

The sections in this test have been carefully designed to sample the main English skills set out in the national curricula for England, Wales, Scotland and Northern Ireland. Specific links to each of these are set out in the following tables.

England

Table 1: Links between sections of the test and relevant aspects of the National Curriculum for England (2014).¹

Phonic Knowledge and Skills

Year 2 Programme of Study: Reading – word reading

Pupils should be taught to:

- continue to apply phonic knowledge and skills as the route to decode words
- read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes
- read accurately words of two or more syllables that contain the same graphemes as above
- read words containing common suffixes
- read further common exception words
- read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered.

Spelling

Year 2 Programme of Study: Writing – transcription

Spelling

Pupils should be taught to:

- spell by:
 - segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly
 - learning new ways of spelling phonemes for which one or more spellings are already known, and learn some words with each spelling, including a few common homophones
 - learning to spell common exception words
- apply spelling rules and guidance recommended for use in year 2.

¹ The relevant aspects of the national curriculum in England sampled within this test have been extracted from the Year 2 programme of study for English. The full programme of study requirements can be viewed online at <https://www.gov.uk/government/collections/national-curriculum>

Grammar and Punctuation

Year 2 Programme of Study: Writing – transcription

Pupils should be taught to:

- develop their understanding of the concepts of vocabulary, grammar and punctuation by:
 - learning how to use both familiar and new punctuation correctly
- learn how to use:
 - the present and past tenses correctly and consistently including the progressive form
 - the grammar recommended for use in year 2
 - some features of written Standard English.

Reading Comprehension

Year 2 Programme of Study: Writing – vocabulary, grammar and punctuation

Pupils should be taught to:

- develop pleasure in reading, motivation to read, vocabulary and understanding by:
 - recognising simple recurring literary language in stories and poetry
 - linking new meanings to known vocabulary
- understand both the books that they can already read accurately and fluently and those that they listen to by:
 - drawing on what they already know or on background information and vocabulary provided by the teacher
 - making inferences on the basis of what is being said and done
 - answering questions

Wales

Table 2: Links between sections of the test and relevant aspects of the Framework for Children’s learning for 3–7 year olds in Wales (2008).²

Phonic Knowledge and Skills

Foundation Phase – Language, Literacy and Communication Skills

Oracy:

- listen to and carry out instructions
- view and listen carefully to a variety of visual and audio-visual stimuli.

² The relevant aspects of the Framework for Children’s learning for 3–7 year olds in Wales sampled within this test have been extracted from the Foundation Phase Language, Literacy and Communication Skills. The full programme of study requirements can be viewed online at http://wales.gov.uk/topics/educationandskills/earlyyearshome/foundation_phase/foundationphasepractitioners/frameworkchildlearning/?lang=en

Reading:

- understand that written symbols have sound and meaning and develop phonological, graphic and grammatical knowledge, word recognition and contextual understanding
- read with increasing fluency, accuracy, understanding and independence, building on what they already know.

Writing:

- understand the connections and differences between print and pictures
- recognise the alphabetic nature of writing and discriminate between letters.

Spelling

Foundation Phase – Language, Literacy and Communication Skills

Writing:

- develop their ability to spell common and familiar words in a recognisable way.

Grammar and Punctuation

Foundation Phase – Language, Literacy and Communication Skills

Writing:

- recognise that punctuation is essential to help a reader understand what is written.

Reading Comprehension

Foundation Phase – Language, Literacy and Communication Skills

Oracy:

- listen to and carry out instructions
- view and listen carefully to a variety of visual and audio-visual stimuli
- listen to a variety of stories, traditional folk tales and poems from Wales and around the world.

Reading:

- follow stories read to them and respond as appropriate
- understand that written symbols have sound and meaning and develop phonological, graphic and grammatical knowledge, word recognition and contextual understanding
- read with increasing fluency, accuracy, understanding and independence, building on what they already know
- respond appropriately to books, considering what they read in terms of content, ideas, presentation, organisation and the language used.

Table 3: Links between sections of the test and relevant aspects of the National Literacy Framework of Wales (2013).³

Phonic Knowledge and Skills
<i>Literacy – Reading across the curriculum Foundation Phase (Year 2)</i>
<i>Locating, selecting and using information – Reading strategies</i>
Learners are able to: <ul style="list-style-type: none"> • apply the following reading strategies with increasing independence to a range of familiar and unfamiliar texts: <ul style="list-style-type: none"> ○ phonic strategies ○ recognition of high-frequency words ○ context clues, e.g. <i>prior knowledge</i> ○ graphic and syntactic clues ○ self-correction, including re-reading and reading ahead • identify and use text features, e.g. <i>titles, headings and pictures</i>, to locate and understand specific information.
Spelling
<i>Literacy – Writing across the curriculum Foundation Phase (Year 2)</i>
<i>Writing accurately – Handwriting, Grammar, Punctuation, Spelling</i>
Learners are able to: <ul style="list-style-type: none"> • use spelling strategies such as segmenting, simple roots and suffixes, e.g. <i>ing</i> • spell high-frequency words correctly.
Grammar and Punctuation
<i>Literacy – Writing across the curriculum Foundation Phase (Year 2)</i>
<i>Writing accurately – Handwriting, Grammar, Punctuation, Spelling</i>
Learners are able to: <ul style="list-style-type: none"> • use capital letters, full stops and question marks accurately, and sometimes use exclamation marks • use standard form of verbs, e.g. <i>see/saw, go/went</i>, and subject-verb agreement, e.g. <i>I was/we were</i>.

³ The relevant aspects of the National Literacy and Numeracy Framework sampled within this test have been extracted from *Literacy – Reading across the curriculum Foundation Phase* and *Literacy – Writing across the curriculum Foundation Phase*. These documents can be viewed online at <http://learning.wales.gov.uk/resources/nlnf/?lang=en>

Reading Comprehension

Literacy – Reading across the curriculum Foundation Phase (Year 2)

Locating, selecting and using information – Reading strategies

Learners are able to:

- apply the following reading strategies with increasing independence to a range of familiar and unfamiliar texts:
 - phonic strategies
 - recognition of high-frequency words
 - context clues, e.g. *prior knowledge*
 - graphic and syntactic clues
 - self-correction, including re-reading and reading ahead
- read a range of suitable texts with increasing accuracy and fluency
- look for key words to find out what the text is about
- use the different features of texts to make meaning, e.g. *pictures, charts and layout*.

Responding to what has been read – Comprehension

Learners are able to:

- explain relevant details from texts
- draw upon relevant personal experience and prior knowledge to support understanding of texts.

Responding to what has been read – Response and analysis

Learners are able to:

- show understanding and express opinions about language, information and events in texts.

Scotland

Table 4: Links between sections of the test and the relevant aspects of the Curriculum for Excellence in Scotland (2009).⁴

Phonic Knowledge and Skills

Literacy and English – experiences and outcomes

Reading

Tools for reading:

- I can use my knowledge of sight vocabulary, phonics, context clues, punctuation and grammar to read with understanding.
- I am learning to select and use strategies before I read, and as I read, to help make the meaning of texts clear.

⁴ The relevant aspects of the Curriculum for Excellence sampled within this test have been extracted from the first curriculum level (to the end of P4) of *Literacy and English: experiences and outcomes*. The Curriculum for Excellence can be viewed online at <http://www.educationscotland.gov.uk/learningteachingandassessment/curriculumareas/languages/litandenglish/eandos/index.asp>

Spelling

Literacy and English – experiences and outcomes

Writing

Tools for writing:

- I can spell the most commonly used words, using my knowledge of letter patterns and spelling rules.

Grammar and Punctuation

Literacy and English – experiences and outcomes

Listening and talking

Finding and using information:

- As I listen or watch, I can identify the purpose, key words and main ideas of the text, and use information for a specific purpose.

Reading

Tools for reading:

- I can use my knowledge of sight vocabulary, phonics, context clues, punctuation and grammar to read with understanding.
- I am learning to select and use strategies before I read, and as I read, to help make the meaning of texts clear.

Finding and using information:

- Using what I know about the features of different types of texts, I can find, select, sort and use information for a specific purpose.

Understanding, analysing and evaluating:

- To show my understanding across different areas of learning, I can identify and consider the purpose and main ideas of a text.
- To show my understanding, I can respond to different kinds of questions and other close reading tasks.
- I can share my thoughts about characters and/or setting, recognise the writer's message and relate it to my own experiences.

Northern Ireland

Table 5: Links between sections of the test and the relevant aspects of the Northern Ireland Curriculum.⁵

Phonic Knowledge and Skills
<i>Language and Literacy – Key Stage 1</i>
<i>Talking and Listening</i>
Pupils should be enabled to:
<ul style="list-style-type: none">• listen to and respond to guidance and instructions.
<i>Reading</i>
Pupils should be enabled to:
<ul style="list-style-type: none">• participate in modelled, shared, paired and guided reading activities.
Spelling
<i>Language and Literacy – Key Stage 1</i>
<i>Writing</i>
Pupils should be enabled to:
<ul style="list-style-type: none">• use a variety of skills to spell words• spell correctly a range of familiar, important and regularly occurring words.
<i>Reading</i>
Pupils should be enabled to:
<ul style="list-style-type: none">• recognise and notice how words are constructed and spelt.
Grammar and Punctuation
<i>Language and Literacy – Key Stage 1</i>
<i>Writing</i>
Pupils should be enabled to:
<ul style="list-style-type: none">• develop increasing competence in the use of grammar and punctuation.
Reading Comprehension
<i>Language and Literacy – Key Stage 1</i>
<i>Talking and Listening</i>
Pupils should be enabled to:
<ul style="list-style-type: none">• listen to and respond to guidance and instructions.

⁵ The relevant aspects of the Northern Ireland Curriculum sampled within this test have been extracted from the statutory requirements for Language and Literacy at Key Stage 1. Full details can be viewed online at ccea.org.uk/curriculum/key_stage_1_2/assessment

Reading

Pupils should be enabled to:

- participate in modelled, shared, paired and guided reading activities
- read, and be read to from a wide selection of poetry and prose
- read with some independence for enjoyment and information
- read, explore, understand and make use of a range of traditional and digital texts
- use a range of comprehension skills to interpret texts
- explore and interpret a range of visual texts;
- build up a sight vocabulary
- use a range of strategies to identify unfamiliar words
- recognise and notice how words are constructed and spelt.

Table 6: Links between sections of the test and relevant aspects of the Primary Assessment Arrangements for Communication (2013/14).⁶

Phonic Knowledge and Skills

Requirements for Communication – Levels 2 and 3

Talking and Listening

Pupils can:

- listen to and carry out a sequence of instructions (L2)
- listen for specific information (L3)

Reading

Pupils can:

- use a range of reading strategies (L2).

Spelling

Requirements for Communication – Levels 2 and 3

Writing

Pupils can:

- spell and write common and familiar words recognisably (L2)
- spell and write frequently used and topic words correctly (L3)

Grammar and Punctuation

Requirements for Communication – Levels 2 and 3

Writing

Pupils can:

- use basic punctuation (L2)
- use basic punctuation and grammar accurately (L3).

⁶ The relevant aspects of the Primary Assessment Arrangements for Communication sampled within this test have been extracted from the Levels of Progression in Communication across the curriculum (Levels 2 and 3). Full details can be viewed online at http://www.nicurriculum.org.uk/key_stages_1_and_2/assessment/assessing_cross-curricular_skills/index.asp

Reading Comprehension

Requirements for Communication – Levels 2 and 3

Talking and Listening

Pupils can:

- listen to and carry out a sequence of instructions (L2)
- listen for specific information (L3).

Reading

Pupils can:

- understand events and information (L2)
- use a range of reading strategies (L2)
- select information for a purpose (L2)
- use visual clues to locate information (L2)
- recognise some forms and features of texts (L2)
- recognise, understand and sequence main points (L3)
- choose and use reading strategies independently (L3)
- use organisational features to locate and obtain information (L3)
- understand that there are different forms and features of texts (L3)
- make deductions using information from the text (L3).

Feedback to parents and carers

A report on the individual pupil is available to support feedback to parents or carers. This *Individual report for parents* strips away much of the technical detail that is included in the *Group report for teachers*, simply presenting the pupil's results as English skills bias, reading comprehension bias or balanced profile. A series of statements, tailored for parents, is included to explain what the results mean (in terms of the profile of learning bias demonstrated by the pupil on the test) and how learning may be affected. Recommendations focus on how the parent or carer can work with the school to support the pupil at home.

In addition to the *Individual report for parents*, you may wish to provide supporting information, either orally or in writing, explaining the process and outcomes. The following list provides you with guidelines to assist with this communication.

- Stress the school's commitment to identifying and addressing the needs of each individual pupil in order to understand and maximise their potential.
- Explain that testing with *Progress Test in English 7* is part of the school's regular assessment regime and that all pupils in the year group(s) have been tested.
- Explain that there are four component parts to *Progress Test in English 7*, each measuring the child's skills in a different area of English.
- You may wish to summarise the specific outcomes and recommendations from the test for that individual pupil (which are also shown on the *Individual report for parents*).

- Parents or carers should be reassured that, if they have any questions or concerns or would like any further advice on how best to support their child, then they should contact the school.

A sample letter is provided (Figure 1) to support your communications with parents / carers after testing with *Progress Test in English 7*.

Figure 1: Sample parent / carer feedback letter

Dear Parent or Carer,

In school, we wish to assess all our pupils to see what their needs are and how we can best help them learn and achieve.

As part of this process, your child has completed the *Progress Test in English 7*, which assesses key aspects of English, such as phonic knowledge and skills, spelling, grammar and punctuation, and reading comprehension.

A copy of the *Individual report for parents* is included⁷. This shows your child's results and describes what these mean in terms of the ways in which he/she will learn best and how you can support him/her at home.

[If the report is not included a relevant short extract can be included instead.]

If you have any queries or concerns please contact us.

Yours faithfully,

[School/establishment name]

⁷ If possible, it is helpful to parents to discuss the report with them on a suitable occasion before sending it out.