



English Assessment



Cherry Trees English Assessment Overview

Level	Sensory Level Descriptors
1(i)	<p>Pupils encounter activities and experiences:</p> <ul style="list-style-type: none">• They may be passive or resistant• They may show simple reflex responses, [for example, startling at sudden noises or movements]• Any participation is fully prompted.
1(ii)	<p>Pupils show emerging awareness of activities and experiences:</p> <ul style="list-style-type: none">• They may have periods when they appear alert and ready to focus their attention on certain people, events, objects or parts of objects [for example, attending briefly to interactions with a familiar person]• They may give intermittent reactions [for example, sometimes becoming excited in the midst of social activity].
2(i)	<p>Pupils begin to respond consistently to familiar people, events and objects:</p> <ul style="list-style-type: none">• They react to new activities and experiences [for example, withholding their attention]• They begin to show interest in people, events and objects [for example, smiling at familiar people]• They accept and engage in coactive exploration [for example, focusing their attention on sensory aspects of stories or rhymes when prompted].
2(ii)	<p>Pupils begin to be proactive in their interactions:</p> <ul style="list-style-type: none">• They communicate consistent preferences and affective responses [for example, reaching out to a favourite person]• They recognise familiar people, events and objects [for example, vocalising or gesturing in a particular way in response to a favourite visitor]• They perform actions, often by trial and improvement, and they remember learned responses over short periods of time [for example, showing pleasure each time a particular puppet character appears in a poem dramatised with sensory cues]• They cooperate with shared exploration and supported participation [for example, taking turns in interactions with a familiar person, imitating actions and facial expressions].
3(i)	<p>Pupils begin to communicate intentionally:</p> <ul style="list-style-type: none">• They seek attention through eye contact, gesture or action• They request events or activities [for example, pointing to key objects or people]• They participate in shared activities with less support. They sustain concentration for short periods.• They explore materials in increasingly complex ways [for example, reaching out and feeling for objects as tactile cues to events]• They observe the results of their own actions with interest [for example, listening to their own vocalisations]• They remember learned responses over more extended periods [for example, following the sequence of a familiar daily routine and responding appropriately].



Cherry Trees English Assessment Overview

3(ii)	<p>Pupils use emerging conventional communication:</p> <ul style="list-style-type: none"> • They greet known people and may initiate interactions and activities [for example, prompting another person to join in with an interactive sequence] • They can remember learned responses over increasing periods of time and may anticipate known events [for example, pre-empting sounds or actions in familiar poems] • They may respond to options and choices with actions or gestures [for example, by nodding or shaking their heads] • They actively explore objects and events for more extended periods [for example, turning the pages in a book shared with another person] • They apply potential solutions systematically to problems [for example, bringing an object to an adult in order to request a new activity].
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Level	Curriculum Assessment Statements		
	Writing	Reading	Communication/ SPAG
4	<ol style="list-style-type: none"> 1. Interested in mark making KPI 2. Experiences a range of mark making tools KPI 3. Copy horizontal movements 4. Copy vertical movements 5. Copy circular movements 6. Tolerates hand over hand 7. Touches a range of textures 8. Aware of simple cause and effect KPI 9. Make marks on screen 10. Make marks when asked to write KPI 	<ol style="list-style-type: none"> 1. Listens and responds to environmental and instrumental sounds 2. Shows an interest in books and stories 3. Explores books for 1-2 minutes 4. Responds to a familiar rhyme KPI 5. Responds to a familiar story KPI 6. Looks at pictures 7. Can point to requested image out of 2 8. Can choose their own photo from a choice of 2 9. Recognises and uses a familiar symbol to express a need or want 10. Begins to relate images or symbols to concrete objects 	<ol style="list-style-type: none"> 1. Imitates 10-50 signs/symbols/words KPI2. Chooses between 2 objects or symbols to make choice KPI 3. Sometimes uses yes and no appropriately 4. Looks for sound source 5. Responds to request with 1 key word e.g. get your coat, look at book 6. Responds to own name being called 7. Has names for familiar objects/people (symbol/sign or spoken word) 8. Combines sound and gesture to request 9. Looks at object when someone points to it 10. Responds to praise
5	<ol style="list-style-type: none"> 1. S1: Say an appropriate word to complete a sentence when the adult pauses (e.g. 'We're going to the...zoo/park/shop/beach'). KPI 	<ol style="list-style-type: none"> 1. S1: Indicate correctly pictures of characters and objects in response to questions such as 'Where is (the)...? KPI 	<ol style="list-style-type: none"> 1. Has vocabulary of 30- 50 words/signs/symbols 2. Indicate a need e.g. more drink 3. Begins to combine 2 key signs/symbols/words together KPI



Cherry Trees English Assessment Overview

	<p>2. S1: Draw lines or shapes on a small or a large scale (e.g. on paper, or in the air, or sand). KPI</p> <p>3. Begins to give meaning to marks they make</p> <p>4. Copy a pattern</p> <p>5. Attempts to copy first letter of own name</p> <p>6. Match letters in name</p> <p>7. Gives picture a name</p> <p>8. Labels a picture with a symbol</p> <p>9. Dictates a caption for a picture - 2 key words</p> <p>10. Sequences symbols to build a caption or sentence, with adult support</p>	<p>2. S1: Show anticipation about what is going to happen (e.g. by turning the page) KPI</p> <p>3. S1: Join in with some actions or repeat some words, rhymes and phrases when prompted</p> <p>4. Can select familiar symbol from 4</p> <p>5. Can match picture or symbol to familiar object KPI</p> <p>6. Can match letters</p> <p>7. Identifies object on page in a simple book KPI</p> <p>8. Recognises their own name from a choice of 2 KPI</p> <p>9. Listens to a short story 1:1 KPI</p> <p>10. Can answer 2 key word question KPI</p>	<p>4. Listens to adult for up to 2 minutes without interruption KPI</p> <p>5. Takes turns with 1 other</p> <p>6. Responds to request with 2 key words e.g. 'Give a book to Fred', 'Put a spoon in the dish'</p> <p>7. Responds to questions purposefully</p> <p>8. Understands question words 'what' and 'where'?</p> <p>9. Asks a simple question e.g. Where's Bob?</p> <p>10. Uses different facial expressions to communicate</p>
6	<p>1. Distinguishes between words and pictures on a page</p> <p>2. Sequences symbols/words to create key word sentence about a picture KPI</p> <p>3. Developing preferred hand</p> <p>4. Developing appropriate grip for writing tools</p> <p>5. Knows to write from left to right</p> <p>6. Copies words - may use input device or writing</p> <p>7. 'Reads' back what they have written to an adult</p> <p>8. Identifies initial sounds of some words</p> <p>9. Matches letters to spell words</p> <p>10. Orders letters of first name KPI</p>	<p>1. Says a single sound for 10+ graphemes with picture prompt KPI</p> <p>2. Identifies 10+ graphemes on hearing corresponding phonemes (choice of 2 letter cards)</p> <p>3. Recognises their own name from a selection (minimum of 4) KPI</p> <p>4. Recognises 2 other words apart from their own name KPI</p> <p>5. Can match short words with distinct shape and differing initial sounds</p> <p>6. Can match familiar object to known initial sound i.e. monkey - m KPI</p> <p>7. Looks at books in a small group with an adult</p> <p>8. Uses pictures to help tell the story when reading with an adult</p> <p>9. Expresses a preference between 2 books KPI</p> <p>10. Recognises character in different contexts KPI</p>	<p>1. Will greet and initiate communication with familiar people. KPI</p> <p>2. Will say what they are doing in an activity when asked and what they want to do.</p> <p>3. Will participate in short conversation with familiar adult (2 turns each)</p> <p>4. Asks and answers questions - Who? What? Where? When?</p> <p>5. Responds to request or instruction with 3 key words (e.g. size, shape, colour)</p> <p>6. Joins in with a small group activity KPI</p> <p>7. Takes turns in a game situation with an adult and a peer</p> <p>8. Begin to use adjectives when talking about a familiar object i.e. blue bike</p> <p>9. Will look for attention and uses more than one method of communication to repeat if misunderstood. i.e. add facial expression, point to object</p> <p>10. Pupils take part in communication in a variety of situations.</p>



Cherry Trees English Assessment Overview

7	<p>1. S2: Say a clause to complete a sentence that is said aloud (e.g. 'When we went to the beach today,...we ate ice cream / I played in the sand / it was hot'). KPI</p> <p>2. S2: Form correctly most of the 10+ lower-case letters in Standard 2 of English language comprehension and reading KPI</p> <p>3. S2: Identify or write these 10+ graphemes on hearing corresponding phonemes.</p> <p>4. Identifies correct initial sound for most words KPI</p> <p>5. Begins to identify middle and/or final sounds for some words</p> <p>6. Sequences 3 letter cards to create given word e.g. g,d,o = dog</p> <p>7. Writes first name correctly</p> <p>8. Matches letters in their surname</p> <p>9. Groups letters together to create short words that can read by a known adult</p> <p>10. Uses appropriate adjectives to describe an object or image</p>	<p>1. S2: Say a single sound for 10+ graphemes KPI</p> <p>2. S2: Read words by blending sounds with known graphemes, with help from their teacher KPI</p> <p>3. S2: Demonstrate understanding, e.g. by answering questions, such as 'Where is he/she/it?', 'What is this?', 'Who is this?', 'What is he/she doing?'</p> <p>4. S2: Join in with predictable phrases or refrains.</p> <p>5. Will listen to a story being read by an adult in a small group KPI</p> <p>6. Recalls a key element of a familiar story</p> <p>7. Knows to start reading from left hand page of book</p> <p>8. Recognises the letters in their first name by sound</p> <p>9. Recognises their own surname from a selection (minimum of 3) KPI</p> <p>10. Recognises 5 words apart from their own name</p>	<p>1. Talk about what they have done in a recent experience e.g. What they did at the weekend, or what they are doing next KPI</p> <p>2. Begin to use language linked to time-yesterday, tomorrow, on Monday</p> <p>3. Will participate in short conversation with a peer (2 turns each)</p> <p>4. Contributes and takes turns in a small group</p> <p>5. Responds to a peer during a group activity or discussion</p> <p>6. Give a basic opinion e.g. I like that. - I don't like that</p> <p>7. Communicates how they feel-happy, sad, angry, tired, pain</p> <p>8. Contributes in role play</p> <p>9. Responds to request or instruction with 4 key words</p> <p>10. Answers who, where and why questions about a story or event KPI</p>
8	<p>1. S3: Make up their own phrases or short sentences to express their thoughts aloud about stories or their experiences KPI</p> <p>2. S3: Write a caption or short phrase using the graphemes that they already know. KPI</p> <p>3. S3: Form correctly most of the 20+ lower-case letters</p> <p>4. S3: Identify or write these 20+ graphemes on hearing the corresponding phonemes</p> <p>5. S3: Spell words (with known graphemes) by identifying the phonemes and representing the phonemes with graphemes (e.g. in, cat, pot).</p>	<p>1. S3: Say a single sound for 20+ graphemes KPI</p> <p>2. S3: Read accurately by blending the sounds in words with two and three known graphemes. KPI</p> <p>3. S3: Respond to questions that require simple recall</p> <p>4. S3: Recount a short sequence of events (e.g. by sequencing images or manipulating objects)</p> <p>5. Begins to read aloud books that are consistent with their phonics knowledge</p> <p>6. Uses pictures to help read a word</p> <p>7. Answers who question about a story</p> <p>8. Answers where question about a story</p>	<p>1. Listens to peers when they are communicating KPI</p> <p>2. Listens to a familiar adult for 5 minutes without interruption KPI</p> <p>3. Communicate about an experience/familiar story</p> <p>4. Uses a growing range of vocabulary including adjectives</p> <p>5. Uses possessives i.e. my coat, Fred's coat</p> <p>6. Communicates confidently in a range of situations i.e. outside, during play, during work sessions</p> <p>7. Responds to someone who is happy/sad/angry appropriately</p>



Cherry Trees English Assessment Overview

	6. Contributes to story ideas 7. Can identify different writing forms e.g. list, letter, newspaper article, story 8. Beginning to use spaces between words 9. Beginning to use full stops in own writing 10. Matches pairs of upper and lower case letters	9. Joins in with role play to retell a story KPI 10. Can match simple rhyming words	8. Uses connectives in speech 9. Begins to use present tense correctly adding 'ing' onto verbs 10. Asks questions that are relevant to the topic during a group discussion
9	1. make up their own sentences and say them aloud, after discussion with the teacher KPI 2. write down one of the sentences that they have rehearsed. KPI 3. form most lower-case letters correctly 4. identify or write the 40+ graphemes 5. spell words by identifying the phonemes and representing the phonemes with graphemes, including words with consonant clusters and simple digraphs (e.g. frog, hand, see, chop, storm, splash) 6. spell a few common exception words (e.g. I, the, he, said, of). 7. Starting to spell by encoding the sounds they hear in words e.g. simple cvc words 8. Spelling shows signs of being phonetically correct with starting letters. 9. Beginning to form lower-case letters correctly, starting in the correct direction 10. Able to use full stops in their sentence	1. say sounds for 40+ graphemes, including one grapheme for each of the 40+ phonemes KPI 2. read accurately by blending the sounds in words with up to five known graphemes KPI 3. read some common exception words* 4. read aloud books that are consistent with their phonic knowledge, without guessing words from pictures or the context of the sentence. 5. talk about events in the story and link them to their own experiences 6. retell some of the story. 7. Can respond with the correct sound for 20 graphemes, without a picture prompt 8. Developing the ability to read words by blending sounds learnt so far 9. Becoming familiar with simple traditional tales 10. Starting to link stories and non-fiction to their own experience	1. Listens and responds to questions from familiar adults without interruption KPI 2. Listens to and follows a simple instruction KPI 3. Remembers some details of a story 4. Hold and say a sentence using a growing range of vocabulary 5. Joins in with familiar songs and stories 6. Says 'please and thank you' appropriately without prompt 7. Listens and responds to questions from peers 8. Listens to the final sound of words 9. Begins to use plurals correctly i.e. sheep, mice 10. Begins to use past tense correctly adding 'ed' onto verbs
10	1. write sentences that are sequenced to form a short narrative (real or fictional) KPI 2. demarcate some sentences with capital letters and full stops KPI 3. segment spoken words into phonemes and represent these by graphemes, spelling some words correctly and making phonically-plausible attempts at others 4. spell some common exception words*	1. read accurately by blending the sounds in words that contain the common graphemes for all 40+ phonemes KPI 2. read accurately some words of two or more syllables that contain the same grapheme-phoneme correspondences (GPCs)* KPI 3. read many common exception words	1. Regular plural noun suffixes -s [for example, dog, dogs] KPI 2. Joining clauses using and KPI 3. Sequencing sentences to form short narratives 4. Separation of words with spaces 5. Introduction to capital letters and full stops to demarcate sentences



Cherry Trees English Assessment Overview

	<ul style="list-style-type: none"> 5. form lower-case letters in the correct direction, starting and finishing in the right place 6. form lower-case letters of the correct size relative to one another in some of their writing 7. use spacing between words. 8. Can form capital letters 9. Can apply simple spelling rules already taught 10. Begin to form lower-case letters in the correct direction, starting and finishing in the right place 	<ul style="list-style-type: none"> 4. read aloud many words quickly and accurately without overt sounding and blending 5. sound out many unfamiliar words accurately. 6. answer questions in discussion with the teacher and make simple inferences 7. Is able to explain clearly their understanding of what is read to them. 8. Can listen to and discuss a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently. 9. Is able to recognise and discuss the sequence of events in simple texts 10. Is able to make some inferences on the basis of what is being said and done 	<ul style="list-style-type: none"> 6. Capital letters for names and for the personal pronoun I 7. Introduction to question marks and exclamation marks to demarcate sentences 8. Sequencing 3-5 sentences to form short narratives 9. Know the terminology: letter, capital letter, word, sentence, full stop 10. How the prefix un- changes the meaning of verbs [negation, for example, unkind, or undoing: untie the boat]
11	<ul style="list-style-type: none"> 1. Write simple, coherent narratives about personal experiences and those of others (real or fictional) KPI 2. Write about real events, recording these simply and clearly KPI 3. Demarcate most sentences in their writing with capital letters and full stops. 4. Use question marks correctly when required 5. Use present and past tense mostly correctly and consistently 6. Use co-ordination (e.g. or/and/but) and some subordination (e.g. when/if/that/because) to join clauses 8. Spell common exception words KPI 9. Form capital letters and digits of the correct size, orientation and relationship to one another and to lowercase letters 10. Use spacing between words that reflect the size of letters 7. Segment spoken words into phonemes and represent these by graphemes, 	<ul style="list-style-type: none"> 1. read accurately most words of two or more syllables KPI 2. read most words containing common suffixes KPI 3. read most common exception words 4. read most words accurately without overt sounding and blending, and sufficiently fluently to allow them to focus on their understanding rather than on decoding individual words 5. sound out most unfamiliar words accurately, without undue hesitation. 6. Check it makes sense to them, correcting any inaccurate reading 7. answer questions and make some inferences 8. explain what has happened so far in what they have read. 9. Able to discuss the sequence of events in books, listen to, discuss and express views about a wide range of contemporary and classic poetry, stories 	<ul style="list-style-type: none"> 1. Formation of adjectives using suffixes KPI 2. Co-ordination (using or, and, but) KPI 3. Starting to use expanded noun phrases for description and specification with support [for example, the blue butterfly, plain flour, the man in the moon] 4. Use of the progressive form of verbs in the present tense and past tense to mark actions in progress [for example, she is drumming, he was shouting] 5. Use of capital letters and full stops to demarcate sentences 6. Use of question marks and exclamation marks to demarcate sentences 7. Correct choice of present tense throughout writing 8. Starting to use commas to separate items in a list 9. Apostrophes to mark where letters are missing in spelling 10. Subordination (using when, if, that, because)



Cherry Trees English Assessment Overview

	spelling many of these words correctly and making phonically plausible attempts at others	and non-fiction at a level beyond that at which they can read independently. KPI 10. Being introduced to non-fiction books that are structured in different ways KPI	
12	<ol style="list-style-type: none"> 1. write effectively and coherently for different purposes, drawing on their reading to inform the vocabulary and grammar of their writing KPI 2. make simple additions, revisions and proof-reading corrections to their own writing KPI 3. use the punctuation taught at key stage 1 mostly correctly 4. spell most common exception words 5. add suffixes to spell most words correctly in their writing (e.g. -ment, -ness, -ful, -less, -ly) 6. use the diagonal and horizontal strokes needed to join some letters 7. Use the first two letters of a word to check its spelling in a dictionary 8. Increase the legibility, consistency and quality of their handwriting (by ensuring that the downstrokes of letters are parallel and equidistant) 9. In non-narrative material, starting to use simple organisational devices [for example, headings and sub-headings] 10. In narratives, beginning to create settings and characters 8. Increase the legibility, consistency and quality of their handwriting (by ensuring that the downstrokes of letters are parallel and equidistant) 9. In non-narrative material, starting to use simple organisational devices [for example, headings and sub-headings] 10. In narratives, beginning to create settings and characters 	<ol style="list-style-type: none"> 1. make inferences 2. make a plausible prediction about what might happen on the basis of what has been read so far 3. make links between the book they are reading and other books they have read. 4. Can listen to and starting to discuss a wide range of fiction, non-fiction and reference books or textbooks KPI 5. Increasing their familiarity with a wide range of books, including fairy stories, myths and legends KPI 6. Starting to discuss words and phrases that capture the reader's interest and imagination KPI 7. Beginning to ask questions to improve their understanding of a text KPI 8. Can listen to and starting to discuss a range of plays KPI 9. Able to reference emotions from a story 10. Identify all key characters from a book or story. 	<ol style="list-style-type: none"> 1. Introduction to paragraphs as a way to group related material KPI 2. Introduction to inverted commas to punctuate direct speech KPI 3. Choosing pronouns appropriately to avoid repetition 4. Use of the forms a or an according to whether the next word begins with a consonant or a vowel (e.g. a rock, an open door) 5. Extending the range of sentences with more than one clause by using a wider range of conjunctions including when, if, because and although 6. Using conjunctions to express time, place and cause (e.g. when, before, after, while, so, because) 7. Using the present perfect form of verbs in contrast to the simple past tense (He has gone out to play contrasted with He went out to play) 8. Using prepositions to express time, place and cause (e.g. before, after, during, in, because of) 9. Uses the grammatical terminology - direct speech, consonant, vowel and inverted commas accurately and appropriately when discussing their writing. 10. Extending the range of sentences with a main and subordinate clause



Cherry Trees English Assessment Overview

13	<ol style="list-style-type: none"> 1. write for a range of purposes KPI 2. use paragraphs to organise ideas KPI 3. in narratives, describe settings and characters 4. in non-narrative writing, use simple devices to structure the writing and support the reader (e.g. headings, sub-headings, bullet points) 5. use capital letters, full stops, question marks, commas for lists and apostrophes for contraction mostly correctly 6. spell correctly most words from the year 3 / year 4 spelling list, and some words from the year 5 / year 6 spelling list* • write legibly.1 7. Discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar 8. Rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures based on english appendix 2 (year 3 and year4) 9. Assessing the effectiveness of their own and others' writing and suggesting improvements 10. In narratives, can create a plot 	<ol style="list-style-type: none"> 1. Identifying themes and conventions in a wide range of books KPI 2. Preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action KPI 3. Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence 4. Predicting what might happen from details stated and implied 5. Able to retrieve and record information from non-fiction KPI 6. Using dictionaries to check the meaning of words that they have read 7. Able to apply their growing knowledge of root words, prefixes and suffixes by reading aloud and understanding the meaning of all those listed in English Appendix 1 (Years 3 and 4) 8. Reading further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word English Appendix 1 (years 1 and 2 revision and all of Years 3 and 4 new) 9. Identifying how language, structure and presentation contribute to meaning 10. Able to read books that are structured in different ways and can read for a range of purposes 	<ol style="list-style-type: none"> 1. Grammatical difference between plural and possessive -s KPI 2. Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases (e.g. the teacher expanded to: the strict maths teacher with curly hair) KPI 3. Uses end punctuation within inverted commas (the conductor shouted, "sit down!") 4. Uses inverted commas to indicate direct speech. 5. Uses paragraphs to organise ideas around a theme. 6. Appropriate choice of nouns and pronouns within and across sentences for clarity and cohesion 7. Standard English forms for verb inflections instead of local spoken forms [for example, we were instead of we was, or I did instead of I done] 8. Understands and uses the grammatical terminology - determiner and adverbial accurately and appropriately in their writing and reading 9. Apostrophes to mark plural possession [for example, the girl's name, the girls' names]
14	<ol style="list-style-type: none"> 1. Use dictionaries to check the spelling of words KPI 2. Start to use a thesaurus KPI 3. Spell some words with 'silent' letters [for example, knight, psalm, solemn] 4. Write legibly, fluently and with increasing speed 	<ol style="list-style-type: none"> 1. Able to read and familiar with meaning of 50% of root words, prefixes and suffixes in Appendix 1 (Year 5 and 6) KPI 2. Developing their familiarity with a wide range of books, including myths, legends and traditional stories. KPI 	<ol style="list-style-type: none"> 1. Converting nouns or adjectives into verbs using suffixes (e.g. -ate, -ise, -ify) KPI 2. Uses verb prefixes (dis- de- mis-) KPI 3. Uses a colon to introduce a list 4. Uses relative clauses beginning with who, which, where, when, whose in own writing



Cherry Trees English Assessment Overview

	<p>5. Identifying the audience for their writing, starting to selecting the appropriate form.</p> <p>6. Uses the correct tense in a piece of writing</p> <p>7. Identifying the purpose of their writing and starting to select the appropriate form.</p> <p>8. Continue to distinguish between homophones</p> <p>9. Selecting appropriate grammar and vocabulary, developing understanding of how such choices can change and enhance meaning in narratives</p> <p>10. Become familiar with some prefixes and suffixes Appendix 1 Years 5</p>	<p>3. Starting to identify and discuss themes and conventions in and across a wide range of writing</p> <p>4. Participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas</p> <p>5. Starting to provide reasoned justifications for their views.</p> <p>6. Extract information from text independently with minimal support</p> <p>7. Checking that the book makes sense to them, starting to discuss their understanding and exploring the meaning of words in context</p> <p>8. Predicting what might happen from details stated and implied</p> <p>9. Beginning to summarise the main ideas drawn from more than one paragraph, identifying key details that support the main ideas</p> <p>10. Starting to identify how language, structure and presentation contribute to meaning</p>	<p>5. Using devices to build cohesion within a paragraph (e.g. then, after,)</p> <p>6. Starting to recognise vocabulary and structures that are appropriate for formal speech and writing.</p> <p>7. Links ideas across paragraphs using adverbials of number (e.g. second) and of tense (he had seen her before)</p> <p>8. Uses modal verbs to indicate possibility (could, might)</p> <p>9. Uses commas to avoid ambiguity</p> <p>10. Indicating degrees of possibility using adverbs (e.g. perhaps)</p>
15	<p>1. write effectively for a range of purposes and audiences, selecting language that shows good awareness of the reader (e.g. the use of the first person in a diary; direct address in instructions and persuasive writing) KPI</p> <p>2. in narratives, describe settings, characters and atmosphere KPI</p> <p>3. integrate dialogue in narratives to convey character and advance the action</p> <p>4. select vocabulary and grammatical structures that reflect what the writing requires, doing this mostly appropriately (e.g. using contracted forms in dialogues)</p>	<p>1. Describe, narrate and explain for different purposes expressing feelings. KPI</p> <p>2. To apply a growing knowledge of root words, prefixes and suffixes, when reading aloud. KPI</p> <p>3. To use knowledge to assist with understanding the meaning of new words.</p> <p>4. Identify how structure and presentation contribute to meaning</p> <p>5. Read books structured in different ways</p> <p>6. Discuss authors use of language</p> <p>7. Prepare poems/plays to read aloud and perform</p> <p>8. Distinguish between fact and opinion</p>	<p>1. Recognising vocabulary that is appropriate for formal or informal speech e.g. ask for- request KPI</p> <p>2. Use a full range of punctuation KPI</p> <p>3. Uses repetition as a cohesive devices to link ideas across paragraphs</p> <p>4. Uses passive verbs to affect presentation of information in a sentence</p> <p>5. Understands the terminology - colon, semi-colon, bullet points</p> <p>6. Recognises how words are related by meaning in synonyms and antonyms (e.g. big, little)</p> <p>7. Structures writing using a range of layout devices e.g. sub-headings, tables</p>

Commented [MB1]:



Cherry Trees English Assessment Overview

	<p>in narrative; using passive verbs to affect how information is presented; using modal verbs to suggest degrees of possibility)</p> <p>5. use a range of devices to build cohesion (e.g. conjunctions, adverbials of time and place, pronouns, synonyms) within and across paragraphs</p> <p>6. use verb tenses consistently and correctly throughout their writing</p> <p>7. use the range of punctuation taught at key stage 2 mostly correctly^ (e.g. inverted commas and other punctuation to indicate direct speech)</p> <p>8. spell correctly most words from the year 5 / year 6 spelling list,* and use a dictionary to check the spelling of uncommon or more ambitious vocabulary</p> <p>9. maintain legibility in joined handwriting when writing at speed.</p> <p>10. Plan writing to suit audience and purpose, noting and developing initial ideas</p>	<p>9. Check for sense and ask questions to improve understanding</p> <p>10. Explain and discuss their understanding, including through formal presentations and debates</p>	<p>8. understands the terminology - subject, object</p> <p>9. Understands the terminology - active, passive</p> <p>10. Understands the terminology - synonym, antonym</p>
16	<p>1. Generally correct spelling of ambitious and common words. KPI</p> <p>2. Generally correct spelling throughout with some likely errors in complex words. KPI</p> <p>3. Range of vocabulary generally varied and often ambitious even though choice is not always apt.</p> <p>4. Vocabulary chosen generally appropriate to purpose and audience.</p> <p>5. Syntax and full range of punctuation consistently accurate in a variety of sentence structures with occasional errors in ambitious structures, e.g. some use of semicolons not always accurate.</p>	<p>1. Clearly identify relevant points; including synthesis of information from different sources or places in the same text. KPI</p> <p>2. Commentary incorporates appropriate textual reference and quotation to support main ideas or argument KPI</p> <p>3. Evidence of some exploration of textual conventions or features as used by writers from different periods</p> <p>4. Some attempt at detailed exploration of textual evidence; e.g. explaining the association of different words in an image, or exploring connotations in a political speech</p>	<p>1. When writing select creative grammar and vocabulary. KPI</p> <p>2. Consistent tenses used throughout KPI</p> <p>3. Check writing for subject/verb agreement</p> <p>4. Use paragraphs within longer pieces of writing.</p> <p>5. Use a wide range of punctuation appropriately.</p> <p>6. Information demonstrates some fluency.</p> <p>7. Vocabulary used is appropriate and engages audience or reader.</p> <p>8. Spelling is generally accurate with minor mistakes on higher level language.</p> <p>9. Punctuation is used to emphasize point or emotion.</p>



Cherry Trees English Assessment Overview

	<p>6. Imaginative treatment of appropriate materials, familiarity with conventions in a variety of forms.</p> <p>7. Adapting forms when needed to suit purpose and audience, not always successfully e.g.. Clear emphasis on narration rather than plot.</p> <p>8. A convincing individual voice or point of view established and mostly sustained throughout.</p> <p>9. Level of formality used for purpose and audience generally appropriate and a range of stylistic devices used to achieve effect, not always successfully e.g. controlled informality, generalisations or shifts between conversational style and more literary</p> <p>10. Material is clearly controlled and sequenced</p>	<p>5. The effect on the reader clearly identified with some explicit explanation as to how that effect has been created.</p> <p>6. Some detailed exploration of how structural choices support the writer's theme or purpose, e.g. tracing how main ideas/characters develop over the text as a whole.</p> <p>7. Comment on how a range of features relating to organisation at text level contribute to the effects achieved, e.g. How the writer builds up to an unexpected ending</p> <p>8. Their talk engages the interest of the listener through the variety of its vocabulary and expression.</p> <p>9. Pupils take an active part in discussion showing an understanding of ideas and sensitivity to others</p> <p>10. Shows evidence for identifying main purpose precisely located at word/sentence level or traced through a text.</p>	<p>10. Begin to use higher level terminology and vocabulary on a more frequent basis.</p>
17	<p>1. Write effectively for a range of purposes and audiences, selecting the appropriate form and drawing independently on what they have read as models for their own writing (e.g. Literary language, characterisation, structure) KPI</p> <p>2. Distinguish between the language of speech and writing and choose the appropriate register KPI</p> <p>3. Exercise an assured and conscious control over levels of formality, particularly through manipulating grammar and vocabulary to achieve this</p> <p>4. Use the range of punctuation taught at key stage 2 correctly (e.g. Semi-colons, dashes, colons, hyphens) and, when</p>	<p>1. Pupils show understanding of the ways in which meaning and information are conveyed in a range of texts KPI</p> <p>2. Responses begin to develop some analytic of evaluative comment on how viewpoint is established or managed across a text.</p> <p>3. Showing awareness of their thematic, structural and linguistic features</p> <p>4. They understand why some texts are particularly valued and influential. They select, synthesise and compare information from a variety of sources.</p> <p>5. Increasing ability to draw on knowledge of other sources to develop or clinch an</p>	<p>1. Vocabulary consistently often imaginatively well matched to purpose and audience. KPI</p> <p>2. Range of vocab generally varied and ambitious. KPI</p> <p>3. Correct spelling throughout.</p> <p>4. Paragraphing and correct punctuation are used to make sequence of events or ideas coherent and clear to the reader.</p> <p>5. Complex irregular words utilised</p> <p>6. Grammar is accurate with only minor mistakes.</p> <p>7. Punctuation is precise enhancing the narrative.</p> <p>8. Information is clearly structured in logical pathway</p>



Cherry Trees English Assessment Overview

	<p>necessary, use such punctuation precisely to enhance meaning and avoid ambiguity.[^]</p> <p>5. Well-judged distinctive individual voice or point of view established and sustained throughout, e.g. Consistent handling of narrator's persona in fiction.</p> <p>6. Characters and settings are developed in their narrative writing.</p> <p>7. Range of vocabulary generally varied and often ambitious even though choice is not always apt.</p> <p>8. Generally correct spelling throughout with some likely errors in complex words.</p> <p>9. Generally correct spelling of ambitious and common words.</p> <p>10. Their non-fiction writing is coherent and gives clear points of view taking accounts of different perspectives</p>	<p>argument e.g. referring to sources beyond the text.</p> <p>6. Responses begin to develop an appreciation of how particular techniques and devices achieve the effects they do, e.g. how the dramatic monologues serve to retain sympathy for Macbeth despite what he has done.</p> <p>7. Some evaluation of the extent to which structural choices support the writer's theme or purpose, e.g. exploration of the way a plays plot and sub- plot reflect on theme.</p> <p>8. Comments begin to develop precise, perceptive analysis of how language is used e.g. showing how language use reflects Macbeth's changing emotional state.</p>	<p>9. Higher level punctuation used frequently and consistently</p> <p>10. Higher level language used frequently and consistently.</p>
18	<p>1. Students show creativity in selecting specific features or expressions to convey effects and interest the reader KPI</p> <p>2. Students writing is original, and has shape and impact. KPI</p> <p>3. In non-fiction, they express complex ideas clearly and present them coherently.</p> <p>4. In non-fiction they are able to anticipate and address a range of different viewpoints</p> <p>5. Students writing shows control of a range of styles and maintains the interest of the reader throughout.</p> <p>6. Narrative writing shows control of characters, events and settings, and shows variety in structure</p> <p>7. Narrative writing uses structure as well as vocabulary for a range of imaginative effects</p>	<p>1. Clear, critical stance develops a coherent interpretation of text(s). KPI</p> <p>2. They identify and analyse argument, opinion and alternative interpretations, making cross references where appropriate KPI</p> <p>3. Clear appreciation and understanding of how the text structure and language use support the writer's purpose and contribute to meaning.</p> <p>4. Response to overall effect of the text shows clear understanding and critical evaluation of writer's purposes and viewpoints and how these are articulated throughout the text.</p> <p>5. They make apt and careful comparisons between texts, including consideration of audience, purpose and form.</p>	<p>1. Wide ranging vocabulary used imaginatively and with precision. KPI</p> <p>2. Correct spelling used throughout KPI</p> <p>3. Paragraphs are well constructed</p> <p>4. Advanced terminology is used frequently to engage audience or reader.</p> <p>5. Grammar and punctuation are consistently accurate with only minor mistakes.</p> <p>6. Sentence structure shows flair and can emotionally captivate reader or audience.</p> <p>7. Narratives have clear chronological structure.</p> <p>8. Vocabulary, punctuation and grammar enhance the narrative.</p> <p>9. Complex perspectives are broadcast with clear reasoning.</p> <p>10. Work is concise and conveys meaning</p>



Cherry Trees English Assessment Overview

	<p>8. Sentence structure is imaginative, precise and accurate, matched to the writer's purpose and intended effect on the reader</p> <p>9. Imaginative, well controlled structuring of subject matter and management of paragraphing providing textual coherence.</p> <p>10. Distinctive personal voice and style matched to intended effect</p>	<p>6. They evaluate how authors achieve their effects through the use of linguistic, structural and presentational devices.</p> <p>7. They select and analyse information and ideas, and comment on how these are conveyed in different texts</p> <p>8. Show awareness of different types of reference system e.g. (Harvard)</p> <p>9. Students confidently sustain their responses to a demanding range of texts across different times and cultures.</p> <p>10. Ideas are developed with clarity and detail to aspects of language, structure and presentation.</p>	
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