

PRIMARY
ASSESSMENT
GRIDS FOR
STAFFORDSHIRE

READING GRIDS



entrust
Inspiring Futures

Background to the new Staffordshire Grids

The removal of levels for most pupils in 2014-15 and all pupils in 2015-16, has posed a problem for schools in how to assess children's progress in the New National Curriculum. It has become increasingly evident that there is a need for a system that allows for formative assessment as well as a way of recording children's attainment of National Curriculum expectations.

The old Staffordshire Grids have been a tried & tested and trusted method of judging children's achievement and progress in writing for many years. The Entrust English Team has tried to respond to Headteachers' wish to have a similar grid that reflects the new curriculum. Working alongside Mike Prescott from Cheadle Primary, we hope that these new grids will provide schools with an assessment tool that is in a familiar format and that allows for progression to be tracked.

The National Association of Head Teachers (NAHT) commissioned a report in the autumn of 2013 which outlines some key principles for assessment. In short, these are:

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.

We fully endorse these principles and recommend that the full report should be read. These principles lie at the heart of the new grids.

We do not consider these grids to be a 'finished' product and fully expect schools to make them their own. They are not offered to schools as an answer to all the problems associated with assessment in the New Curriculum; rather as a tool that may help teachers to understand the transition from assessing levels to fully understanding and assessing the New Curriculum.

The Structure of the Staffordshire Grids

The grids make reference to the New National Curriculum expectations and The Key Performance Indicators (KPIs) as identified in the NAHT report, where the assessment criteria used in the grid matches the KPIs, these are highlighted in bold. It is worth noting here that because of the way in which the National Curriculum is structured, The KPIs for Y3&4 and Y5&6 are the same. We have not referenced the Performance Descriptors for Y2 and Y6 as these are due to be finalised shortly. When we do receive the new descriptors, the criteria for Y2 & Y6 may need to be changed to reflect these.

The grids are split into three columns for each year group: Developing, Expected and Embedded. For the majority of pupils, we envisage that children would be working within Developing during the autumn term, moving in to Expected with aspects of Embedded as the year progresses. It is not an expectation that most children will fully secure Embedded within their year group; this would only be an expectation for children working above national expectations.

We have tried to ensure that statements are progressive within and across the year groups. Under the 'mastery approach' to the new National Curriculum, it is expected that the vast majority of pupils

will be working within their own year group's Programme of Study (the one notable exception to this is within Word Reading at Y1 where the curriculum makes it clear that those children who have mastered the expected programme of study should be moved on to the Y2 phonics content). As a result of this year based approach, we have tried to ensure that the criteria for Developing in one year group is **not** the same as the criteria for Embedded in the preceding year. ***The criteria for Developing and Embedded in any year group are related to that year group's National Curriculum expectations. We do not advocate that children who are working beyond expectations for their year group, should be assessed against the following year group's criteria as this will reflect new content yet to be taught.***

The areas of learning assessed are split into the two main areas reflected in the National Curriculum: Word Reading and Comprehension; Appendix 1 of the National Curriculum should also be referenced when assessing word reading in KS1. In KS2, there is a considerable shift from the focus on Word Reading and the criteria for Comprehension are far more wide-ranging.

How to use the grids

It is expected that most teachers will continue to make their summative assessment judgements periodically (termly). The grids allow teachers to make a 'best fit' judgement using the familiar process of referencing evidence during a term and ticking or dating relevant criteria as a term progresses. We would suggest that at the end of term, the grids and the evidence identified to support judgements would be reviewed; the grid would be highlighted and a 'best fit' judgement made.

Evidence for reading has traditionally been more difficult to secure than evidence for writing. Remember that as well as the usual phonic and guided reading tracking, any activity that asks the children to use their independent reading skills can provide a valuable assessment opportunity. Often these opportunities arise in other curricular areas e.g. when children are carrying out their own research. ***All assessment needs to be based on a range of reading.***

What constitutes range in reading?

Range can refer to:

- A range of texts - e.g. fiction and non-fiction texts chosen by the teacher and those chosen by the pupil
- A range of contexts /classroom situations - e.g. a text read as a whole class, individually or in other subject areas
- A range of written evidence - e.g. annotation, diagrams, short answers, empathetic responses
- A range of other responses – e.g. drama, group discussion, presentation

How to present oral evidence / teachers' observations

- A copy of guided reading notes
- A brief note on a Post-it
- An annotation on a piece of work
- A brief note/annotation on planning
- A photograph or recording

How to capture evidence convincingly

- The evidence may be something a pupil has said or a teacher's observation of what a pupil has said or done which demonstrates understanding
- It should be specific, linked to a particular topic or occasion, ideally with a date
- There should also be reference to the assessment criterion/criteria for which it provides evidence.

As with the old APP process, we believe that the grids would support the use of a 'group grid' or could be used on an individual pupil basis. It is up to each school to make their own decision on this. The numbers at the top of each column are optional – headteachers may wish to use these as a way of tracking progress. Mike felt that Cheadle Primary would like to use this approach and so the numbers were left on the grids as a guide only.

The National Curriculum quite rightly places emphasis on children reading for pleasure. Within the comprehension statements, reference to reading for pleasure is, therefore, placed first. It is important to remember that children can demonstrate their development as enthusiastic readers when participating in shared reading as well as when reading independently.

It may seem that the grids are rather 'wordy', but under the National Curriculum's 'Mastery' approach, it is considered that teachers will only need to get to know their own year group's criteria in depth, *occasionally* referencing the year group above or below for small groups of children working either above or below their year group expectations. The statements are progressive in order to support the formative approach to assessment that helps teachers decide what they may need to focus on next.

The descriptors use terms such as *with support*, *sometimes*, *usually*, *consistently*, *confidently*, *independently*, teachers should use their professional judgement when making decisions about these statements and also bear in mind the age of the children. It is essential to consider that in reading, all assessment is based on the children demonstrating their skills when using age-appropriate texts. In KS1 in particular, this will mean that children are assessed with regard to their reading of texts that are in line with their phonic development. However, when judging children against the Embedded criteria, independence is a key consideration. Children should be able to demonstrate skills without support and at a distance from direct teaching and/or modelling to be judged as Embedded.

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YEAR ONE

YEAR ONE			
	DEVELOPING 2	EXPECTED 4	EMBEDDED 6
Word Reading	<p>Responds with increasing accuracy, giving the correct sound to graphemes (letters or groups of letters) for most of the 40+ phonemes, including, where applicable, alternative sounds for graphemes</p> <p>Uses phonic knowledge to decode regular words and attempts to read some common irregular words.</p> <p>Reads and understands simple sentences</p>	<p>Responds speedily with the correct sound to graphemes for all 40+ phonemes,</p> <p>Reads 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; blends sounds in unfamiliar words containing GPCs that have been taught.</p> <p>Develops fluency through re-reading books.</p> <p>Reads common exception words, noting unusual correspondences between spelling and sound and where these occur in the word.</p> <p>Reads words containing taught GPCs and –s, –es, –ing, –ed, –er and –est endings</p> <p>Reads words with contractions</p>	<p>Reads other words of more than one syllable that contain beyond taught GPCs. Is working on the Y2 programme of study for word reading.</p> <p>Applies knowledge of alternative graphemes for phonemes when reading unfamiliar words</p> <p>Reads aloud more complex books, including those beyond their chronological age.</p>
Comprehension	<p>Reading is seen as a pleasurable activity</p> <p>Demonstrates understanding of what is read to them.</p> <p>Recognises and joins in with predictable phrases and is able to retell familiar stories.</p> <p>Understands both the books they can already read and those they listen to – may demonstrate this through role-play.</p> <p>Checking, with prompting, that text makes sense to them and can self-correct with support.</p> <p>Begins to understand the difference between fiction and non-fiction</p> <p>Begins to participate in discussions about books.</p>	<p>Reading is seen as a pleasurable activity and demonstrates this 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 and being able to retell them.</p> <p>Can recite some simple poems by heart. Discusses word meanings, linking new meanings to those already known.</p> <p>Understands 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 and self-correct - Predicting what might happen on the basis of what has been read so far -making inferences</p> <p>Is able to discuss the significance of titles and events.</p> <p>Understands the difference between fiction and non-fiction</p> <p>Participates in discussion about what is read to them, taking turns and listening to what others say.</p>	<p>Reading is seen as a pleasurable activity and demonstrates this through talking confidently about preferences and beginning to develop some favourite authors, poems or genres. Becomes very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics.</p> <p>Understands both the books they can already read accurately and fluently and those they listen to by making inferences on the basis of what is being said and done and making sensible predictions supported by reasons based on age-appropriate texts.</p> <p>Demonstrates an awareness of how to use age-appropriate non-fiction books to find information.</p> <p>Contributes confidently to discussions about books.</p>

YEAR TWO

YEAR TWO			
DEVELOPING 8		EXPECTED 10	EMBEDDED 12
Word Reading	<p>Usually reads aloud books consistent with phonic knowledge with increasing accuracy and fluency and can self-correct when whilst reading.</p> <p>Applies phonic knowledge, including alternative representations for phonemes, when reading unfamiliar words.</p>	<p>Decoding is established and a range of age-appropriate texts is read with consistent accuracy, fluency and confidence, sounding out unfamiliar words accurately, automatically and without undue hesitation.</p> <p>Decodes using alternative sounds for graphemes; words of two or more syllables; words with common suffixes; and most common exception words, based on what has been taught.</p> <p>Re-reads books to build up fluency and confidence.</p>	<p>Automatic decoding is established and a range of texts are read independently with consistent accuracy, fluency and confidence.</p>
Comprehension	<p>Reading is seen as a pleasurable activity</p> <p>Discusses the sequence of events in books and how items of information are related</p> <p>Becomes increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales</p> <p>Recognises simple recurring literary language in stories and poetry</p> <p>Demonstrates understanding of both the books that they can already read accurately and fluently and those that they listen to by:</p> <ul style="list-style-type: none"> - predicting what might happen on the basis of what has been read so far - talking about key characters and events <p>Recognises some of the features of non-fiction texts</p>	<p>Reading is seen as a pleasurable activity.</p> <p>Listens to, discusses and expresses 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.</p> <p>Discusses and clarifies the meanings of words, linking new meanings to known vocabulary.</p> <p>Continues to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear.</p> <p>Understands both the books that they can already read accurately and fluently and those that they listen to by:</p> <ul style="list-style-type: none"> - participating in discussions about books, poems and other works, explaining and discussing their understanding of these texts. <p>Demonstrates knowledge of non-fiction books that are structured in different ways.</p>	<p>Reading is seen as a pleasurable activity and interest is pursued in particular texts e.g. genre, author, topic.</p> <p>Recognises recurring literary language in stories and poetry and is beginning to relate these to author or genre.</p> <p>New words are understood through the exploration of their meaning in context, and by making links to known vocabulary.</p> <p>Understands both the books that they can already read accurately and fluently and those that they listen to by:</p> <ul style="list-style-type: none"> - making plausible inferences and predictions based on what has been read, offered and explained. - answering and asking questions <p>Demonstrates an understanding of more challenging age appropriate texts.</p>

YEAR THREE

YEAR THREE			
	DEVELOPING 14	EXPECTED 16	EMBEDDED 18
Word Reading	Phonic knowledge and skills are consistently applied to decode quickly and accurately. Needs support to read longer unknown words.	Usually reads fluently, decoding most new words outside everyday spoken vocabulary. Can read longer words with support and tests out different pronunciations. Reads further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.	Reads with fluency, more challenging texts (including those beyond their chronological age), and selects strategies to decode new words. Is beginning to clarify meaning of new words through contextual cues.
Comprehension	<p><i>Develops positive attitudes to reading and understanding of what they read by:</i></p> <ul style="list-style-type: none"> - Self-correcting, when text does not make sense and beginning to use appropriate intonation when reading aloud. - Demonstrating knowledge of a developing range of poetry, stories and non-fiction. - Recognising and understanding the different structures of non-fiction books that have been introduced. - Showing an increasing familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally <p><i>Understand what they read, in books they can read independently, by:</i></p> <ul style="list-style-type: none"> - Asking and answering simple questions appropriately, including some simple inference on what is said and done. - Checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context. 	<p><i>Develops positive attitudes to reading and understanding of what they read by:</i></p> <ul style="list-style-type: none"> - Reading accurately at speed to allow a focus on understanding rather than decoding individual words. <p>Checks that the text makes sense by questioning unfamiliar words or phrases.</p> <ul style="list-style-type: none"> - Reads aloud and performs, showing understanding through intonation, tone, volume and action. - Recognising some different forms of poetry [for example, free verse, narrative poetry] <p>- Listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or text books.</p> <ul style="list-style-type: none"> - Discussing words and phrases that capture the reader's interest and imagination. - Using dictionaries to check the meaning of words that they have read. - Identifying conventions across familiar stories such as the triumph of good over evil or the use of magical devices in fairy stories and folk tales. <p><i>Understand what they read, in books they can read independently, by:</i></p> <ul style="list-style-type: none"> - Predicting what might happen from details stated and implied. - Drawing simple inferences such as inferring characters' feelings. - Retrieving and recording information from non-fiction, using contents pages to locate information. 	<p><i>Develops positive attitudes to reading and understanding of what they read by:</i></p> <ul style="list-style-type: none"> - Reading independently both aloud and silently. When reading aloud there is an awareness of audience. (e.g. changes in voice and pace) - Using appropriate terminology when discussing texts (plot, character, setting) and comparing and contrasting different texts. <p><i>Understand what they read, in books they can read independently, by:</i></p> <ul style="list-style-type: none"> - Justifying inferences and deductions with evidence from the text.

YEAR FOUR

YEAR FOUR			
DEVELOPING 20		EXPECTED 22	EMBEDDED 24
Word Reading	Generally reads fluently, decoding most new words, beginning to read further exception words.	<p>Reads most words effortlessly and attempts to decode unfamiliar words with increasing automaticity.</p> <p>Reads further exception words, noting the usual correspondences between spelling and sound where these occur in the word.</p>	<i>Reads a wider of challenging texts that are above chronological age with fluency and understanding.</i>
Comprehension	<p><i>Develops positive attitudes to reading and understanding of what they read by:</i></p> <p>Reading accurately at speed with appropriate intonation and re reads passage to ensure understanding.</p> <p>Reading and re reading a variety of texts around known authors.</p> <p>Uses contents page in non-fiction text to retrieve information and can use the index with support.</p> <p><i>Understand what they read, in books they can read independently, by:</i></p> <ul style="list-style-type: none"> - Recognising themes in stories such as good v evil and journeys. - Identifying text types and their conventions (newspaper headlines, letters) - Predicting what might happen from specific details implied such as a character's feelings. - With support can discuss how an author has used key phrases to create an effect. 	<p><i>Develops positive attitudes to reading and understanding of what they read by:</i></p> <ul style="list-style-type: none"> - Confidently reading aloud and performing with clear intonation to show understanding. - When reading silently, checking that the text makes sense by questioning unfamiliar words or phrases. - Reading books that are structured in different ways and reading for a range of purposes. - Beginning to choose from a wider range of books including new authors not previously chosen. - Widening the recognition of a variety of genre such as first person writing for diaries and numbering for instructions. <p><i>Understand what they read, in books they can read independently, by:</i></p> <ul style="list-style-type: none"> - Discussing the style and type of vocabulary used by the author to support comprehension of texts. - Identifies main ideas drawn from more than one paragraph and summarises these. - Drawing inferences from characters feelings, thoughts and motives that justifies their actions and supports these views with evidence from the text. - Justifying predictions with evidence from the text. - Listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or text books. <p>Uses dictionaries to check the meaning of words they have read.</p> <p>Confidently records and retrieves information from non-fiction using contents and indexes.</p> <ul style="list-style-type: none"> - Recognising an increasing range of different forms of poetry. 	<p><i>Develops positive attitudes to reading and understanding of what they read by:</i></p> <ul style="list-style-type: none"> - Reading silently with increasing stamina and appraises the text. - Shows awareness of audience when reading out loud selecting a range of appropriate techniques to suit. - Discusses texts from a wider variety of writers, referring to their writing styles and themes. - When using non-fiction texts explaining the purpose and being able to use organisational devices such as glossaries. <p><i>Understand what they read, in books they can read independently, by:</i></p> <ul style="list-style-type: none"> - Using inference and deduction to identify key characteristics of more than one character in a story and to comment on these, using evidence to support views. - Beginning to comment on the effectiveness of the author's choice of language.

YEAR FIVE

YEAR FIVE			
	DEVELOPING 26	EXPECTED 28	EMBEDDED 30
Word Reading	Usually reads fluently with growing confidence and independence. Reads most words and attempts to decode unfamiliar words instinctively.	Reads fluently, confidently and independently using strategies to work out any unfamiliar word and applying a growing knowledge of root words, prefixes and suffixes (morphology and etymology).	Reads a wide range of challenging texts that are above chronological age with fluency and understanding.
Comprehension	<p>Develops positive attitudes to reading and understanding of what they read by:</p> <ul style="list-style-type: none"> - Frequently reading both fiction and non-fiction. - Reading silently a variety of texts and discussing what they have read. Checking that the text makes sense by questioning unfamiliar words and phrases. - Choosing a wider range of texts including authors that they may not have previously chosen. - Recognising and explains the structural conventions of common text types. - Retrieving and recording information from non-fiction using contents and index pages. - Discussing language used in a variety of texts and explaining how the writer has used these to enhance meaning. - Summarising the main ideas in a text. - Drawing inferences and justifies with evidence. 	<p>Develops positive attitudes to reading and understanding of what they read by:</p> <ul style="list-style-type: none"> - Frequently choosing to read for enjoyment both fiction and non-fiction. - Recommending books to others based on own reading experiences. - Demonstrating appropriate intonation, tone and volume when reading aloud to make the meaning clear to the audience. - Demonstrating an increasing familiarity with a wide range of books from different genres. - Checking understanding using a range of comprehension strategies, explaining and discussing their understanding of what they have read independently, - Understanding the conventions of different types of writing, using some technical terms when discussing texts. - In using non-fiction, accurately retrieving information using contents pages and indexes, summarising and recording information found. - Recognising themes and making comparisons of characters, settings, themes and other aspects within a text. - Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions and justifying inferences with evidence and making predictions based on these that are stated and implied. - Summarising the main ideas drawn from longer texts, identifying key details that support the main idea. 	<p>Reads a wide range of challenging texts that are above chronological age with fluency and understanding.</p> <p>Develops positive attitudes to reading and understanding of what they read by:</p> <ul style="list-style-type: none"> - Showing awareness of the audience when reading out loud, using a range of devices for effect. - Recommending texts based on personal choice, giving reasons for these choices. - Actively engaging with a wide variety of genres, identifying the characteristics of text types and differences between genres providing examples from their wider reading experiences. - Evaluating the use of authors' language and explaining how it has created an effect and impact on the reader. - Navigating and efficiently retrieving a variety of information from a variety of fiction and non-fiction sources. - Showing empathy towards a character and justifying reasons for their actions and opinions. - Making notes when analysing texts starting to include précis paragraphs.

YEAR SIX

YEAR SIX				
		DEVELOPING 32	EXPECTED 34	EMBEDDED 36
Word Reading		Reads fluently, confidently and independently. With some support, determines the meaning of new words.	Fluently and effortlessly reads a wide range of age appropriate texts. Determines the meaning of new words by applying knowledge of the root words, prefixes and suffixes (morphology and etymology).	<i>Confidently reads a wider range of challenging texts that are above chronological age with fluency and understanding.</i>
Comprehension		<p>Develops positive attitudes to reading and understanding of what they read by:</p> <ul style="list-style-type: none"> - Frequently reading both fiction and non-fiction. - Showing awareness of the audience making use of appropriate intonation when reading aloud. - Continuing to build an increasing familiarity with a wide range of books and texts. - Comparing and contrasting the conventions of different types of writing with some support using technical terms. - Explaining the themes within a text and making references to support them. - Knowing the difference between fact and opinion and with support can spotting examples in a given text. - Efficiently retrieving non-fiction information, summarising the main ideas and makes notes. - Drawing inferences and making predictions based on details which are stated and implied 	<p>Develops positive attitudes to reading and understanding of what they read by:</p> <ul style="list-style-type: none"> - Frequently choosing to read for enjoyment both fiction and non-fiction. - Adapting and demonstrating appropriate intonation, tone and volume when reading aloud, to suit the audience. - Demonstrating a familiarity with a wide range of books and texts, recommending books to others based on own reading preferences, giving reasons for choice. - Learning a wide range of poetry by heart. - Exploring the meaning of words, drawing on contextual evidence and being able to explain how language, structure and presentation can contribute to the meaning of a text. - Commenting on how language, including figurative language, is used to contribute to meaning - Asking questions about a text. e.g. context and comparison with other texts. - Drawing inference from a wide range of texts (e.g. plays. Novels, biographies), inferring characters' feelings, thoughts and motives from their actions and justifying inferences with evidence. Making predictions based on details stated and implied. - Distinguishing independently between statements of fact and opinion. - In non-fiction, retrieving records and presents information to other readers both formally and informally. - Identifying key details that support main ideas, précising paragraphs and summarising content drawn from longer texts. - Explaining and discussing their understanding of what they have read independently or texts that have been read to the individual. e.g. through formal presentations and debates. 	<p><i>Develops positive attitudes to reading and understanding of what they read by:</i></p> <ul style="list-style-type: none"> - Confidently performing given texts including poems, using a wide range of devices to engage the audience and for effect. - Recommending authors, sets of books and genres to others based on own reading experience and preferences, giving reasons for choice. - Comparing language, structure and presentation across texts and debating which is most effective. - Critically analysing the use of language, including figurative language and how it is used for effect, challenging key ideas within a text. - Reading extended texts, including novels, examining how characters change and develop, drawing inferences based on indirect clues, justifying their thinking. - Giving counter-arguments to an alternative viewpoint, based on evidence from the text. - Analysing texts and drawing out key information to support their own research, summarising the main ideas in a text. <p>Comparing and contrasting characters within one text and across other texts.</p> <p>Categorising texts according to different criterion, including key themes and conventions.</p> <ul style="list-style-type: none"> - Being motivated to independently use reading to retrieve and investigate information across a wide range of non-fiction texts.

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