagrams.				*Construct and interpret appropriate tables, charts, and diagrams, including:*			
								♦ frequency tables;			
❖ Recognise and use the perpendicular distance from a point to a line as the shortest distance to the line.				❖ Generate theoretical sample spaces for single and combined events with equally likely, mutually exclusive outcomes and use these to calculate theoretical probabilities.				♦ bar charts;			
								♦ **pie charts;**			
❖ Describe, sketch and draw using conventional terms and notations: points, lines, parallel lines, perpendicular lines, right angles, regular polygons, and other polygons that are reflectively and rotationally symmetric.								♦ pictograms for categorical data;			
								♦ vertical line (or bar) charts for ungrouped and grouped numerical data.			
❖ Use the standard conventions for labelling the sides and angles of triangle ABC, and know and use the criteria for congruence of triangles.											

★ B = Beginning to   ★ P = Progressing   ★ E = Embedded

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Appendix A: The STAT Sheffield Assessment Scale

Overview

Step	Proportional Scale ◆	Colour	Description		Step	Proportional Scale ◆	Colour	Description
1	4	White	Step 1		22	88	Yellow	Entering Y3
2	8	White	Step 2		23	92	Yellow	Developing Y3
3	12	White	Step 3		24	96	Yellow	Secure Y3
4	16	Silver	Step 4		25	100	Purple	Entering Y4
5	20	Silver	Step 5		26	104	Purple	Developing Y4
6	24	Silver	Step 6		27	108	Purple	Secure Y4
7	28	Lilac	Step 7	See pre-year 1 mapping below	28	112	Orange	Entering Y5
8	32	Lilac	Step 8		29	116	Orange	Developing Y5
9	36	Lilac	Step 9		30	120	Orange	Secure Y5
10	40	Pink	Step 10		31	124	Turquoise	Entering Y6
11	44	Pink	Step 11		32	128	Turquoise	Developing Y6
12	48	Pink	Step 12		33	132	Turquoise	Secure Y6
13	52	Red	Step 13		34	136	Lime	Key Stage 3
14	56	Red	Step 14		35	140	Lime	
15	60	Red	Step 15		36	144	Lime	
16	64	Green	Entering Y1		37	148		
17	68	Green	Developing Y1		38	152		
18	72	Green	Secure Y1		39	156		
19	76	Blue	Entering Y2		40	160		
20	80	Blue	Developing Y2		41	164		
21	84	Blue	Secure Y2		42	168		
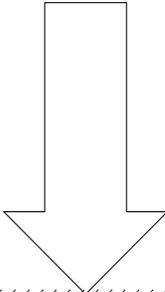
* EAL (SAS) curriculum based on (EMAS, Sheffield City Council, 2004).

◆ The scale allows the different curriculum prior to Year 1 to be interweaved and also allows very small steps of attainment (especially against P Scales) to be recorded, whilst keeping them in proportion to attainment from Year 1 onwards.

Mapping of pre-year 1 curriculum sources

Step	Proportional Scale	Age & Stage †	Whole P Scale	Colour Band	Step	Proportional Scale	Age & Stage †	Whole P Scale	EAL (SAS) ‡	Colour Band
Step 1	1	E 0-11	P1i	Pre-Entering White	Step 8	31	D 22-36			Developing Lilac
	2					32				Pre-Secure Lilac
	3	D 0-11		Entering White	Step 9	33				
	4					34				Secure Lilac
Step 2	5		P1ii	Pre-Developing White		35	S 22-36		SAS0/1	
	6					36				
	7	S 0-11	P2i	Developing White	Step 10	37			SAS1	Pre-Entering Pink
	8					38				
Step 3	9	E 8-20	P2ii	Pre-Secure White		39	E 30-50	P6	SAS1/2	Entering Pink
	10					40				
	11		P3i	Secure White	Step 11	41				Pre-Developing Pink
	12					42				
Step 4	13	D 8-20		Pre-Entering Silver		43	D 30-50		SAS2	Developing Pink
	14					44				
	15	S 8-20	P3ii	Entering Silver	Step 12	45				Pre-Secure Pink
	16					46				
Step 5	17			Pre-Developing Silver		47	S 30-50		SAS2/3	Secure Pink
	18					48				
	19	E 16-26	P4	Developing Silver	Step 13	49		P7		Pre-Entering Red
	20					50				
Step 6	21	D 16-26		Pre-Secure Silver		51	E 40-60		SAS3	Entering Red
	22					52				
	23			Secure Silver	Step 14	53				Pre-Developing Red
	24					54				
Step 7	25	S 16-26		Pre-Entering Lilac		55	D 40-60		SAS3/4	Developing Red
	26					56				
	27	E 22-36		Entering Lilac	Step 15	57				Pre-Secure Red
	28					58				
	29			Pre-Developing Lilac		59	S 40-60	P8	SAS4	Secure Red
	30		P5			60				

† E = Entering, D = Developing, S = Secure - subdivided stages from (Early Education, 2012)

‡ (EMAS, Sheffield City Council, 2004)

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P Scales extended

Whole	Fifths	Tenths	Proportional Scale	Whole	Fifths	Tenths	Proportional Scale	Whole	Fifths	Tenths	Proportional Scale	Whole	Fifths	Tenths	Proportional Scale	Whole	Fifths	Tenths	Proportional Scale	Whole	Fifths	Tenths	Proportional Scale
		P1i 10%	0.25			P2i 10%	5.25			P3i 10%	10.25			P4 10%	15.5			P5 10%	21			P7 10%	41
	P1ie	P1i 20%	0.5		P2ie	P2i 20%	5.5		P3ie	P3i 20%	10.5		P4e	P4 20%	16		P5e	P5 20%	22		P7e	P7 20%	42
		P1i 30%	0.75			P2i 30%	5.75			P3i 30%	10.75			P4 30%	16.5			P5 30%	23			P7 30%	43
	P1id	P1i 40%	1		P2id	P2i 40%	6		P3id	P3i 40%	11		P4d	P4 40%	17		P5d	P5 40%	24		P7d	P7 40%	44
		P1i 50%	1.25			P2i 50%	6.25			P3i 50%	11.25			P4 50%	17.5			P5 50%	25			P7 50%	45
	P1ic	P1i 60%	1.5		P2ic	P2i 60%	6.5		P3ic	P3i 60%	11.5		P4c	P4 60%	18		P5c	P5 60%	26		P7c	P7 60%	46
		P1i 70%	1.75			P2i 70%	6.75			P3i 70%	11.75			P4 70%	18.5			P5 70%	27			P7 70%	47
	P1ib	P1i 80%	2		P2ib	P2i 80%	7		P3ib	P3i 80%	12		P4b	P4 80%	19		P5b	P5 80%	28		P7b	P7 80%	48
		P1i 90%	2.25			P2i 90%	7.25			P3i 90%	12.25			P4 90%	19.5			P5 90%	29			P7 90%	49
P1i	P1ia	P1i 100%	2.5	P2i	P2ia	P2i 100%	7.5	P3i	P3ia	P3i 100%	12.5	P4	P4a	P4 100%	20	P5	P5a	P5 100%	30	P7	P7a	P7 100%	50
P1ii	P1iie	P1ii 10%	2.75	P2ii	P2iie	P2ii 10%	7.75	P3ii	P3iie	P3ii 10%	12.75					P6	P6e	P6 10%	31	P8	P8e	P8 10%	51
		P1ii 20%	3			P2ii 20%	8			P3ii 20%	13							P6 20%	32			P8 20%	52
		P1ii 30%	3.25			P2ii 30%	8.25			P3ii 30%	13.25							P6 30%	33			P8 30%	53
	P1iid	P1ii 40%	3.5		P2iid	P2ii 40%	8.5		P3iid	P3ii 40%	13.5						P6d	P6 40%	34		P8d	P8 40%	54
		P1ii 50%	3.75			P2ii 50%	8.75			P3ii 50%	13.75							P6 50%	35			P8 50%	55
	P1iic	P1ii 60%	4		P2iic	P2ii 60%	9		P3iic	P3ii 60%	14						P6c	P6 60%	36		P8c	P8 60%	56
		P1ii 70%	4.25			P2ii 70%	9.25			P3ii 70%	14.25							P6 70%	37			P8 70%	57
	P1iib	P1ii 80%	4.5		P2iib	P2ii 80%	9.5		P3iib	P3ii 80%	14.5						P6b	P6 80%	38		P8b	P8 80%	58
	P1iia	P1ii 90%	4.75		P2iia	P2ii 90%	9.75		P3iia	P3ii 90%	14.75						P6a	P6 90%	39		P8a	P8 90%	59
		P1ii 100%	5			P2ii 100%	10			P3ii 100%	15							P6 100%	40			P8 100%	60

- - - - - Full Step

Notes and commentary on the design checklist

These notes expand on the statements above with further implications or options. The types of assessment discussed here are primarily for learning. The information generated is to be used by several different people to plan future approaches to learning. Assessment should not be a bureaucratic exercise for its own sake. The processes should be streamlined to ensure that only those are used that provide information that is useful to teachers, pupils, parents and school leaders.

A: There is a task of work to translate the National Curriculum (and any school curricula) into discrete, tangible descriptive statements of attainment – the assessment criteria. As there is little room for meaningful variety, we suggest this job be shared between schools. In fact, NAHT is commissioning a model document.

B: The most natural choice of hierarchy for criteria is by school year (certainly the curriculum is usually organised into years and terms for planned delivery). However, children's progress may not fit neatly into school years, so we have chosen the language of a hierarchy of expectations to avoid misunderstandings. Children may be working above or below their school year and we must ensure we value the progress of children with special needs as much as any other group. The use of P Scales here is important to ensure appropriate challenge and progression for pupils with SEN.

C: We assume that schools will conduct formal assessments more than once a year (and informal assessment will take place continually). A formal assessment at the end of each term, against the year's criteria, is a natural pattern, although some schools will want to do this more frequently. It will take time before schools develop a sense of how many criteria from each year's expectations are normally met in the autumn, spring and summer terms, and this will also vary by subject. Consequently it will also be hard to use this framework by itself for prioritising intervention in the first few years of use. For some years to come, it will be hard to make predictions from outcomes of these assessments to the results in KS2 tests. Such data may emerge over time, although there are question marks over how reliable predictions may be if schools are using incompatible approaches and applying differing standards of performance and therefore cannot pool data to form large samples.

D: There is a need to record a pupil's attainment against each applicable assessment criterion. The criteria themselves can be combined to provide the qualitative statement of a pupil's achievements, although teachers and schools may need a quantitative summary. Few schools appear to favour a pure 'binary' approach of yes/no. The most popular choice seems to be a three phase judgement of working towards (or emerging, developing), meeting (or mastered, confident, secure, expected) and exceeded. Where a student has exceeded a criterion, it may make sense to assess them also against the criteria for the next year. These recorded judgements can be translated into numbers, which can then be analysed and used for prioritising. Traffic lighting is a popular method for monitoring. The most obvious method to generate a 'colour' or status is to count the proportion of the relevant year's criteria that have been met at that point in time. At this stage, it is not possible to say what proportions would be cause for concern or celebration at a particular time of the year – although presumably you would expect to have mastered all applicable criteria to be green at the end of the year. The method of 'fitting' a student to a criterion must be consistent to draw comparisons between groups. If the criteria are discrete, concrete and precise, this will remove some ambiguity. If a school is using a three phase judgment, one would expect the middle 'meeting' to be based on mastery.

E: The exact form of moderation will vary from school to school and from subject to subject. The majority of moderation (in schools large enough to support it) will be internal but all schools should undertake a proportion of external moderation each year, working with partner schools and local agencies. It is also good practice to invite external agencies with no connection to the local group of schools to verify practice from time to time.

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Appendix C: Age Appropriate Reading Books

(for guidance only)

Book lists have been compiled based on recommended reading for different age groups from a range of websites (May 2014):
www.tes.co.uk/
www.booktrust.org.uk/
www.educatingtogether.co.uk/
www.lovereading4kids.co.uk
www.goodreads.com/

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Reception: Representative Book Selection

Adams, Paul	There was an Old Lady who Swallowed a Fly	McBratney, Sam & Williams, Garth	Guess How Much I Love You
Barton, Byron	The Little Red Hen	Milne, A A	Winnie the Pooh
Bridwell, Norman	Clifford the Big Red Dog (series)	Oxenbury, Helen	We're Going on a Bear Hunt
Brown, Marcia	Stone Soup	Pfister, Marcus	The Rainbow Fish
Browne, Eileen	Handa's Surprise	Potter, Beatrix	The Tale of Peter Rabbit
Butterworth, Nick	One Snowy Night	Sendak, Maurice	Where the Wild Things Are
Campbell, Rod	Dear Zoo	Thomas, Valerie & Paul, Korky	Winnie the Witch
Carle, Eric	The Very Hungry Caterpillar	Tomlinson, Jill	The Tiger Who Came to Tea
Child, Lauren	I Will Never Eat a Tomato	Tomlinson, Jill	The Owl Who Was Afraid of the Dark
Donaldson, Julia & Scheffler, Axel	The Gruffalo	Waddell, Martin	Farmer Duck
Hill, Eric	Where's Spot?	Waddell, Martin & Benson, Patrick	Owl Babies
Hughes, Shirley	Dogger	Waddell, Martin & Dale, Penny	Once There Were Giants
Hutchins, Pat & Laurence	Rosie's Walk		
Martin, Bill Jnr	Brown Bear, Brown Bear, What Do You See?		

Also include:

Traditional Tales, Alphabet Rhymes, Counting Books

Further suggestions:
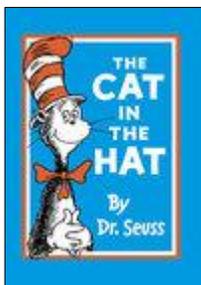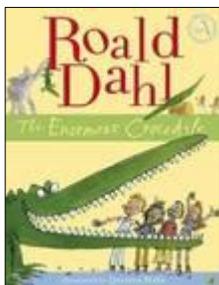
Dr Seuss	Dahl, Roald	Scarry, Richard	Lord, John Vernon	Stephenson, Kristina	Jeffers, Oliver	Goodhart, Pippa	McKee, Bernard
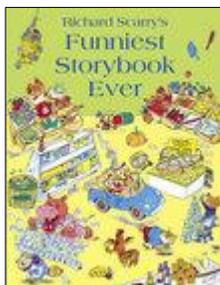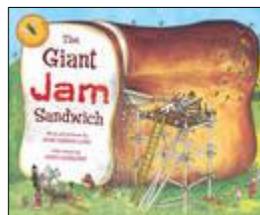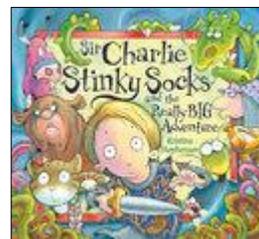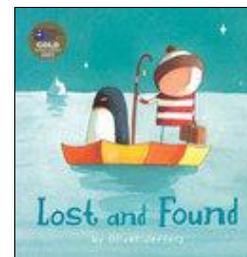
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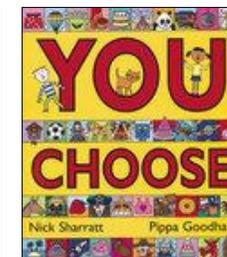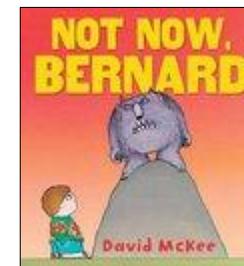
Year 1: Representative Book Selection

Ahlberg, Allan	Funnybones
Ahlberg, Allan	The Jolly Postman
Alborough, Jez	My Friend Bear
Blake, Quentin	Mrs Armitage on Wheels
Blake, Quentin	Mister Magnolia
Bond, Michael	A Bear Called Paddington
Burningham, John	Avocado Baby
Butterworth, Nick	The Whisperer
Child, Laruen	Charlie and Lola
Dodd, Lynley	Hairy Maclary
Donaldson, Julia	The Smartest Giant in Town
Donaldson, Julia	The Gruffalo's Child
Grey Minnie	The Princess and the Pea
Hedderwick, Mairi	Katie Morag Series
Hoffman, Mary	Amazing Grace
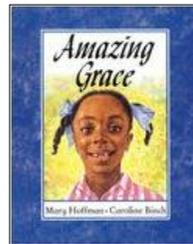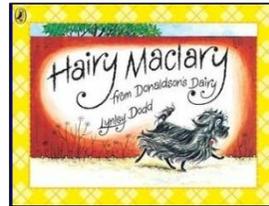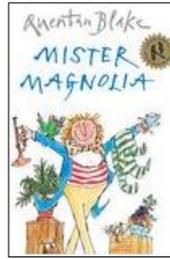
Hughes, Shirley	The Trouble with Jack
Hutchins, Pat	Don't Forget the Bacon
King-Smith, Dick	The Hodgeheg
Lobel, Arnold	Frog and Toad are Friends
Murphy, Jill	The Large Family Collection
Riddell, Chris	Emperor of Absurdia
Scieszka, Jon	The True Story of the Three Little Pigs
Tolstoy, Aleksei	The Gigantic Turnip
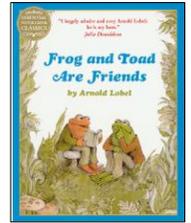
Also Include:

Collins Primary Dictionary

Children's First Encyclopaedia

Children's Atlas

Topic Books, *e.g., Old Toys, Homes in the Past*

Traditional Nursery Rhymes

Traditional Fairy Stories
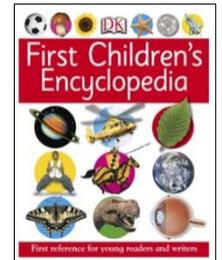
Further suggestions:

Mayhew, James	Nicoll, Helen & Pieńkowski, Jan	Carle, Eric	Donaldson, Julia	MacDonald, Alan	Dahl, Roald
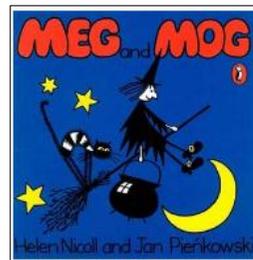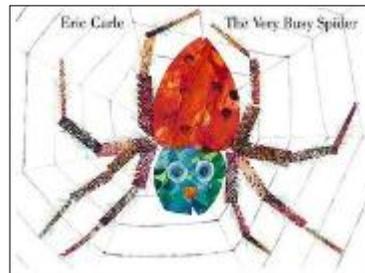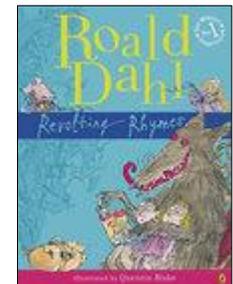
Year 2: Representative Book Selection

Ahlberg, Allan	Mrs Wobble the Waitress
Coplans, Peta	Frightened Fred
Coxon, Michelle	The Cat Who Lost His Purr
Dahl, Roald	The Magic Finger
Dahl, Roald	The Giraffe and the Pelly and Me
Fearnley, Jan	Mr Wolf's Pancakes
Fine, Anne	The Diary of a Killer Cat
Hoffman, Mary	Grace and Family
Hughes, Shirley	The Snow Lady
Kerr, Judith	Mog Stories
King-Smith, Dick	The Guard Dog
King-Smith, Dick	Emily's Legs
Lewis, Kat	Fiends
Rosen, Michael	Cat and Mouse Story
Strong, Jeremy	Pirate School: Just a Bit of Wind
Velthuijs, Max	Frog is Frog
Whybrow, Ian	Little Wolf's Book of Badness
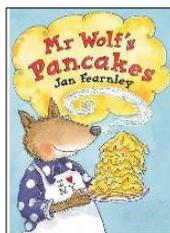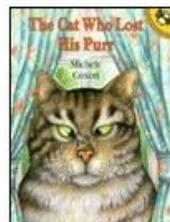
Non-Fiction

Children's Illustrated Dictionary

Usborne Books:

The First Encyclopaedia of Science

The First Encyclopaedia of the Human Body

The First Encyclopaedia of Animals

The First Encyclopaedia of Seas and Oceans

The Children's World Atlas (internet linked)

Pocket Science Books

Watt's Great Events Books:

The Great Fire of London

Gun Powder Plot

Coronation of Elizabeth II

Watt's Famous People Series:

Florence Nightingale

Louis Braille

George Stephenson
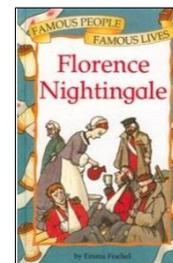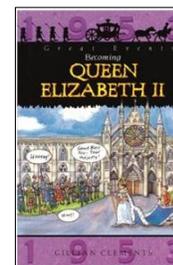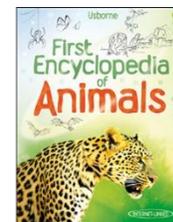
Further suggestions:

Owen, Laura	Edwards, Dorothy	Murray, Tamsin	Morpurgo, Michael	Cope, Andrew	Proysen, Alf	Lindgren, Astrid	Pilkey, Dav
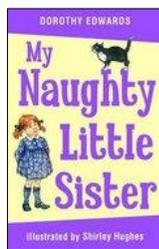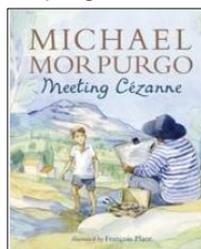
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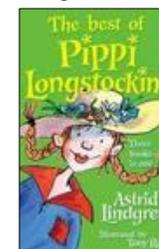
Year 3: Representative Book Selection

Ahlberg, Allan	Please Mrs Butler
Arkle, Phyllis	Railway Cat
Banks, Lynne Reid	The Indian in the Cupboard
Briggs, Raymond	Fungus the Bogeyman
Brown, Jeff	Flat Stanley
Carpenter, Humphrey	Mr Majeika
Childs, Rob	Wicked Day!
Cresswell, Helen	Mystery Winklesea
Dahl, Roald	The Twits, Matilda, Fantastic Mr Fox,
	Charlie and Chocolate Factory,
	Danny The Champion of the World,
	James and the Giant Peach, The BFG
Daniels, Lucy	Animal Ark series
Fine, Anne	Bill's New Frock
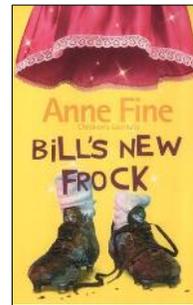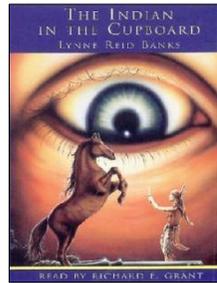
Frost, Adam	Harry Rabbit on the Run
Simon, Francesca	Horrid Henry (series)
King-Smith, Dick	The Sheep Pig
Morpurgo, Michael	Cool, The Butterfly Lion,
	Kensuke's Kingdom, Billy the Kid
Nimmo, Jenny	Invisible Vinnie
Rowling, J K	Harry Potter and the Philosopher's Stone
Ryan, Margaret	Scratch and Sniff
Strong, Jeremy	The Hundred Mile an Hour Dog
Strong, Jeremy	Return of the Hundred Mile an Hour Dog
Toksvig, Sandi	The Littlest Viking
Uttley, Alison	The Sam Pig Story Book
White, E B	Charlotte's Web
Whybrow, Ian	Boy Racer
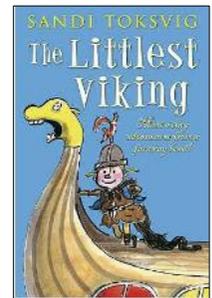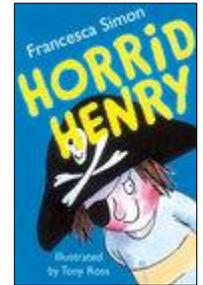
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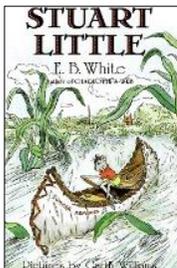
White, E B   Blackman, Malorie   Browne, Anthony   Gray, Kes   Stanton, Andy   Child, Lauren   Burchett, J   Birney, Betty G   Whybrow, Ian
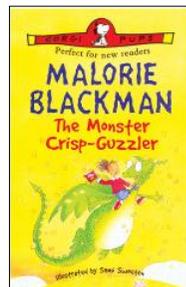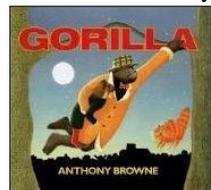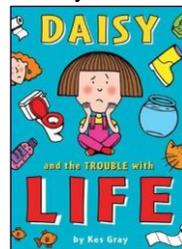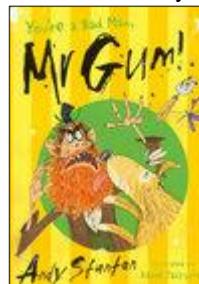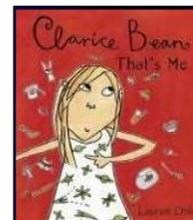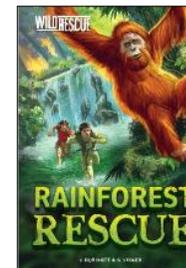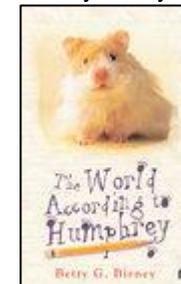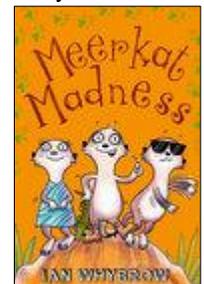
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Year 4: Representative Book Selection

Ahlberg, Allan	The Clothes Horse	Leeson, Robert	Smart Girls
Aiken, Joan	Fog Hounds Wind Cat Sea Mice	Lewis, C S	The Lion, The Witch and The Wardrobe
Bennett, Jill	A Pot of Gold	MacLachlan, Patricia	Sarah, Plain and Tall
Binch, Caroline	Gregory Cool	Masters, Anthony	The Ghost Blades
Branford, Henrietta	Spacebaby	Mayo, Margaret	The Orchard Book of Creation Stories
Catling, Patrick Skene	The Chocolate Touch	Morpurgo, Michael	The Dancing Bear
Cresswell, Helen	The Sea Piper	Nimmo, Jenny	The Dragon's Child
Cross, Gillian	The Demon Headmaster	O'Brien, Robert C	Mrs Frisby and the Rats of Nimh
Crossley-Holland, Kevin	Beowulf	Pearce, Philippa	Dog So Small
Foster, John & Paul, Korky	Dragon Poems	Pullman, Philip	The Firework-Maker's Daughter
Goodhart, Pippa	Flow	Ransome, Arthur	Swallows and Amazons
Hughes, Ted	The Iron Man	Steptoe, John	Mufaro's Beautiful Daughters
Jaffrey, Madhur	Robi Dobi	Stevenson, Robert Louis	A Child's Garden of Verses
Seattle, Chief	Brother Eagle, Sister Sky	Wilder, Laura Ingalls	Little House on the Prairie
King, Clive	Stig of the Dump	Williams, Marcia	Greek Myths for Young Children
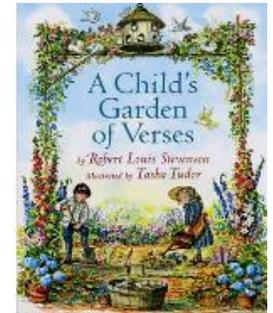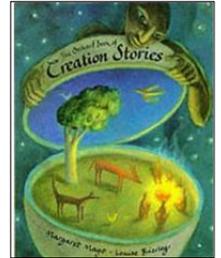
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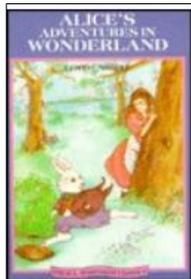
Carroll, Lewis	Grahame, Kenneth	Nicholls, Grace	Streatfield, Noel	Kinney, Jeff	Wilson, Jacqueline	Cowell, Cressida
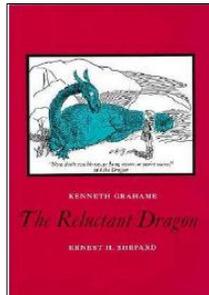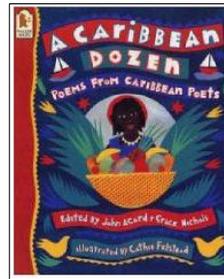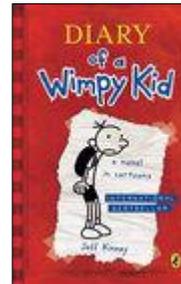
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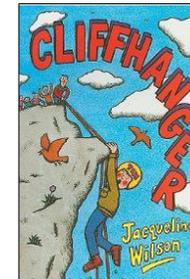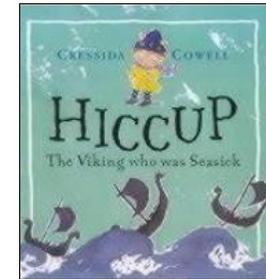
Year 5: Representative Book Selection

Adams, Richard	Watership Down
Aiken, Joan	Wolves of Willoughby Chase
Alcott, Louisa May	Little Women
Blackman, Malorie	Pig Heart Boy
Dickens, Charles	A Christmas Carol
Fine, Anne	Goggle-Eyes
Funke, Cornelia	Dragon Rider
Funke, Cornelia	Ink Heart
Garner, Alan	The Owl Service
Gavin, Jamila	Grandpa Chatterji
Gleitzman, Morris	Blabbermouth
Gleitzman, Morris	Belly Flop
Godden, Rumer	The Diddakoi
Grahame, Kenneth	The Wind in the Willows
Hinton, Nigel	Beaver Towers
Hodgson-Burnett, Frances	The Secret Garden
Jarvis, Robin	The Woven Path
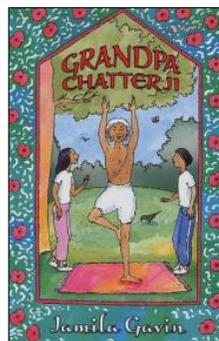
Kemp, Gene	The Turbulent Term of Tyke Tiler
Ibbotson, Eva	Journey to the River Sea
Le Guin, Ursula K	A Wizard of Earthsea
Montgomery, L M	Anne of Green Gables
Morpurgo, Michael	Walter and Me
Naidoo, Beverley	The Other Side of Truth
Nix, Garth	Mister Monday
Norris, Andrew	Aquila
Pearce, Philippa	Tom's Midnight Garden
Pullman, Philip	Northern Lights
Rawls, Wilson	Where the Red Fern Grows
Rowling, J K	Harry Potter series
Sachar, Louis	Holes
Sewell, Anna	Black Beauty
Temperley, Alan	Harry and the Wrinklies
Westall, Robert	Blitzcat
Wilson, Jacqueline	The Story of Tracy Beaker
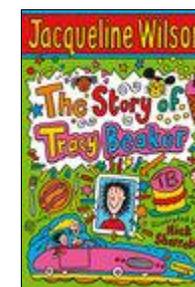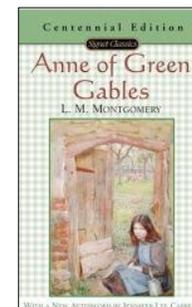
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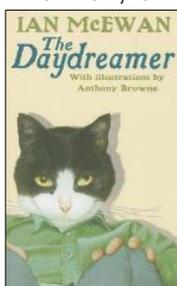
McEwan, Ian — Walliams, David — St John, Lauren — Treece, Henry — Geras, Adèle — Lewis, C S — Byng, Georgia — Stannard, Russel — Colfer, Eoin
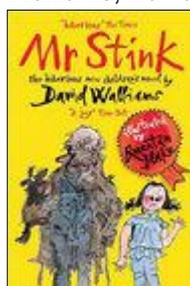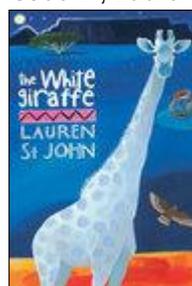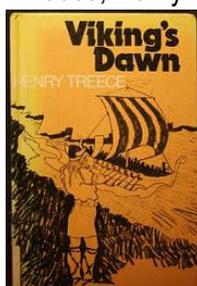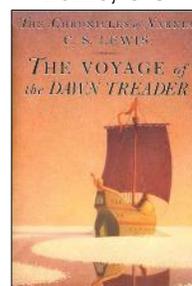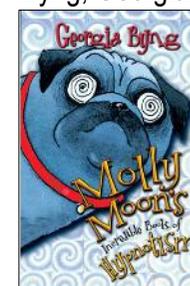
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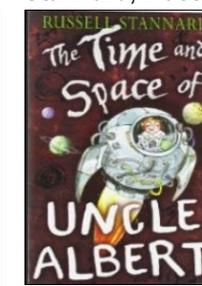
Year 6: Representative Book Selection

Almond, David	Skellig
Ardagh, Philip	Awful End
Arthur, Max	Forgotten Voices of the Second World War
Authors, Various	My Story series
Barrie, J M	Peter Pan
Bawden, Nina	Carrie's War
Blackman, Malorie	Noughts and Crosses
Blackman, Malorie	Knife Edge
Blume, Judy	Superfudge
Boyce, Frank Cottrell	Framed
Boyce, Frank Cottrell	Millions
Cavendish, Grace	Assassin
Cooper, Susan	Over Sea, Under Stone
Defoe, Daniel	Robinson Crusoe
Dickens, Charles	Oliver Twist
Frank, Otto H	Anne Frank: The Diary of a Young Girl
Golding, Julia	The Diamond of Drury Lane
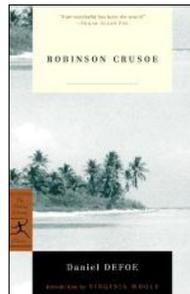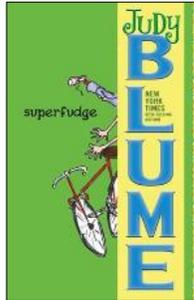
Hergé	The Adventures of Tintin
Haddon, Mark	The Curious Incident of the Dog in the Night-Time
Horowitz, Anthony	Stormbreaker (Alex Rider series)
Kerr, Judith	When Hitler Stole Pink Rabbit
Kipling, Rudyard	Jungle Book
Morpurgo, Michael	Private Peaceful
Nesbit, Edith	The Railway Children
Nix, Garth	Sabriel
Norton, Mary	The Borrowers
Pullman, Philip	Clockwork
Reeve, Philip	Mortal Engines
Stevenson, Robert Louis	Treasure Island
Swindells, Robert	Abomination
Townsend, Sue	The Secret Diary of Adrian Mole Aged 13 ¾
Twain, Mark	The Adventures of Huckleberry Finn
Voigt, Cynthia	Homecoming
Wilkinson, Carole	Dragon Keeper
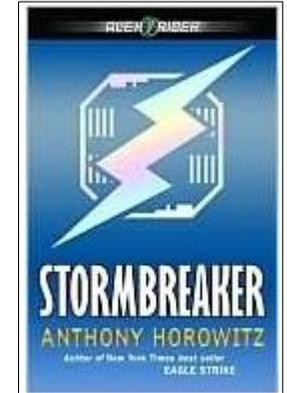
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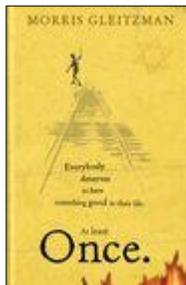
Gleitzman, Morris	Magorian, Michelle	Baum, L Frank	Corder, Zizou	Gleitzman, Morris	Serraillier, Ian	Pichon, Liz
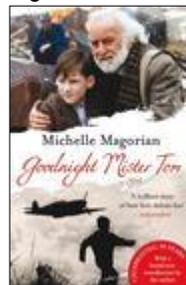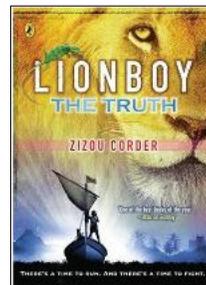
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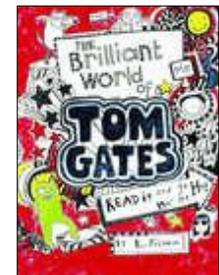
Lower Key Stage 3: Representative Book Selection

Author	Title
Almond, David	Kit's Wilderness
Bowler, Tim	River Boy
Burgess, Melvin	Billy Elliott
Dahl, Roald	Tales of the Unexpected
Dowd, Siobhan	The London Eye Mystery
Doyle, Sir Arthur Conan	The Adventures of Sherlock Holmes
Fine, Anne	The Tulip Touch
Funke, Cornelia	The Thief Lord
Gavin, Jamila	The Wheel of Surya
Gleitzman, Morris	Two Weeks With the Queen
Laird, Elizabeth	Secrets of the Fearless
Landy, Derek	Skullduggery Pleasant
Le Guin, Ursula	Earthsea Quartet
LaFleur, Suzanne	Love, Aubrey
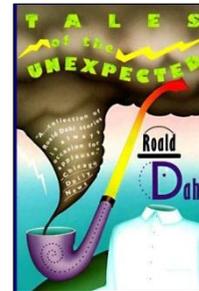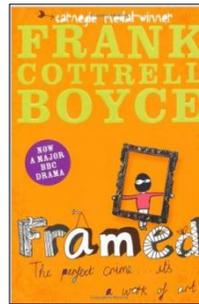
Author	Title
McKenzie, Sophie	Girl, Missing
Morpurgo, Michael	The War of Jenkins' Ear
Nicholson, William	The Wind Singer
Paolini, Christopher	Eragon
Park, Linda Sue	A Single Shard
Paver, Michelle	Wolf Brother
Pratchett, Terry	Truckers
Rees Celia	Witch Child
Reeve, Philip	Dakota of the White Flats
Scarrow, Alex	TimeRiders
Shan, Darren	Cirque du Freak: A Living Nightmare
Spinelli, Jerry	Stargirl
Tolkien, J.R.R.	The Hobbit
White, T H	The Sword in the Stone
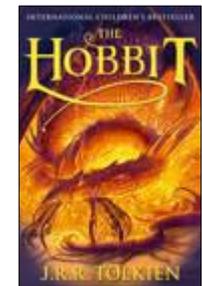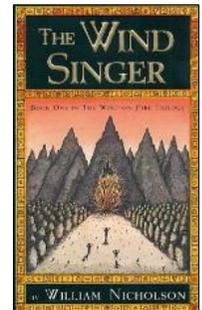
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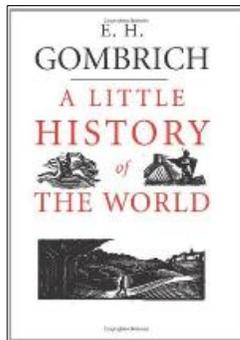
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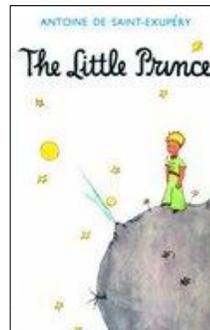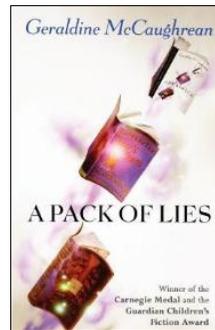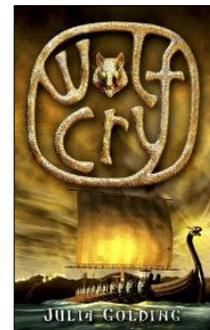
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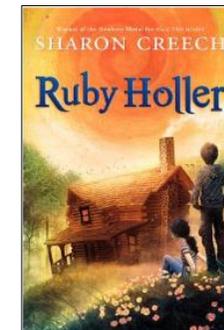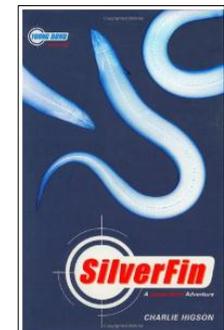
Appendix D: Key Performance Indicators (KPIs)

Reading KPIs

Year	Word Reading	Comprehension
Year 1	♦ Respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes. ♦ Read accurately by blending sounds in unfamiliar words containing GPCs that have been taught. ♦ Read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word. ♦ Read aloud accurately books that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words.	*Develop pleasure in reading, motivation to read, vocabulary and understanding by:* ➢ listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently; ➢ becoming very familiar with key stories, fairy stories and traditional tales; retelling key stories, fairy stories and traditional tales considering their particular characteristics. *Understand both the books they can already read accurately and fluently and those they listen to by:* ➢ checking that the text makes sense to them as they read correcting inaccurate reading; ➢ discussing the significance of the title and events; ➢ predicting what might happen on the basis of what has been read so far.
Year 2	♦ Read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes. ♦ Read accurately words of two or more syllables that contain the same graphemes as above. ♦ Read most words *[at an instructional level 93-95%]* quickly and accurately, without overt sounding and blending, when they have been frequently encountered. ♦ Read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation. ♦ Re-read these books to build up their fluency and confidence in word reading.	*Develop pleasure in reading, motivation to read, vocabulary and understanding by:* ➢ listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently; ➢ discussing the sequence of events in books and how items of information are related; ➢ becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales; ➢ being introduced to non-fiction books that are structured in different ways. *Understand both the books that they can already read accurately and fluently and those that they listen to by:* ➢ checking that the text makes sense to them as they read and correcting inaccurate reading; ➢ answering questions; ➢ predicting what might happen on the basis of what has been read so far. ♦ Participate in discussion about books, poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say.
End of Lower KS2	♦ Apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1, both to read aloud and to understand the meaning of new words they meet. ♦ Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.	*Develop positive attitudes to reading and understanding of what they read by:* ➢ listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks; ➢ using dictionaries to check the meaning of words that they have read; ➢ identifying themes and conventions in a wide range of books; *Understand what they read, in books they can read independently, by:* ➢ checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context; ➢ drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence; ➢ predicting what might happen from details stated and implied; ➢ identifying main ideas drawn from more than one paragraph and summarising these; ♦ Retrieve and record information from non-fiction.
End of Upper KS2	♦ Apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in English Appendix 1, both to read aloud and to understand the meaning of new words that they meet.	♦ Maintain positive attitudes to reading and understanding of what they read by increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions. *Understand what they read by:* ➢ checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context; ➢ summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas; ➢ identifying how language, structure and presentation contribute to meaning. ♦ Retrieve, record and present information from non-fiction. ♦ Participate in discussions about books that are read to them and those they can read for themselves. ♦ Provide reasoned justifications for their views.

Writing KPIs

Year	Handwriting	Composition
1	♦ Begin to form lower-case letters in the correct direction, starting and finishing in the right place.	*Write sentences by:* ➢ sequencing sentences to form short narratives; ➢ re-reading what they have written to check that it makes sense.
2	♦ Write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters.	♦ Develop positive attitudes towards and stamina for writing by writing for different purposes. ♦ Consider what they are going to write before beginning by encapsulating what they want to say, sentence by sentence. ♦ Make simple additions, revisions and corrections to their own writing by proof-reading to check for errors in spelling, grammar and punctuation.
3		
End of Lower KS2		♦ Plan their writing by discussing and recording ideas. *Draft and write by:* ➢ organising paragraphs around a theme; ➢ in narratives, creating settings, characters and plot. ♦ Proof-read for spelling and punctuation errors.
5		
End of Upper KS2		♦ Plan their writing by identifying the audience for and purpose of the writing selecting the appropriate form and using other similar writing. *Draft and write by :* ➢ in narratives describing settings, characters and atmosphere integrating dialogue to convey character and advance the action; ➢ using further organisational and presentational devices to structure text and to guide the reader *[for example, headings, statements, underlining].* ♦ Evaluate and edit by ensuring the consistent and correct use of tense throughout a piece of writing. ♦ Proof-read for spelling and punctuation errors.

Spelling, Punctuation & Grammar KPIs

Year	Spelling	Vocabulary, Punctuation and Grammar from English Appendix 2 of National Curriculum
1	♦ Spell words containing each of the 40+ phonemes already taught. ♦ Name the letters of the alphabet naming the letters of the alphabet in order. ♦ Write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far. ♦ Pass Y1 Phonics Screening Test.	♦ Introduction to capital letters, full stops, question marks and exclamation marks to demarcate sentences.
2	*Spell by:* ➢ segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly; ➢ learning new ways of spelling phonemes for which one or more spellings are already known, and learn some words with each spelling, including a few common homophones.	♦ Use of the suffixes –er, –est in adjectives and –ly to turn adjectives into adverbs. ♦ Subordination (using when, if, that, because) and co-ordination (using or, and, but). ♦ Correct choice and consistent use of present tense and past tense throughout writing. ♦ Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences. ♦ Commas to separate items in a list.
3		♦ Use of the forms a or an according to whether the next word begins with a consonant or a vowel. ♦ Expressing time, place and cause using conjunctions. ♦ Introduction to inverted commas to punctuate direct speech. ♦ Headings and sub-headings to aid presentation. ♦ Use of the present perfect form of verbs instead of the simple past.
End of Lower KS2	♦ Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.	♦ Standard English forms for verb inflections instead of local spoken forms. ♦ Fronted adverbials. ♦ Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition. ♦ Use of inverted commas and other punctuation to indicate direct speech
5		♦ Converting nouns or adjectives into verbs using suffixes. ♦ Indicating degrees of possibility using adverbs. ♦ Devices to build cohesion within a paragraph. ♦ Use of commas to clarify meaning or avoid ambiguity.
End of Upper KS2	♦ Use dictionaries to check the spelling and meaning of words.	♦ The difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing. ♦ Use of the passive to affect the presentation of information in a sentence. ♦ Layout devices, such as headings, sub-headings, columns, bullets, or tables, to structure text. ♦ Use of the colon to introduce a list. ♦ Punctuation of statements to list information.

☐ No National Curriculum statements for this year group in this section   ☐ No KPIs for this year group in this section

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Mathematics KPIs for Number, Ration & Proportion, Algebra

Y	Number & Place Value	Addition & Subtraction	Multiplication & Division	Fractions	Ratio & Proportion / Algebra
1	♦ Count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number. ♦ Count, read and write numbers to 100 in numerals; count in multiples of 2, 5 , 10. ♦ Given a number, identify one more and one less.	♦ Represent and use number bonds and related subtraction facts within 20.		♦ Recognise, find and name a half as one of two equal parts of an object, shape or quantity.	
2	♦ Count in steps of 2, 3, and 5 from 0, and in tens from any number, forward and backward. ♦ Compare and order numbers from 0 up to 100; use <, > and = signs. ♦ Use place value and number facts to solve problems.	*Solve problems with addition and subtraction:* ➢ using concrete objects and pictorial representations, including those involving numbers, quantities and measures. ➢ applying their increasing knowledge of mental and written methods. ♦ Recall and use addition and subtraction facts fluently up to 20.	♦ Recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers. ♦ Solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts.	♦ Recognise, find, name and write fractions 1/3, 1/4, 2/4, and 3/4 of a length, shape, set of objects or quantity.	
3	♦ Count from 0 in multiples of 4, 8, 50 and 100; find 10 or 100 more or less than a given number. ♦ Recognise the place value of each digit in a three-digit number (hundreds, tens, ones). ♦ Solve number problems and practical problems involving these ideas.	*Add and subtract numbers mentally, including:* ➢ a three-digit number and ones; ➢ a three-digit number and tens; ➢ a three-digit number and hundreds.	*Recall and use multiplication and division facts for the multiplication tables:* ➢ 3×; ➢ 4×; and ➢ 8×. ♦ Write and calculate mathematical statements for multiplication and division using the multiplication tables that they know, including for two-digit numbers times one-digit numbers, using mental and progressing to formal written methods.	♦ Count up and down in tenths; recognise that tenths arise from dividing an object into 10 equal parts and in dividing one-digit numbers or quantities by 10. ♦ Recognise, find and write fractions of a discrete set of objects: unit fractions and non-unit fractions with small denominators. ♦ Recognise and show, using diagrams, equivalent fractions with small denominators.	
4	♦ Count in multiples of 6, 7, 9, 25 and 1000. ♦ Find 1000 more or less than a given number. ♦ Count backwards through zero to include negative numbers. ♦ Order and compare numbers beyond 1000. ♦ Round any number to the nearest 10, 100 or 1000.	♦ Solve addition and subtraction two-step problems in contexts, deciding which operations and methods to use and why.	♦ Recall multiplication and division facts for multiplication tables up to 12 x 12.	♦ Recognise and show, using diagrams, families of common equivalent fractions. ♦ Count up and down in hundredths; recognise that hundredths arise when dividing an object by one hundred and dividing tenths by ten. ♦ Round decimals with one decimal place to the nearest whole number. ♦ Solve simple measure and money problems involving fractions and decimals to two decimal places.	
5	♦ Read, write, order and compare numbers to at least 1,000,000 and determine the value of each digit. ♦ Interpret negative numbers in context, count forwards and backwards with positive and negative whole numbers, including through zero.	♦ Add and subtract whole numbers with more than 4 digits. ♦ Add and subtract numbers mentally with increasingly large numbers , *e.g., 12,462 – 2300 = 10,162.*	♦ Identify multiples and factors, including finding all factor pairs of a number, and common factors of two numbers. ♦ Solve problems involving addition, subtraction, multiplication and division and a combination of these, including understanding the meaning of the equals sign. ♦ Solve problems involving multiplication and division, including scaling by simple fractions and problems involving simple rates.	♦ Compare and order fractions whose denominators are all multiples of the same number. ♦ Read and write decimal numbers as fractions. ♦ Read, write, order and compare numbers with up to three decimal places. ♦ Solve problems which require knowing percentage and decimal equivalents of $1/2$, $1/4$, $1/5$, $2/5$, $4/5$ and those fractions with a denominator of a multiple of 10 or 25.	
6	♦ Round any whole number to a required degree of accuracy. ♦ Use negative numbers in context, and calculate intervals across zero.	♦ Multiply multi-digit numbers up to 4 digits by a two-digit whole number. ♦ Divide numbers up to 4 digits by a two-digit number and interpret remainders as whole number remainders, fractions, or by rounding, as appropriate for the context. ♦ Solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why. ♦ Use estimation to check answers to calculations and determine, in the context of a problem, an appropriate degree of accuracy.		♦ Use written division methods in cases where the answer has up to two decimal places. ♦ Solve problems which require answers to be rounded to specified degrees of accuracy. ♦ Recall and use equivalences between simple fractions, decimals and percentages, including in different contexts.	♦ Solve problems involving the calculation of percentages. ♦ Solve problems involving unequal sharing and grouping using knowledge of fractions and multiples. ♦ Algebra: Use simple formulae.

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Mathematics KPIs for Measurement, Geometry and Statistics

Y	Measurement	Geometry		Statistics
		Properties of Shape	Position & Direction	
1	*Compare, describe and solve practical problems for:* ➢ lengths and heights; ➢ mass/weight; ➢ capacity and volume; ➢ time. ♦ Tell the time to the hour and half past the hour and draw the hands on a clock face to show these times.	*Recognise and name common 2-D and 3-D shapes, including:* ➢ 2-D shapes ➢ 3-D shapes		
2	♦ Solve simple problems in a practical context involving addition and subtraction of money of the same unit, including giving change.	♦ Compare and sort common 2-D and 3-D shapes and everyday objects.	♦ Use mathematical vocabulary to describe position, direction and movement, including movement in a straight line and distinguishing between rotation as a turn and in terms of right angles for quarter, half and three-quarter turns (clockwise and anti-clockwise).	♦ Ask and answer questions about totalling and comparing categorical data.
3	*Measure, compare, add and subtract:* ➢ lengths (m/cm/mm); ➢ mass (kg/g); ➢ volume/capacity (l/ml). ♦ Add and subtract amounts of money to give change, using both £ and p in practical contexts. ♦ Tell and write the time from an analogue clock and 12-hour and 24-hour clocks.	♦ Identify right angles, recognise that two right angles make a half-turn, three make three quarters of a turn and four a complete turn; identify whether angles are greater than or less than a right angle.		♦ Interpret and present data using bar charts, pictograms and tables.
4	♦ Convert between different units of measure.	♦ Compare and classify geometric shapes, including quadrilaterals and triangles, based on their properties and sizes. ♦ Identify acute and obtuse angles and compare and order angles up to two right angles by size. ♦ Identify lines of symmetry in 2-D shapes presented in different orientations.	♦ Plot specified points and draw sides to complete a given polygon.	♦ Solve comparison, sum and difference problems using information presented in bar charts, pictograms, tables and other graphs.
5	♦ Convert between different units of metric measure. ♦ Measure and calculate the perimeter of composite rectilinear shapes in centimetres and metres. ♦ Calculate and compare the area of rectangles (including squares), and including using standard units, square centimetres (cm2) and square metres (m2).	♦ Draw given angles, and measure them in degrees (°).		♦ Complete, read and interpret information in tables, including timetables.
6	♦ Use, read, write and convert between standard units, converting measurements of length, mass, volume and time from a smaller unit of measure to a larger unit, and vice versa, using decimal notation to up to three decimal places.	♦ Compare and classify geometric shapes based on their properties and sizes and find unknown angles in any triangles, quadrilaterals, and regular polygons.	♦ Describe positions on the full coordinate grid (all four quadrants).	♦ Interpret pie charts and line graphs and use these to solve problems. ♦ Calculate and interpret the mean as an average.

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Writing – considerations and suggestions

"Reading and writing float on a sea of talk."

The development of spoken forms of language are essential for EAL Learners as a bridge to the more academic language associated with learning in school and the development of literacy. Talk is an essential component of learning; it enables pupils to:

- develop exchange and revise ideas;
- communicate face to face with an audience;
- rehearse ideas before writing; and
- rehearse language structures before writing.

As such, it is important to assess EAL pupils in speaking and listening, in addition to reading and writing using existing EAL assessment systems, *for example, Sheffield Achievement Survey* (EMAS, Sheffield City Council, 2004).

A child who has learned one language has already learned a great deal about how language works. Much of this learning is transferable. Ensuring bilingual children know their bilingualism is valued in school, providing opportunities for them to talk about their languages and their language learning, and using bilingual strategies all support this transfer. Developing metalanguage (the language we use to talk about language) is particularly valuable for EAL learners as it supports them to talk about their languages and their language learning. Certain aspects of grammatical knowledge which are implicit for children who speak English as a first language may not be implicit for children learning EAL, and rules internalised from the first language will not always transfer to English. Indirect speech, for example, is not introduced with a change of tense and pronoun in South Asian languages. Where there are trained adults who share the children's first language, differences between the syntax and structure of the first language and English should be made explicit. In any case, bilingual children should always be encouraged to compare and contrast their languages.

Teaching grammar is not an end in itself. Although it is useful to be able to group words into classes and name them, words can belong to more than one class depending on context. It is more important to understand the function of a word or phrase. It is important to teach explicitly those grammatical conventions and forms which will enable EAL learners to develop the range of meanings they can convey in spoken and written texts. The purpose is to increase the range of choices available to children as they speak and write, and enable them to express increasingly complex, subtle, logical and abstract relationships as they apply grammatical knowledge to text construction. To this end, effective grammar teaching should always include assessment of and responses to individual children's oral and written work.

Shared and guided reading, during literacy and across the whole curriculum, provide opportunities for explicit learning and teaching of the way writers use particular grammatical features and sentence construction in real contexts. Using interactive whiteboards, during shared text and sentence level work, teachers can demonstrate by highlighting, underlining, substituting and transforming texts. Words, phrases or clauses can be added, extracted or moved. Earlier versions can be saved. Word banks, cloze activities, sentence tables and verb tense time lines can all be developed. Interactive whiteboards can also be used by children in guided sessions or working independently. Providing opportunities for pupils to work together collaboratively facilitates access to other children's vocabularies. Children often acquire new forms from slightly more expert peers.

Grammatical features presenting particular challenges for EAL learners include the following:

- verbs (phrasal verbs, modal verbs, past tense, subject-verb agreement);
- passive voice;
- prepositions;

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- adverbials;
- noun phrases;
- pronouns;
- determiners; and
- comparison.

Writing in English as an Additional Language at Key Stage 2 (Cameron, 2004).

Reading - Considerations / suggestions

Bilingual learners bring a range of experiences and understanding to their reading in school. They are aware of, and may be able to read, texts written in their own language; they know that reading has a range of different purposes. 'The acquisition of two languages, with English as the additional language, must be a valuable attribute and should certainly not be seen as an obstacle to learning to read.' *Independent Review of the Teaching of Early Reading.* (Rose, 2006)*.*

The link between oral and written language comprehension: 'developing speaking and listening and intensifying language comprehension in English as precursors to reading and writing, including phonic work' (Rose, 2006) is particularly important for children learning English as an additional language. It is also important that word recognition and comprehension are taught within a broad and rich curriculum which reflects as well as extends the learners' cultures, identities and experiences.

As a result of direct instruction in word recognition, EAL learners are often able to efficiently decode words which they do not understand and so it is important that understanding develops alongside the acquisition and application of phonic knowledge.   Bilingual learners need focused support in developing language comprehension in the additional language whether they are beginner readers or fluent readers.

Particular challenges bilingual learners face in reading for meaning include:

- understanding of vocabulary;
- understanding of cultural content;
- application of syntactic cues for making meaning;
- understanding of idiomatic phrases;
- words with multiple meanings;
- figurative language including metaphor and irony;
- reading for inference and deduction; and
- reading for detail within the overall text.

Mathematics – considerations and suggestions

EAL Learners will need to be supported in developing the language of mathematics. Its vocabulary includes:
- technical vocabulary;
- words which only have a mathematical meaning, for example, algebra, trigonometry;
- specialist vocabulary;
- words which have specific meanings in mathematics that are different from their ordinary use and grammatical words such as comparatives, conditionals, or connectives.

A focus on speaking and listening through oral and mental work in mathematics makes lessons more accessible to EAL learners.

Appendix F: P Scales 1 to 3

P Scales 1 to 3 are shown below for reference. They are generic and do not specifically fit into subject areas.

P1i	P1ii
❖ Encounter activities and experiences. ❖ May be passive or resistant. ❖ May show simple reflex responses, *for example, startling at sudden noises or movements.* ❖ Participation is fully prompted.	❖ Show emerging awareness of activities and experiences. ❖ May have periods when they appear alert and ready to focus their attention on certain people, events, objects or parts of objects, *for example, looking briefly at brightly coloured objects.* ❖ May give intermittent reactions, *for example, sometimes showing surprise at the sudden presence or absence of an event or object.*
P2i	**P2ii**
❖ Begin to respond consistently to familiar people, events and objects. ❖ React to new activities and experiences, *for example, pulling their hands away from an unfamiliar texture.* ❖ Begin to show interest in people, events and objects, *for example, focusing their attention on bold black and white patterns.* ❖ Accept and engage in coactive exploration, *for example, feeling the textures of a range of art materials.*	❖ Begin to be proactive in their interactions. ❖ Communicate consistent preferences and affective responses, *for example, reaching for glittery materials in preference to others.* ❖ Recognise familiar people, events and objects, *for example, grasping a painting sponge.* ❖ Perform actions, often by trial and improvement, and they remember learned responses over short periods of time, *for example, returning their hands to a particular texture.* ❖ Cooperate with shared exploration and supported participation, *for example, working with an adult to press, roll, or pinch wet clay.*
P3i	**P3ii**
❖ Begin to communicate intentionally. ❖ Seek attention through eye contact, gesture or action. ❖ Request events or activities, *for example, pointing to the painting table.* ❖ Participate in shared activities with less support. ❖ Sustain concentration for short periods. ❖ Explore materials in increasingly complex ways, *for example, making banging, stroking and circling movements with a paint-laden brush.* ❖ Observe the results of their own actions with interest, *for example, looking at marks they have made with paint.* ❖ Remember learned responses over more extended periods, *for example, dipping a spreader into glue in weekly art and design sessions.*	❖ Use emerging conventional communication. ❖ Greet known people and may initiate interactions and activities, *for example, putting the roller into the paint.* ❖ Can remember learned responses over increasing periods of time and may anticipate known events, *for example, locating the painting aprons on entering the art room.* ❖ May respond to options and choices with actions or gestures, *for example, pointing to a preferred paint colour from a choice of two.* ❖ Actively explore objects and events for more extended periods, *for example, stroking, shaking or folding papers of different colours or qualities.* ❖ Apply potential solutions systematically to problems, *for example, banging clay with a tool to try to flatten it.*

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Appendix G: Distribution of Areas of Learning for English

Reading

Area	Y1		Y2		Y3/Y4		Y5/Y6		*Total*	*KPIs*
	Total	KPIs	Total	KPIs	Total	KPIs	Total	KPIs		
Word Reading	9	4	8	5	2	2	1	1	*20*	*9*
Comprehension	13	5	15	8	16	8	20	7	*64*	*13*
Totals	*22*	*9*	*23*	*13*	*18*	*10*	*21*	*8*	*84*	*22*

Writing

Area	Y1		Y2		Y3/Y4		Y5/Y6		*Total*	*KPIs*
	Total	KPIs	Total	KPIs	Total	KPIs	Total	KPIs		
Handwriting	5	1	4	1	2	0	2	0	*13*	*2*
Composition	6	2	11	3	10	4	14	5	*41*	*5*
Totals	*11*	*3*	*15*	*4*	*12*	*4*	*16*	*5*	*54*	*7*

Spelling, Punctuation and Grammar

Area	Y1		Y2		Y3		Y4		Y5		Y6		*Total*	*KPIs*
	Total	KPIs	Total	KPIs	Total	KPIs	Total	KPIs	Total	KPIs	Total	KPIs		
Spelling	11	3	9	2	6	0	6	1	7	0	7	1	45	7
Vocabulary, Grammar & Punctuation	10	1	12	5	9	5	10	4	10	4	11	5	62	24
Totals	*21*	*4*	*21*	*7*	*15*	*5*	*16*	*5*	*17*	*4*	*18*	*6*	*107*	*31*

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Appendix H: Distribution of Areas of Learning for Mathematics

Mathematics

Area	Y1		Y2		Y3		Y4		Y5		Y6		Total	KPIs
	Total	KPIs	Total	KPIs	Total	KPIs	Total	KPIs	Total	KPIs	Total	KPIs		
Number: Number & Place Value	5	3	6	3	6	3	9	4	6	2	4	2	*36*	*17*
Number: Addition & Subtraction	4	1	10	3	7	4	3	1	5	2			*29*	*11*
Number: Multiplication & Division	1	0	4	2	5	4	8	1	12	3			*30*	*10*
Number: Multiplication, Division, Multiplication & Division											10	4	*10*	*4*
Number: Fractions (including decimals and percentages)	2	1	2	1	7	3	10	4	12	4	11	3	*44*	*16*
Ratio											4	2	*4*	*2*
Algebra											5	1	*5*	*1*
Measurement	12	5	12	1	12	5	6	1	7	3	7	1	*56*	*16*
Geometry: Properties of Shapes	2	2	4	1	5	1	4	2	8	2	5	1	*28*	*9*
Geometry: Position & Direction	1	0	2	1			3	1	1	0	2	1	*9*	*3*
Statistics			3	1	2	1	2	1	2	1	3	2	*12*	*6*
Totals	*27*	*12*	*43*	*13*	*44*	*21*	*45*	*15*	*53*	*17*	*51*	*17*	*263*	*95*

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