

HOLLINS GRUNDY PRIMARY SCHOOL

Happiness, Health and Respect for Confident, Creative Learners

Assessment Criteria In Reading

Reception – Reading

	COMPREHENSION	WORD READING
Children aged 3 and 4	<ul style="list-style-type: none"> Engages in extended conversations about stories, learning new vocabulary Understands that print has meaning Understands that print can have different purposes Understands that we read English text from left to right and from top to bottom Understands the names of the different parts of a book Understands page sequencing 	<ul style="list-style-type: none"> Is developing his/her phonological awareness, so that he/she can spot and suggest rhymes Is developing his/her phonological awareness, so that he/she can count or clap syllables in a word Is developing his/her phonological awareness, so that he/she can recognise words with the same initial sound, such as money and mother Uses some of his/her print and letter knowledge in his/her early writing, e.g. writing a pretend shopping list that starts at the top of the page; writes 'm' for mummy"
Children in Reception	<ul style="list-style-type: none"> Knows that information can be retrieved from books and computers. Enjoys an increasing range of books. Re-reads books to build up his/her confidence in word reading, his/her fluency and his/her understanding and enjoyment 	<p>RWI</p> <ul style="list-style-type: none"> Hears and says initial sounds in words. Segments the sounds in simple words and blends them together, knowing which letters represent some of them. Reads individual letters by saying the sounds for them Is able to blend sounds into words, so that he/she can read short words made up of known letter-sound correspondences Can read some letter groups that each represent one sound and say the sounds for them Can read a few common exception words matched to the school's phonic programme (green level) Is able to read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words (red level)

	COMPREHENSION	WORD READING
ELG	<ul style="list-style-type: none"> Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary; - Anticipate – where appropriate – key events in stories; - Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play. 	<ul style="list-style-type: none"> Say a sound for each letter in the alphabet and at least 10 digraphs; Read words consistent with their phonic knowledge by sound-blending; <p>Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</p>

Sig Below	Below	Just At	Securely At	Above	Sig Above
Working within the curriculum below that of their year group	Working within the curriculum for their year group but unlikely to achieve end of year expectations	Working within the curriculum for their year group but likely to achieve end of year expectations	Working within the curriculum for their year group and certain to achieve end of year expectations	Working within the curriculum for their year group and likely to achieve greater depth	Working within the curriculum above that of their year group <u>This will not be used in our assessments</u>

End of Key Stage Judgement	Emerging	ELG

Year 1 - Reading

COMPREHENSION			WORD READING	
Explain, Predict, Infer, Retrieve	Structure & Organisation	Vocabulary & Viewpoint	Decoding	Additional Strategies Fluency
<p>Able to talk about the main events in a text and highlight the important parts.</p> <p>Explains what they understand about a text from what they have read.</p> <p>Locates specific information in the text to find answers to simple questions.</p> <p>Listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently</p>	<p>Retells key stories orally using narrative language in the correct sequence.</p> <p>Understands the structure of simple non-fiction texts and can explain the difference to narrative.</p> <p>Becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics</p> <p>Recognising and joining in with predictable phrases</p> <p>Learning to appreciate rhymes and poems, and to recite some by heart</p>	<p>Recognises repetitive language and rhyme, whilst being able to suggest other rhyming words.</p> <p>Links own experience to what they read or hear.</p> <p>Can talk about a favourite book or character.</p> <p>Being encouraged to link what they read or hear read to their own experiences</p>	<p>Blends phonemes to read cvc, ccvc and cvcc words.</p> <p>Apply phonic knowledge and skills as the route to decode words</p> <p>Respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes</p> <p>Read accurately by blending sounds in unfamiliar words containing GPCs that have been taught</p> <p>Read RWI books pink, orange (Divides words into syllables such as pocket, rabbit and carrot.</p> <p>Reads common compound words such as football, playground or farmyard.)</p> <p>Read all set 2 sounds</p>	<p>Uses picture clues to help in reading simple text.</p> <p>Awareness of punctuation marks e.g. pausing at full stops.</p> <p>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</p> <p>Re-read these books to build up their fluency and confidence in word reading.</p>
<p>Makes predictions based on the events in the text.</p> <p>Recalls straight forward information about characters.</p> <p>Participate in discussion about what is read to them, taking turns and listening to what others say</p> <p>Explain clearly their understanding of what is read to them.</p> <p>discussing the significance of the title and events</p>	<p>Uses the structure of a story when re-enacting or retelling.</p> <p>Develop pleasure in reading,</p>	<p>Ability to say what they like or dislike about a narrative or poem.</p> <p>Discussing word meanings, linking new meanings to those already known</p>	<p>Read words containing taught GPCs and –s, –es, –ing, –ed, –er and –est endings</p> <p>Read RWI books yellow</p> <p>Read all set 3 sounds</p>	<p>Shows awareness of the grammar of a sentence to help decipher new or unfamiliar words.</p> <p>Checking that the text makes sense to them as they read and correcting inaccurate reading</p>

<p>Comments and questions about the meaning of parts of texts Able to extract key information from reading e.g. favourite character or facts. Making inferences on the basis of what is being said and done</p>	<p>Understands and talks about the main events or characters in a known story. Discusses the different characteristics of poems, stories and non-fiction text types. Understands and uses terms referring to non-fiction features such as contents, page, author, headings. Awareness of simple text features e.g. font style, labels, titles. Navigates a text and is able to comment on the purpose of some organisational features. Understand both the books they can already read accurately and fluently and those they listen to</p>		<p>Read other words of more than one syllable that contain taught GPCs Read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word Read words with contractions [for example, I'm, I'll, we'll], and understand that the apostrophe represents the omitted letter(s) Read RWI books blue Read RWI books grey</p>	<p>Reads on for meaning of the whole sentence. Self corrects while reading so that a text makes sense. Reads with fluency</p>
---	---	--	---	---

Sig Below	Below	Just At	Securely At	Above	Sig Above
Working within the curriculum below that of their year group	Working within the curriculum for their year group but unlikely to achieve end of year expectations	Working within the curriculum for their year group but likely to achieve end of year expectations	Working within the curriculum for their year group and certain to achieve end of year expectations	Working within the curriculum for their year group and likely to achieve greater depth	Working within the curriculum above that of their year group <u>This will not be used in our assessments</u>

Year 2 - Reading

COMPREHENSION			WORD READING	
Explain, Predict, Infer, Retrieve	Structure & Organisation Summary	Vocabulary & Viewpoint	Decoding	Additional Strategies Fluency
<p>Identifies/comments on main characters in stories and the way they relate to one another.</p> <p>Shows an understanding of the main points in a text and retells the story.</p> <p>Gains an overall impression of a text by making predictions about the contents/subject of a book by skim reading</p> <p>Making inferences on the basis of what is being said and done</p> <p>Answering and asking questions</p> <p>Predicting what might happen on the basis of what has been read so far</p>	<p>Identify and explain the sequence of events in texts.</p> <p>Identify and explain key aspects of fiction and non-fiction texts such as characters, events, titles and information.</p> <p>Retells orally a range of familiar stories and traditional tales.</p> <p>Understands how to use alphabetical texts to find information.</p> <p>Discussing the sequence of events in books and how items of information are related</p> <p>Becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales</p>	<p>Identifies technical language</p> <p>Draw on knowledge of vocabulary to understand texts</p>	<p>Reads words with common suffixes and prefixes</p> <p>Continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent</p>	<p>Uses illustrations as an important feature in aiding reading.</p> <p>Demonstrates an ability to self-correct when a word/sentence does not make sense.</p> <p>Reads with fluency and expression taking account of punctuation.</p>

<p>Extracts information from non-fiction texts appropriately using contents, index, chapters, headings and glossary and uses this to summarise. Ability to recall the qualities of a character. Predict what might happen on the basis on what has been read so far. Answer questions and make some inferences on the basis of what is being said and done. Explain what has happened so far in what they have read. Justifies views about characters, events or feelings using evidence in the text.</p>	<p>Being introduced to non-fiction books that are structured in different ways</p>	<p>Knows and recognises simple recurring literacy language in stories and contemporary/classical poetry. Discussing their favourite words and phrases Begins to understand the effect of different words and phrases including the use of effective language choices. Makes links between the books they are reading and other books they have read. Discussing and clarifying the meanings of words, linking new meanings to known vocabulary</p>	<p>Sound out many unfamiliar words accurately Read accurately most words of two or more syllables Read most words containing common suffixes Read most common exception words Sounds out most unfamiliar words accurately without undue hesitation</p>	<p>Shows awareness of the grammar of a sentence to help decipher new or unfamiliar words. Uses word patterns to predict new unfamiliar words. Check words and stories make sense to them Read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation Read approximately 90 words per minute Check it makes sense to them, correcting any inaccurate reading</p>
---	--	--	--	--

<p>Makes inferences about on the basis of what is being said and done e.g., thoughts, feelings and actions. Make a plausible prediction about what might happen on the basis of what has been read so far Uses evidence in the text to answer questions Links characters behaviour to events in the text. Answering and asking questions</p>	<p>Ability to summarise the main points from a paragraph or text. Recognises similarities in the plot or characters within different stories. Recognising simple recurring literacy language in stories and poetry Continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation Explains the features of text types studied so far and references to them in reading</p>	<p>Picks out alliteration, repetition and similes. Awareness that writers have a viewpoint and a purposes. Able to talk about favourite authors and genres of books, giving opinions.</p>	<p>Read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered Decodes automatically and fluently books matched to their improving phonic knowledge. Reads most year 2 common exception words.</p>	<p>Reads on for meaning of the whole sentence. Checking that the text makes sense to them as they read and correcting inaccurate reading</p>
--	---	---	--	--

Sig Below	Below	Just At	Securely At	Above	Sig Above
Working within the curriculum below that of their year group	Working within the curriculum for their year group but unlikely to achieve end of year expectations	Working within the curriculum for their year group but likely to achieve end of year expectations	Working within the curriculum for their year group and certain to achieve end of year expectations	Working within the curriculum for their year group and likely to achieve greater depth	Working within the curriculum above that of their year group <u>This will not be used in our assessments</u>

Year 3 - Reading

COMPREHENSION			WORD READING	
Retrieve, infer, predict, evaluate	Structure & Organisation Summary Compare Whole text meaning	Vocabulary & Viewpoint	Decoding	Additional Strategies fluency
Retrieves and records information from non-fiction texts using knowledge of layout (use of contents and index pages). Draws inferences such as inferring characters feelings, thoughts and motives from their actions. Re-reads and reads ahead to look for clues to determine the meaning of a character's actions or words. Asking questions to improve their understanding of a text	Explores underlying themes and ideas making reference to the text. Listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks Recognising some different forms of poetry [for example, free verse, narrative poetry]	Uses dictionaries to check the meaning of unfamiliar words. Starts to understand how choice of detail and language creates meaning beyond the literal. Makes personal reflections about character descriptions Develop positive attitudes to reading and understanding of what they read by	Able to test out different pronunciations. Applies knowledge of root words, suffixes to read aloud and understand the meaning of unfamiliar words, Suffixes - ing, er, en, ation, ly and tion Applies knowledge of root words, prefixes and suffixes to read aloud and understand the meaning of unfamiliar words, -dis, mis, il, im, re and in	Uses the strategies from the previous bands independently and effortlessly to ensure that reading is fluent. Repeats short phrases if sense is lost. Reads ahead to determine direction and meaning in a story.
Asks questions to improve understanding of a text. Shows an understanding of the main ideas and events with reference to the text. Developing an ability to skim materials to note down different views and arguments Predicting what might happen from details stated and implied Retrieve and record information from non-fiction	Makes connections between texts. Comments on the relationship between a poet and the subject of a poem. Reading books that are structured in different ways and reading for a range of purposes	Explains and discuss own understanding of books, poems and other material, both those read aloud and those independently. Preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action	Starts to understand the meaning of the following suffixes: re, sub, inter, super, anti, auto Reads fluently words ending in sion, tion, cian and ssion. Read 50 further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word	Recognises the functions of punctuation and uses this to aid intonation when reading aloud. Read approximately 90 words per minute

<p>Starts to justify predictions by referring to the text. Uses details stated and implied to build up predictions. Deduces from evidence in the text what characters are like or their motives based on events. Evaluates specific texts with reference to text types.</p>	<p>Understands that narrative books are structured in different ways such as adventure, quest or stories with a dilemma. Identifying main ideas drawn from more than one paragraph and summarising these. Is able to identify the main themes and conventions in a wide range of books. Ability to discuss how the organisation of a narrative text type can vary. Identifies how structure and presentation contribute to the overall meaning of a text. Explains the features of text types studied so far and references to them in reading.</p>	<p>Explores figurative language (similes and metaphors) and the way it conveys meaning. Identifies the language used to create mood and tension. Discussing words and phrases that capture the reader's interest and imagination</p>	<p>Reads words with the K phoneme for "sc" (scheme, character, chemist, echo and character). Attempts the pronunciation of unfamiliar words drawing on prior knowledge of similar looking words.</p>	<p>Experiments with different voices to convey mood and meaning. Understands how simple and complex sentences influence meaning. Reads longer texts independently.</p>
---	---	--	--	--

Sig Below	Below	Just At	Securely At	Above	Sig Above
Working within the curriculum below that of their year group	Working within the curriculum for their year group but unlikely to achieve end of year expectations	Working within the curriculum for their year group but likely to achieve end of year expectations	Working within the curriculum for their year group and certain to achieve end of year expectations	Working within the curriculum for their year group and likely to achieve greater depth	Working within the curriculum above that of their year group <u>This will not be used in our assessments</u>

Year 4 - Reading

COMPREHENSION			WORD READING	
Retrieve, infer, predict, evaluate	Structure & Organisation Summary Compare Whole text meaning	Vocabulary & Viewpoint	Decoding	Additional Strategies Fluency
Makes specific use of the text to provide reasonable justifications for predictions and opinions. Makes reasoned judgements on characters actions. Distinguishes between fact and opinion. Asking questions to improve their understanding of a text	Recognises and comments on the use of presentational devices such as headings, numbers etc. Recognising some different forms of poetry [for example, free verse, narrative poetry]	Expresses personal responses which may or may not reflect the author's intent. Develop positive attitudes to reading and understanding of what they read by Using dictionaries to check the meaning of words that they have read	Suffixes - ous (poisonous, mountainous etc) Prefixes - dis, mis, il, im, re and in Consolidates understanding of the meaning of the following suffixes: - Re, sub, inter, super, anti, auto	Selects and reads a range of appropriate texts fluently and accurately. Reads silently and discuss what has been read. Uses appropriate intonation to show their understanding. Understands how the meaning of sentences is shaped by punctuation, word order or connectives.
Uses clues from action, dialogue and description to establish meaning. Infers meaning using evidence from the text and wider experiences. Understands how punctuation can convey character. (For example: exclamation marks to affect tone of voice). Predicting what might happen from details stated and implied Retrieve and record information from non-fiction	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 fairy stories, myths and legends, and retelling some of these orally	Discusses the authors choice of technical language Finds and comments on words used to convey feelings, moods and tension when responding to a text. Makes personal reflections about character descriptions. Develop positive attitudes to reading and understanding of what they read by	Reads words with the "g" phoneme spelt as "gue" (tongue and league etc) Reads words with the "s" phoneme spelt as "sc" (scene and fascinate) Read 50 further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word	Read approximately 90 words per minute

<p>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. Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence</p>	<p>Ability to identify the features of a wide range of fiction text types, such as science fiction, issues and dilemmas. Identifies the main ideas drawn from one or more paragraph and summarises these. Identifying how language, structure, and presentation contribute to meaning Identifies compares and contrasts a range of plots, character types across a range of texts. Makes connections between texts and the wider world. Comments on the similarities of a range of different non-fiction texts. Uses knowledge of text structure to locate information. Able to identify the main purpose of a text.</p>	<p>Explains with reference to the text, the impact of words and phrases the author has chosen to interest and hold the reader's attention. Ability to elaborate on own opinions when responding to questions about a text. Checks a text makes sense by discussing understanding of words or explaining the meaning of a word in context. Links own personal comments to the text. Relates events and characters feeling to own experiences. Articulates a personal response to the author's style and use of language.</p>	<p>Reads and interprets homophones and near-homophones on the Y4 list Adding suffixes beginning with vowel letters to words of more than one syllable</p>	<p>Confidently uses different voices to convey mood and meaning through preparing and presenting orally read poems, stories, play scripts or non-fiction text sections. Uses contextual knowledge to determine meaning.</p>
--	--	---	---	---

Sig Below	Below	Just At	Securely At	Above	Sig Above
Working within the curriculum below that of their year group	Working within the curriculum for their year group but unlikely to achieve end of year expectations	Working within the curriculum for their year group but likely to achieve end of year expectations	Working within the curriculum for their year group and certain to achieve end of year expectations	Working within the curriculum for their year group and likely to achieve greater depth	Working within the curriculum above that of their year group <u>This will not be used in our assessments</u>

Year 5 - Reading

COMPREHENSION			WORD READING	
Retrieve, infer, predict, evaluate	Structure & Organisation Summary Compare Whole text meaning	Vocabulary & Viewpoint	Decoding	Additional Strategies Fluency
Identifies significant ideas, events and characters within narratives and their overall effect on the plot. Asking questions to improve their understanding Predicting what might happen from details stated and implied	Identifies how language, structure and presentation contribute to the overall meaning of a text. Independently identifies the purpose and audience of a range of non-fiction texts. Summarises the main ideas drawn from a text, distinguishing from fact and opinion Reading books that are structured in different ways and reading for a range of purposes	Explores and comments on the meaning of idiomatic and figurative language. Uses meaning seeking strategies to explore the meaning of words in context. 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 Checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context	Understands how the meaning of sentences is shaped by punctuation, word order or connectives. Ability to apply unusual letter patterns when segmenting to read. Use a range of reading strategies from previous bands to work out any unfamiliar words.	
Starts to use text marking to identify key information in a text. Retrieves, records and presents information from non-fiction texts. Infers meaning using evidence from the text and wider experiences.	Evaluates the effectiveness of the layout and organisational features used within a text. Making comparisons within and across books 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	Ability to comment/discuss confidently the author's use of language for effect, such as precisely chosen adjectives, similes and personification. Identifies grammatical features used by writers to impact on the reader (rhetorical questions, varied sentence lengths, starters and empty words). Expresses a reasoned personal viewpoint about texts, giving reasons linked back to the text. Ability to present the author's viewpoint of a text. Able to use some technical terms such as metaphor, simile, analogy, imagery, style and effect to discuss what has been read. Recommending books that they have read to their peers, giving reasons for their choices	Understands how suffixes and prefixes affect meaning linked to:able & ibleand ably & ibly Read 50 common exception words	Read approximately 90 words per minute

<p>Uses clues from action, dialogue and description to interpret meaning. Refers to the text to support opinions and predictions. Distinguish between statements of fact and opinion Retrieve, record and present information from non-fiction</p>	<p>Identifies the effect of context on a text. (For example historical or other cultures). 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 Compares different versions of texts and comments on the differences/similarities. Identify grammatical features used by the writer. Evidence across the curriculum of an ability to know what information is needed and exactly where to look when using non-fiction texts. Recognises more complex themes such as loss or heroism in books.</p>	<p>Provide reasoned justifications for their views.</p>	<p>Read words containing, ough Uses context to decipher homophones on the Y5 list,</p>	<p>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</p>
--	--	---	--	---

Sig Below	Below	Just At	Securely At	Above	Sig Above
Working within the curriculum below that of their year group	Working within the curriculum for their year group but unlikely to achieve end of year expectations	Working within the curriculum for their year group but likely to achieve end of year expectations	Working within the curriculum for their year group and certain to achieve end of year expectations	Working within the curriculum for their year group and likely to achieve greater depth	Working within the curriculum above that of their year group <u>This will not be used in our assessments</u>

Year 6 - Reading

COMPREHENSION			WORD READING	
Retrieve, infer, predict, evaluate	Structure & Organisation Summary Compare Whole text meaning	Vocabulary & Viewpoint	Decoding	Additional Strategies Fluency
<p>Uses scanning and text marking competently to find and identify key information. Skims and scans more complex and longer texts to find and collate information to establish the main idea. Retrieve information from non-fiction</p>	<p>Recognises texts that contain features from more than one text type. Summarise main ideas identifying key details and using quotations for illustration Summarise main points from more than one paragraph Identifies the style of different poets; providing examples from different texts.</p>	<p>Comments and evaluates the effectiveness of how a text is set out. Evaluate how authors use language, including figurative language, considering the impact on the reader</p>	<p>Fluency across most reading Focus on all of the letters in a word so they do not for example, read invitation for imitation simply because they may be more familiar with the first word. Accurately reads individual words, which might be key to the meaning of a sentence or paragraph. Attempts the pronunciation of unfamiliar words drawing on prior knowledge of similar looking words.</p>	<p>Read age appropriate books with confidence and fluency Including whole novels Read aloud with intonation that shows understanding Reads fluently and independently using punctuation to inform meaning. Prepare poems and plays to read aloud and to perform, showing understanding through intonation, tone, volume and action.</p>
<p>Explain and discuss their understanding of what they have read, drawing inferences and justifying these with evidence Predict what might happen from details stated and implied. Expresses opinions about a text using PEE (Point, Evidence & Explanation)</p>	<p>Identifies the style of different writers; providing examples from different texts. Identifies text type from phrases used and how effectively they are structured and/or laid out. Identifies the grammatical features/techniques used to create atmosphere, key messages and attitudes. Compares and comments on texts by different authors on the same topic or different texts by the same author. Make connections between other similar texts, prior knowledge and experience and explain the links. Make comparisons within and across books</p>	<p>Identifies formal and informal language. Work out the meaning of words from the context Show awareness of the writer's craft by commenting on use of language, grammatical features and structure of texts.</p>	<p>Uses context to support the meaning of homophones on the Y6 list Understands how suffixes and prefixes affect meaning Uses knowledge of word derivations and word formulation to construct the meaning of words in context.</p>	<p>Can the pupil read age-appropriate texts aloud and fluently, at a speed of 90 words per minute. Prepare plays and plays to read aloud and to perform, showing understanding through intonation, tone, volume and action.</p>

Recognises why writers use a range of contrasting settings within a story. Identifies ways in which characters change or develop over time. Compares characters viewpoints on events and other characters. Empathises with different character's points of view.	Uses structural and organisational features of a range of text types to sustain understanding. Compares and contrasts the features of different narrative text types	Ability to comment on the features of a wide range of fiction including modern, other cultures/traditions and our literacy heritage.	Read 100 common exception words	
---	---	--	---------------------------------	--

Sig Below	Below	Just At	Securely At	Above	Sig Above
Working within the curriculum below that of their year group	Working within the curriculum for their year group but unlikely to achieve end of year expectations	Working within the curriculum for their year group but likely to achieve end of year expectations	Working within the curriculum for their year group and certain to achieve end of year expectations	Working within the curriculum for their year group and likely to achieve greater depth	Working within the curriculum above that of their year group <u>This will not be used in our assessments</u>

End of Key Stage Judgement	PKS	WTS	EXS	GDS