

Links to national curricula

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
- 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: 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:
 - proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning
- proof-read for spelling and punctuation errors.

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:
 - recognising vocabulary and structures that are appropriate for formal writing
- indicate grammatical and other features by:
 - using commas to clarify meaning or avoid ambiguity in writing
 - using brackets, dashes or commas to indicate parenthesis
 - using semi-colons, colons or dashes to mark boundaries between independent clauses
 - using a colon to introduce a list.

¹ The relevant aspects of the national curriculum in England sampled within this test have been extracted from the Years 5 and 6 programme of study for English. The full programme of study requirements can be viewed online at <https://www.gov.uk/government/collections/national-curriculum>

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
 - 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 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, considering the impact on the reader
- distinguish between statements of fact and opinion
- 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.

² The relevant aspects of 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

Grammar and Punctuation

Key Stage 2 Programme of Study – Writing Skills

Pupils should be given opportunities to:

- use a range of sentence structures, linking them coherently
- 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
 - distinguishing between fact and opinion, bias and objectivity in what they read/view

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 6)

Writing accurately - Spelling

Learners are able to:

- use strategies to spell correctly polysyllabic, complex and irregular words.

Grammar and Punctuation

Literacy - Writing across the curriculum (Year 6)

Writing accurately - Grammar and punctuation

Learners are able to:

- use varied sentence structures for emphasis and effect
- use the full range of punctuation accurately to clarify meaning.

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>

Literacy - Reading across the curriculum Key Stage 2

Locating, selecting and using information - Reading strategies

Learners are able to:

- understand how punctuation can vary and so affect sentence structure and meaning, e.g. *I had chocolate(,) cake and cheese for tea.*

Reading Comprehension

Literacy - Reading across the curriculum (Year 6)

Locating, selecting and using information - Reading strategies

Learners are able to:

- 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 complex texts independently for sustained periods
- understand how punctuation can vary and so affect sentence structure and meaning, e.g. *I had chocolate(,) cake and cheese for tea*
- use a range of strategies for finding information, e.g. skimming for gist, scanning for detail
- read closely, annotating for specific purposes.

Responding to what has been read - Comprehension

Learners are able to:

- show understanding of main ideas and significant details in different texts on the same topic
- infer ideas which are not explicitly stated, e.g. *writers' viewpoints or attitudes.*

Responding to what has been read – Response and analysis

Learners are able to:

- collate and make connections between information and ideas from different sources
- distinguish between facts, theories and opinions
- consider whether a text is effective in conveying information and ideas.

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.

⁴ The relevant aspects of the Curriculum for Excellence sampled within this test have been extracted from the second 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>

Grammar and Punctuation

Literacy and English: experiences and outcomes

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 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
- To help me develop an informed view, I can identify the difference between fact and opinion.

Northern Ireland

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

Spelling

Language and Literacy - Key Stage 2

Writing

Pupils should be enabled to:

- use a variety of skills to spell words correctly.

Grammar and Punctuation

Language and Literacy - Key Stage 2

Writing

Pupils should be enabled to:

- develop increasing competence in the use of grammar and punctuation to create clarity of meaning.

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 2. Full details can be viewed online at http://www.nicurriculum.org.uk/key_stages_1_and_2/areas_of_learning/language_and_literacy/

Reading Comprehension

Language and Literacy - Key Stage 2

Reading

Pupils should be enabled to:

- 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.

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

Writing

Pupils can:

- 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

Writing

Pupils can:

- use basic punctuation and grammar accurately (L3)
- vary word order and use linking words within sentences (L4)
- use a range of punctuation accurately (L4)
- use accurate grammar and spellings on most occasions (L4)
- create sentence structures which help to convey meaning (L5)
- use a range of punctuation consistently and accurately (L5)
- use accurate grammar and spelling (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 at Levels 3 to 5. Full details can be viewed online at ccea.org.uk/curriculum/key_stage_1_2/assessment

Reading Comprehension

Communication – Levels 3 to 5

Reading

Pupils can:

- recognise, understand and sequence main points (L3)
- show understanding by identifying 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)
- differentiate between fact and opinion (L5)
- make reference to text to support opinions and draw conclusions (L5).

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 11* 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 11*, 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 11*.

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 11*, 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.