



MEADOW PRIMARY SCHOOL

Assessment Policy

Rationale:

Assessment is an essential and integral part of effective teaching and learning. It provides information for a range of audiences to prompt appropriate actions. It is used to gather information to inform teachers what needs to be taught next and provide information to inform the school's strategic planning.

Aims:

Assessment is used to gather information about the performance of individual pupils, groups and cohorts then used to inform target setting and tracking at a range of levels and to inform planning, teaching and learning, parents and governors.

Guidelines:

Effective assessment is characterised by meaningful and useful information about pupil achievement and progress each term, throughout the year and throughout their schooling. It is also used for the smooth transfer between year groups and key stages.

Writing Assessment:

Assessment of writing takes place throughout the year. Writing evidence is mainly obtained from the children's day to day work (from a host of different sources e.g. English book, topic book, science book etc.) After each piece of independent work (approximately 3 per half term) teachers will assess a pupil's progress against the end of year expectations by completing a tick grid at the front of their book. The proportion of ticks given for each piece is used to inform half termly assessment data which is entered on Pupil Asset to track progress. Teachers should be able to justify the scores that have been given to each child through regular moderation meetings within the year group, the whole school and with other schools in the area. Writing assessment grids have been devised in conjunction with other schools in the Bourne Education Trust and a cross-school moderation day takes place each year to ensure our data is in line with other schools. Regular network meetings with schools across the Trust help to monitor accuracy and to develop Trust-wide assessment methods.

English Grammar, Punctuation and Spelling (EGPS)

Assessment of EGPS takes place through the use of termly GAPS tests. These help to inform teacher assessment. Specific teaching of grammar, punctuation and spelling takes place in all year groups and evidence from writing is used to support teachers in making a judgement as to whether pupils are on track to achieve or exceed expectations.

Reading Assessment

Weekly (ongoing) assessment of reading occurs through skills based taught lessons, guided reading sessions, hearing children read, questioning the children on books they have read and reading comprehensions. Pupils record answers to questions in their guided reading books, which can be used as evidence of their attainment. Each child will have a reading grid with End of year objectives set out into 3 categories (developing towards end of year objectives, meeting end of year objectives and surpassing end of year objectives) These grids are ticked when evidence is seen and then highlighted once the evidence has been seen 3 times. Highlighting colours are yellow for Autumn term, green for Spring term and pink for Summer term.

Each half term, pupils complete a STAR reader test on Accelerated Reader, which gives them a ZPD range within which they must choose their reading books. Monitoring of reading ages and online diagnostic tools within the Accelerated Reader programme give teachers valuable additional information to use when making teacher assessment judgements in reading.

Each term, pupils complete a Progress in Reading Assessment (PIRA) test. These scores are entered in Pupil Asset and help to verify teacher assessment judgements in reading. These scores can be directly compared across the Bourne Education Trust. Reading network meetings and cross school collaboration and moderation help to ensure our judgements are accurate.

Maths

Maths assessment takes place throughout the year. Maths grids are set out into end of year objectives with lesson objectives being clearly linked to these. Teachers judge maths ability for each child ranging from the child being introduced to a skill or concept to the child surpassing End of year objectives and pupil achievement at the end of every lesson is identified in books through the use of Introduced, Independent, Application or Mastery.

Assessment grids in the back or front of pupil books are regularly updated with yellow highlighting for Autumn term, green for Spring term and pink for Summer term. These are used to inform half termly teacher assessment judgements, with data entered on Pupil Asset for analysis.

Termly Progress in Maths Assessments (PUMA) tests take place to inform teacher judgement. These scores are entered on Pupil Asset and can be compared across the Bourne Education Trust.

A BET-wide moderation day for English and Maths enables us to be confident in the accuracy of our judgements, together with regular Maths network meetings with other schools in the Trust.

Internal Moderation and Cross Phase Moderation:

To ensure the accuracy of pupil judgements the school moderates work on different levels. Moderation takes at regular intervals for reading, writing (narrative and non narrative) and Maths (MA1 and topic).

- Year Group Leaders/Phase Leaders ensure consistency of marking and assessing across their year group/Phase through regular book looks, planning scrutiny and learning walks.

- Sessions to moderate work across the school are scheduled throughout the year.
- Subject leaders moderate work with other schools to create assessment proformas and to moderate judgements
- External moderators are invited to advise teachers in Year 2 and 6.
- SATs are externally moderated by the LA in accordance with Surrey's moderating schedule.
- External moderation will take place at regular intervals throughout the year with a network of local schools to ensure the methods used for assessing and teacher judgements themselves are similar to other schools. An annual moderation day across the BET network helps to validate judgements across all year groups.
- Early years teachers meet with nursery practitioners to secure on entry judgements from our main feeder nurseries.

The Assessment Team

(Assessment Coordinators, Inclusion Manager, Subject Leaders and SLT) analyse data across the school.

- Where the pupils are starting from
- Has the group learned what was planned?
- Are all pupils making expected or better than expected progress?
- How are pupils applying skills, knowledge and understanding across the curriculum?
- Which pupils need more help / extension work and in which areas?
- Is the planning for activities, resources and staffing well targeted?
- Are there any major problems / barriers to learning?
- Is pupil progress in line with school's targets / National expectations / Fischer Family Trust data?
- How does the school compare to similar schools?
- What aspects of the curriculum and teaching need to be strengthened?

An emphasis is placed on those groups identified as underperforming by ASP (A document comparing end of key stage results to National Data), PAIC (A document comparing end of key stage results against other Surrey schools) and internal tracking data.

- Free School Meals or other social deprivation factors
- New to the school
- Ethnic minorities
- Special educational needs
- Gender
- English as an additional language
- Travellers
- Refugees and asylum seekers
- Looked after by the local authority

Aspects of this analysis are shared with the Governor Data Committee.

Pupils:

Children know next steps and targets for English and maths and make progress against these.

- Self marking
- Summary / evaluation of topic work at the end of the unit

- Peer and Self Assessment against LO/SC/targets
- Talk for learning strategies
- Understanding of the end of year assessment grid (pupil friendly)

Parents /carers:

Parents know their child's next steps and targets, their progress and how they can support them through:

- Parent and Teacher Consultation Evenings
- Informal meetings with parents
- IEP meetings
- Open afternoons
- Termly levels are shared
- Annual Record of Achievement

End of Year Objectives.

A child graded as 'expected' will be judged as meeting the appropriate standard for the end of year and ties in with National standards

End of year objectives are taken directly from the National Curriculum for each year group. The objectives form the main learning direction for the pupils for the course of their current academic year. End of year objectives will be displayed on learning journeys', learning objectives, children's individual targets, provision maps, action plans, marking and pupils own comments.

Scores and termly judgements of pupils

At the end of each term class teachers will make a judgement on how each child in their class has progressed towards achieving the end of year objectives. This takes the form of a worded judgement ranging from 'not accessing' to 'greater depth ++' These judgements are associated with a colour, with red, orange and yellow showing pupils are performing below national expectations, green showing they are expected, and colours from blue to purple representing attainment above national at this point in the year. The judgements are related to the % of the curriculum taught at the time of assessment, so a pupil performing at national expected standard will remain 'expected' throughout the year.

Teachers use the assessment grids in reading, writing and maths to assess pupils and the % of boxes ticked or statements highlighted correlates with the judgement they make for that pupil. See Pupil Asset Descriptors in Appendix.

Pupil Progress Meetings

Pupil Progress Meetings are held termly to track progress so work can be set at the appropriate level to challenge children and to ensure targets are met. Each term, year groups analyse results, group children and write action plans for the following term. Actions are specific and taken from the writing and numeracy level descriptors. Year Groups then meet with SLT to discuss issues, trends and to identify targets and actions to put in to place.

Provision Maps

Provision maps in each year group are written by year groups to support those children who are not on track to meet end of year objectives. These action plans will be used in pupil progress meetings.

Tracking progress and attainment

Attainment against end of Year objectives is tracked half termly, with SLT and year group leaders analysing the attainment of groups of pupils and relating these to national expectations, Fischer Family Trust 20 data (targets based on KS1 data for similar schools) and to prior attainment of the cohort. In addition, combined scores for pupils, looking at their attainment across reading, writing and maths, are also being analysed, to enable targeting of specific areas of weakness.

Prior to 2018-19, the school used SIMS for assessment data and a system of scoring pupils from 0-7. This has now been replaced with the worded system as outlined in the appendix:

Progress is tracked from the end of reception on a termly basis. Each child's achievement at the end of the early years is scored according to how each child has achieved in reading, writing, maths taking into consideration whether the child has achieved a good level of development. (GLD):

Phonics

Phonics will be tracked from the Autumn term of Reception until the child has passed the phonics screening test and recorded on Pupil Asset. Percentage scores will be calculated each term showing how many children are reaching the phonics screening standard mark.

Tracking across the Early Years

Baseline assessments will take place within the first month using the EYFS (Early Years Foundation Stage) profile.

EYFS Profile

Judgements are made by allocating an age range a pupil is working within and will be made against the following areas of learning:

- communication and language
- physical development
- personal, social and emotional development
- literacy
- mathematics
- understanding the world
- expressive arts and design

The age ranges are as follows (the letter appearing after the age range indicates whether a pupil is Emb – Embedded, Dev – developing or Beg - beginning):

40 – 60 months emb

40 – 60 months dev

40 – 60 months beg

30 – 50 months emb
30 – 50 months dev
30 – 50 months beg
22- 36 months emb
22 – 36 months dev
22 – 36 months beg
16 – 26 months emb
16 – 26 months dev
16 - 26 months beg
08 – 20 months emb
08 – 20 months dev
08 – 20 months beg
0 – 11 months emb
0 – 11 months dev
0 – 11 months beg

The expected on entry age range for a pupil is emerging 40 – 60 months. A pupil entering reception with this baseline will be expected to achieve the early learning goals as a minimum requirement.

At the end of the Early Years, the class teachers will assess whether a pupil has exceeded the early learning goals(3) , met the early learning goals (2) or has not achieved the early learning goals (1). If a pupil has met or exceeded the early learning goals in all the prime areas of learning plus English and Maths they will have achieved a 'Good level of development'. Data is sent to the next class teacher using a 'windscreen' template, which enables them to accurately plan for their class and the interventions they require. Children achieving a 'Good level of development' would usually achieve or exceed the Year End Expectations at the end of Year 2 and the Reception Data is used to track progress throughout KS1.

Tracking Cohorts:

Once termly assessment have been completed and entered onto the schools data management system (Pupil Asset), analysis and action planning will then take place followed by a 'pupil progress' meeting to allow senior leaders to critically evaluate the data and action plans with the year group leader and accompanying phase leader. Where attainment is not broadly in line with their previous attainment and their current target, a more thorough moderation will take place by the subject leaders and a reassessment will take place and a further pupil progress meeting will be held to evaluate the effectiveness of the actions the year group has put into place.

This cycle will continue until the subject and cohort has reached acceptable standards of attainment and progress.

Targets

KS2 Targets

Maths

Targets to be set at the start of each unit and directly linked to the learning journey. Children choose 3 targets from the start of each learning journey write these on their target card and stick the card into their book at the start of the unit of work, so it can be folded out. Targets to be signed off at the introduced, independent, apply and mastery stages and dated each time. A new target card should be completed for each unit, with pupils referring to the last

appropriate card (e.g. geometric reasoning, multiplicative reasoning etc.) from earlier in their book. Target cards are colour coded to the area of mathematics in order to fit in with the learning journey colours.

English

Targets to be set at the start of each unit. Children to choose 3 targets from the learning journey and write these on to their target card. Targets should be related to the pupil's individual areas of weakness based on their most recent assessed piece of work and may include individual targets not related to the current curriculum e.g. if a child still needs to master full stops and capital letters, they may have this as their target. Targets should be ticked off 3 times to show they are achieved.

KS1 Targets – English and maths

In Key Stage 1, children are given group targets to work on, which are displayed on their tables. These are linked to the curriculum and are simple and visual for pupils to understand. In addition, individual development areas are highlighted through next steps in books and pupils are able to update their work in light of these.

Review of Policy:

This policy will be reviewed every three years.
The date of the next review will be November 2021

Agreed January 2019

Appendix 1 – Example Writing Grid

Year 3

| | WTS | EXS | GDS |
|---|--|---|---|
| Purpose & audience | Demonstrates some understanding of purpose and audience (although may not be sustained). | Demonstrates an increasing understanding of purpose and audience. | Writes and plans with an understanding of purpose and audience. |
| Paragraphs | | Most of the time, paragraphs are used to organise ideas by time, place or theme providing a basic structure. | Use paragraphs consistently to organise material, attempting to include some cohesive devices within and between paragraphs. |
| Narrative writing | In narratives, begin to create settings and characters. | In narratives, create settings, characters and plot. Inverted commas are used to punctuate direct speech, mostly correctly. | In narratives, create settings, characters and plot whilst using a range of devices to add detail and interest for the reader, balanced with a clear and sustained plot. |
| Non-narrative writing | | Use simple devices to structure the writing and support the reader. | |
| Grammar & vocabulary choice relating to purpose & audience | Identifies some structural, vocabulary and grammatical features of a piece of writing. | Identifies many structural, vocabulary and grammatical features of a piece of writing and is beginning to comment on their use. | Identifies a range of structural, vocabulary and grammatical features of a piece of writing and comments on their function within the piece. |
| Cohesion | | Use conjunctions, adverbs and prepositions to show time, place and cause. Maintains the correct tense throughout a piece of writing. | Use a range of conjunctions, adverbs and prepositions to show time, place and cause. Use conjunctions to extend sentences with more than one clause. Maintains the correct tense throughout a piece of writing with accurate subject/verb agreement. |
| Editing and proof reading. | To proof-read their work to check for errors and make simple improvements with guidance. | To assess the effectiveness of their own and others' writing and suggesting improvements. | |
| Punctuation | Use capital letters, full stops, question marks, commas for lists and apostrophes for contraction, mostly correctly. | Use the range of punctuation taught in Year 2 and 3 mostly correctly. | Use the range of punctuation taught in Year 3 correctly. |
| Spelling | To spell some words with prefixes and suffixes correctly and spells many KS1 common exception words correctly. | Spells most common exception words and some words from the Year 3 & 4 spelling list. Demonstrates appropriate use of 'a' and 'an' for many nouns in independent writing. | Spells many of the Year 3 & 4 spelling list correctly. Homophones are spelt correctly and most words with prefixes and suffixes. |
| Handwriting | To begin using neat joined up handwriting. | Uses a neat joined handwriting style with increasing accuracy. | Uses a neat joined handwriting style with increasing accuracy and speed. |

Appendix 2 – Example Reading Grid

| Year 3 | Book band Equivalent | Word Reading | Comprehension | | | | | |
|----------------------|----------------------|--|--|--|---|---|--|---|
| | | | Locate, retrieve and elaborate on information | Use inference and deduction to make interpretations | Understand structure, organisation and presentation | Understand language, technique and style | Understand themes and conventions in texts | Compare, contrast and evaluate texts |
| | | Range of competencies and contexts: Children will listen to and discuss a wide range of poetry, plays, non-fiction and reference books or textbooks. They will increase their familiarity with the breadth of narrative, including fairy stories, myths and legends, and be able to retell some of these orally. They will 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. | | | | | | |
| Developing Towards | 10 white | <p>Notice the spelling of unfamiliar words and relate to known words</p> <p>Show increased awareness of vocabulary and precise meaning</p> <p>Sustain silent reading to include longer, more varied and complex texts</p> | <p>Use contents and index to help retrieve information</p> <p>Use text more fully as a reference and as a model when answering literal retrieval questions</p> <p>Search for and find information in texts more flexibly and summarise key points in response to questions</p> | <p>Make simple predictions using experience of reading similar books</p> <p>Use own experience and vocabulary provided by the teacher to add detail to the understanding of a range of texts</p> <p>Use a range of clues from a text to express simple opinions</p> <p>Offer and discuss interpretations of text, including inferences about thoughts, feelings and reasons for actions</p> <p>Respond, when questioned with different possible scenarios for events and actions</p> | <p>Use organisational features to orientate around a text (e.g. contents page, alphabetical order, websites)</p> <p>Identify and discuss the format and text layout of fiction and poetry</p> | <p>Identify the effects of different words and phrases (e.g. to create humour, images and atmosphere)</p> <p>Understand how vocabulary is linked to the purpose of the text (e.g. imperative verbs, technical vocabulary)</p> | <p>Identify simple morals an author is conveying in a story or poem</p> <p>Identify when more than one point of view can be expressed within a text</p> | <p>Express reasoned preferences between texts</p> <p>Evaluate specific texts with reference to text types</p> <p>Make simple connections between books by the same author</p> |
| Year End Expectation | 11 Lime | <p>Fluent reading, silently most of the time, adjusting speed of material to suit material and monitoring the precise meaning</p> <p>Check that the text makes sense, discuss understanding and explaining the meaning of words in context</p> | <p>Prepare poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action</p> <p>Identify the main point and summarise orally the content of a passage of text independently</p> <p>Identify and describe the main characters/setting /events using direct reference to the text</p> <p>Use alphabetically ordered texts to find information</p> | <p>Ask questions to improve their understanding of a text</p> <p>Discuss the actions of the main characters and justify views using evidence from the text</p> <p>Make predictions with evidence from text and with knowledge of wider reading</p> <p>Distinguish between fact and opinion</p> | <p>Understand that books are structured in different ways for a range of purposes</p> <p>Identify that information, events or ideas can be organised in paragraphs</p> <p>Identify the main features of different text types</p> <p>Understand that chapters can signal episodes in stories</p> | <p>Identify the effects of different words and phrases (e.g. to create humour and atmosphere)</p> <p>Comment on how language is used to create effects and paint a picture</p> | <p>Begin to identify and comment on different points of view in the text</p> | <p>Draw on previous experience of authors and types of books to inform choices</p> <p>Recognise some features of the text that relate it to its historical setting or its social or cultural background</p> <p>Express reasoned preferences between texts</p> |
| Surpassing | | <p>Sustain silent reading to include longer, more varied and complex texts.</p> <p>Appropriately apply a range of strategies to enable accurate silent reading (e.g. phonic, graphic, syntactic and contextual)</p> <p>Read most words quickly and accurately when they have been frequently encountered without overt sounding and blending</p> | <p>Identify main ideas drawn from more than one paragraph and summarise these</p> <p>Use knowledge of the alphabet to locate books and support research</p> <p>Begin to skim for general impressions and scan to locate specific information</p> <p>Some comments include quotations from or references to text</p> | <p>Combine personal experience and clues from the text to interpret and form opinions</p> <p>Predict what might happen from details stated and implied</p> <p>Recognise how characters are presented in different ways and respond to this with reference to the text</p> | <p>Recognise some different forms of poetry (for example, free verse, narrative poetry)</p> <p>Comment on the presentational characteristics of some non-fiction text types</p> <p>Evaluate the effectiveness of structural, presentational and organisational features to locate information</p> | <p>Find and comment on the choice of language to create moods, feelings and attitudes and build tension</p> <p>Identify language features of different texts (e.g. similes, imperative verbs)</p> <p>Understand how style and vocabulary are linked to the purpose of the text (e.g. exasperated)</p> | <p>Identify themes and conventions in a wide range of books</p> <p>Identify how an author uses language and structure to convey a message</p> <p>Understand how the author wants the reader to respond</p> | <p>Recognise some features of the context of texts (e.g. historical setting or similar themes)</p> <p>Make connections between books by the same author</p> <p>Express preferences for different forms of poetry</p> |

Appendix 3 – Example Maths Grid

| Number and Place Value | Intro | Indep | Apply | Mastery | Surpass |
|---|--------------|--------------|--------------|----------------|----------------|
| 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 3-digit number (100s, 10s, 1s) | | | | | |
| Compare and order numbers up to 1,000 | | | | | |
| Identify, represent and estimate numbers using different representations | | | | | |
| Read and write numbers up to 1,000 in numerals and in words | | | | | |
| Solve number problems and practical problems involving these ideas | | | | | |
| Addition and Subtraction | Intro | Indep | Apply | Mastery | Surpass |
| Add and subtract numbers mentally, including: <ul style="list-style-type: none"> • a three-digit number and 1s • a three-digit number and 10s • a three-digit number and 100s | | | | | |
| Addition using formal written methods for <ul style="list-style-type: none"> • HTU + TU • HTU + HTU | | | | | |
| Subtraction using formal written methods for <ul style="list-style-type: none"> • HTU – TU • HTU – HTU | | | | | |
| Estimate the answer to a calculation and use inverse operations to check answers | | | | | |
| Solve problems, including missing number problems, using number facts, place value, and more complex addition and subtraction | | | | | |
| Multiplication and Division | Intro | Indep | Apply | Mastery | Surpass |
| Recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables | | | | | |
| 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 | | | | | |
| 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 | | | | | |
| Fractions | Intro | Indep | Apply | Mastery | Surpass |
| 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 | | | | | |

Appendix 4 – Example Writing Statements for books

Developing Towards

| Started | Achieved | Target |
|---------|----------|---|
| | | I can use deliberate ambitious and adventurous vocabulary choices |
| | | I can use adverbial phrases and expanded noun phrases to add interest and detail |
| | | I can choose an appropriate pronoun or noun within a sentence to avoid ambiguity and repetition |
| | | I can use a variety of subordinating connectives, because, if, which (e.g. because the rain can damage their skin...which was strange...If she could...) |
| | | I can use a variety of conjunctions to clarify relationship between ideas (e.g. but, so, when, because, while) |
| | | I can use fronted adverbials (e.g. Sadly, Happily); adverbial phrases (e.g. After a while, Next to the station); and subordination (e.g. When it stopped raining....Creeping quietly,) |
| | | I can use apostrophes to mark singular and plural possession (e.g. the girl's name, the boys' boots) |
| | | I can use commas after fronted adverbials (e.g. Later that day, I heard the bad news) |
| | | I can use inverted commas and other punctuation to indicate direct speech: a comma after the reporting clause; end punctuation within inverted commas (e.g. The conductor shouted, "Sit down!") |
| | | I can use the features of writing generally appropriate to the selected task (e.g. use of dialogue in a story; use of first person for a letter; use of imperative in instructions) |
| | | I can give my viewpoint (opinion, attitude, position) in a piece of writing, but it may not be consistent throughout. |
| | | I can sequence sentences logically to extend ideas |
| | | I can organise my writing in a clear structure |
| | | I can make links between sentences and paragraphs with pronouns, adverbials etc. |
| | | I can create an appropriate opening and closing which tie together to impact on the reader |
| | | I can relate events or ideas organised into paragraphs or sections to support the content of the writing |

Year End Expectation

| Started | Achieved | Target |
|---------|----------|---|
| | | I can develop ideas and events through some deliberate selection of phrases and vocabulary: technical terminology; vivid language; word choice for effect or emphasis |
| | | I can recognise vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms |
| | | I can use passive verbs to affect the presentation of information in a sentence |
| | | I can punctuate bullet points consistently |
| | | I can use brackets, dashes or commas to indicate parenthesis |
| | | I can use semi-colons, colons or dashes to mark boundaries between independent clauses |
| | | I can choose adverbials and expanded noun phrases to consciously engage, entertain and inform the reader |
| | | I can vary my sentence structure through a range of openings: adverbials (e.g. some time later, as we ran, once we had arrived...); subject reference (e.g. they, the boys, our gang...); speech |
| | | I can punctuate sentences with accuracy: some commas mark phrases or clauses; apostrophes mark contractions. If used, inverted commas punctuate the beginning and end of direct speech, correctly on most occasions |
| | | I can use commas to separate phrases or clauses with more <i>confidence</i> |
| | | I can ensure that the content of my work is balanced, e.g. between action and dialogue; fact and comment |
| | | I can ensure that my viewpoint is established and generally maintained. I may include contrasting attitudes /opinions and some use of expert comment may be used to suggest reliability (e.g. rabbits are popular pets because they can live outdoors in all weather) |
| | | I can include detailed ideas and material in my writing (e.g. descriptions elaborated by adverbial and expanded noun phrases) |
| | | I can ensure consistent links are made within and between paragraphs through use of ongoing references: pronouns, adverbials, connectives (e.g. Eventually we...) |
| | | I can ensure that my writing is well paced and events are related |
| | | I can ensure that pronouns and tenses are consistent in my writing |
| | | I can ensure that my written text is fit for purpose and audience |
| | | I can use a wide range of devices to ensure my writing is clear between paragraphs (e.g. use of adverbials of time, place and number or tense choices – he <i>had</i> seen her before) |

Surpassing

| Started | Achieved | Target |
|---------|----------|--|
| | | I can include vocabulary appropriate to text type and genre. Precise word choice may create impact and develop meaning |

| | | |
|--|--|---|
| | | I can ensure writing uses an appropriate range of figurative language to enhance the narrative |
| | | I can use expanded noun phrases appropriately to convey complicated information concisely (e.g. The unsightly rubbish lying at the bottom of the once beautiful canal...) |
| | | I can vary sentence length, structure and subject to help expand ideas, convey key issues/facts or provide emphasis, detail and description |
| | | I can use different sentence types within the same text for effect (e.g. question sentences for suspense, rhetorical questions to emphasise point) |
| | | I can create emphasis through word order and accurate use of verb phrases, including the passive voice where appropriate (e.g. the centre has been visited often) |
| | | I can accurately use a full range of punctuation for effect including speech punctuation |
| | | I can correctly punctuate within sentences e.g. dashes, parenthesis |
| | | I can use commas within sentences to avoid ambiguity in relating elements and clauses |
| | | I can use additional words and phrases to add meaning e.g. A <i>single</i> tear ran down his <i>soot-blackened</i> face |
| | | I can use the passive voice to create impact (e.g. I broke the window in the greenhouse versus The window in the greenhouse was broken) |
| | | I can ensure content is balanced and controlled with some effective selection and ordering of text to engage the reader: placement of significant idea /event for emphasis; reflective comment; opinion; dialogue |
| | | I can establish a controlled viewpoint with some development of opinion, attitude, position or stance |
| | | I can make appropriate choices between colloquial and standard form |
| | | I can ensure that there are links between paragraphs or sections to give structure to the whole text: links make structure between topics clear; connections between opening and ending |
| | | I can sequence and structure organisation of paragraphs and /or sections to add to the effectiveness of the text |

Appendix 5 – Upper KS2 Example target card



Additive Reasoning Targets



| | | | |
|-----------------------|--------|--------|--------|
| End of previous year: | Autumn | Spring | Summer |
|-----------------------|--------|--------|--------|

T1: _____ 

| | | | |
|------------|-------------|-------|---------|
| Introduced | Independent | Apply | Mastery |
|------------|-------------|-------|---------|

T2: _____ 

| | | | |
|------------|-------------|-------|---------|
| Introduced | Independent | Apply | Mastery |
|------------|-------------|-------|---------|

T3: _____ 

| | | | |
|------------|-------------|-------|---------|
| Introduced | Independent | Apply | Mastery |
|------------|-------------|-------|---------|