

Links to national curricula

PT ENGLISH 10

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

Spelling

Year 5–6 Programme of Study: Writing – transcription

Spelling

Pupils should be taught to:

- use further prefixes and suffixes and understand the guidance for adding them
- continue to distinguish between homophones and other words which are often confused
- use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically.

Grammar and Punctuation

Year 5–6 Programme of Study: Reading – word reading

Pupils should be taught to:

- apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), both to read aloud and to understand the meaning of new words that they meet.

¹ The relevant aspects of the national curriculum in England sampled within this test have been extracted from the Years 3 and 4 programme of study for English. The full programme of study requirements can be viewed online at <https://www.gov.uk/government/collections/national-curriculum>

Year 5–6 Programme of Study: Writing – transcription

Spelling

Pupils should be taught to:

- use further prefixes and suffixes and understand the guidance for adding them
- continue to distinguish between homophones and other words which are often confused.

Year 5–6 Programme of Study: Writing – composition

Pupils should be taught to:

- draft and write by:
 - selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning
- evaluate and edit by:
 - ensuring the consistent and correct use of tense throughout a piece of writing

Year 5-6 Programme of Study: Writing - vocabulary, grammar and punctuation

Pupils should be taught to:

- develop their understanding of vocabulary, grammar and punctuation by:
 - using the perfect form of verbs to mark relationships of time and cause
- indicate grammatical and other features by:
 - using commas to clarify meaning or avoid ambiguity in writing.

Reading Comprehension

Year 5-6 Programme of Study: Reading - comprehension

Pupils should be taught to:

- 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
 - 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
- understand what they read by:
 - checking that the book makes sense to them and exploring the meaning of words in context
 - drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence
 - predicting what might happen from details stated and implied
 - summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas
 - identifying how language, structure and presentation contribute to meaning
- evaluate how authors use language, including figurative language
- retrieve, record and present information from non-fiction.

Wales

Table 2: Links between sections of the test and relevant aspects of the National Curriculum for Wales (2008).²

Spelling

Key Stage 2 Programme of Study – Writing Skills

Pupils should be given opportunities to:

- develop and use a variety of strategies to enable them to spell correctly.

Grammar and Punctuation

Key Stage 2 Programme of Study – Writing Skills

Pupils should be given opportunities to:

- use a range of sentence structures
- use punctuation to clarify meaning including full stop, exclamation and question marks, comma, apostrophe, bullet points, speech marks
- choose and use appropriate vocabulary
- use the standard forms of English: nouns, pronouns, adjectives, adverbs, prepositions, connectives and verb tenses.

Reading Comprehension

Key Stage 2 Programme of Study - Reading Skills

Pupils should be given opportunities to:

- develop phonic, graphic and grammatical knowledge, word recognition and contextual understanding
- develop their ability to read with fluency, accuracy, understanding and enjoyment
- read in different ways for different purposes, including:
 - skimming, scanning and detailed reading
 - using prediction, inference and deduction
- recognise and understand the characteristics of different genres in terms of language, structure and presentation
- consider what they read/view, responding in writing to the ideas, vocabulary, style, presentation and organisation of image and language, and be able to select evidence to support their views.

² The relevant aspects of English in the National Curriculum for Wales sampled within this test have been extracted from the Key Stage 2 Programme of Study. The full programme of study requirements can be viewed online at learning.gov.wales/resources

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

Spelling
Literacy - Writing across the curriculum (Year 5)
<i>Writing accurately - Spelling</i>
Learners are able to:
<ul style="list-style-type: none"> • use a variety of strategies to spell words with complex regular patterns, e.g. <i>exercise, competition</i>.
Grammar and Punctuation
Literacy - Writing across the curriculum (Year 5)
<i>Language</i>
Learners are able to:
<ul style="list-style-type: none"> • use appropriate vocabulary.
<i>Writing accurately - Grammar and punctuation</i>
Learners are able to:
<ul style="list-style-type: none"> • use different sentence structures, including complex sentences • use the full range of punctuation to guide the reader in complex sentences, e.g. <i>commas, bullet points, speech marks and apostrophes for possession</i>.
Literacy - Reading across the curriculum (Year 5)
<i>Locating, selecting and using information - Reading strategies</i>
Learners are able to:
<ul style="list-style-type: none"> • identify how punctuation relates to sentence structure and how meaning is constructed in complex sentences.
Reading Comprehension
Literacy - Reading across the curriculum (Year 5)
<i>Locating, selecting and using information - Reading strategies</i>
Learners are able to:
<ul style="list-style-type: none"> • use a range of strategies to make meaning from words and sentences, including knowledge of phonics, word roots, word families, syntax, text organisation and prior knowledge of context • read extended texts independently for sustained periods • use a range of strategies for skimming, e.g. finding key words, phrases, gist, main ideas, themes • scan to find specific details using graphic and textual organisers, e.g. sub-headings, diagrams • identify features of texts, e.g. <i>introduction to topic, sequence, illustrations, degree of formality</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 (Key Stage 2)* and *Literacy – Writing across the curriculum (Key Stage 2)*. These documents can be viewed online at <http://learning.wales.gov.uk/resources/nlnf/?lang=en>

Responding to what has been read - Comprehension

Learners are able to:

- show understanding of main ideas and significant details in texts
- infer meaning which is not explicitly stated, e.g. *what happens next?, why did he/she do that?*

Scotland

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

Spelling

Literacy and English: experiences and outcomes

Tools for writing

- I can spell most of the words I need to communicate, using spelling rules, specialist vocabulary and self-correction techniques.

Grammar and Punctuation

Literacy and English: experiences and outcomes

Language

Tools for writing

- I can use appropriate punctuation and vary my sentence structures.

Reading Comprehension

Literacy and English: experiences and outcomes

Tools for reading

- Through developing my knowledge of context clues, punctuation, grammar and layout, I can read unfamiliar texts with increasing fluency and understanding
- I can select and use a range of strategies and resources before I read, and as I read, to make meaning clear.

Finding and using information

- Using what I know about the features of different types of texts, I can find, select and sort information from a variety of sources and use this for different purposes.

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 and use supporting detail
- To show my understanding, I can respond to literal, inferential and evaluative questions and other close reading tasks.

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 P7) 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>

Northern Ireland

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

Spelling
<i>Language and Literacy - Key Stage 2</i>
<i>Writing</i>
Pupils should be enabled to: <ul style="list-style-type: none">• use a variety of skills to spell words correctly.
Grammar and Punctuation
<i>Language and Literacy - Key Stage 2</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 to create clarity of meaning.
Reading Comprehension
<i>Language and Literacy - Key Stage 2</i>
<i>Reading</i>
Pupils should be enabled to: <ul style="list-style-type: none">• read, explore, understand and make use of a wide range of traditional and digital texts• engage in sustained, independent and silent reading for enjoyment and information• represent their understanding of texts in a range of ways• consider and interpret texts, exploring the ways in which language can be manipulated in order to affect the reader or engage attention• justify their responses logically, by inference, deduction and/or reference to evidence within the text• use a range of cross-checking strategies to read unfamiliar words in texts• use a variety of reading skills for different reading purposes.

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 http://www.nicurriculum.org.uk/key_stages_1_and_2/areas_of_learning/language_and_literacy/

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

Spelling
Requirements for Communication – Levels 3 to 5
<i>Writing</i>
<p>Pupils can:</p> <ul style="list-style-type: none"> • spell and write frequently used and topic words correctly (L3) • use accurate grammar and spellings on most occasions (L4) • use accurate grammar and spelling (L5).
Grammar and Punctuation
Requirements for Communication – Levels 3 to 5
<i>Writing</i>
<p>Pupils can:</p> <ul style="list-style-type: none"> • use basic punctuation and grammar accurately (L3) • use a range of punctuation accurately (L4) • use accurate grammar and spellings on most occasions (L4) • use a range of punctuation consistently and accurately (L5) • use accurate grammar and spelling (L5).
Reading Comprehension
Requirements for Communication – Levels 3 to 5
<i>Reading</i>
<p>Pupils can:</p> <ul style="list-style-type: none"> • recognise, understand and sequence main points (L3) • show understanding by indentifying and summarising information (L4) • show understanding by identifying and summarising information, ideas and details (L5) • choose and use reading strategies independently (L3) • read independently (L4) • use organisational features to locate and obtain information (L3) • locate relevant information and use it appropriately (L4) • select and manage information from a range of sources (L5) • understand that there are different forms and features of texts (L3) • make deductions using information from the text (L3) • recognise main features and understand how these are linked to form and purpose (L4) • understand explicit meanings and recognise some implicit meanings (L4) • describe language, structure and presentation (L5) • understand some implicit meanings and attitudes (L5) • make reference to text to support opinions and draw conclusions (L5).

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 ccea.org.uk/curriculum/key_stage_1_2/assessment

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 10* 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 three component parts to *Progress Test in English 10*, 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 10*.

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 10*, 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.