

## 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 2: Links between sections of the test and relevant aspects of the National Curriculum for England (2014).<sup>1</sup>

#### Spelling

##### **Key stage 3 Programme of Study: Writing**

Pupils should be taught to:

- plan, draft, edit and proof-read through:
  - paying attention to accurate grammar, punctuation and spelling; applying the spelling patterns and rules set out in the key stage 1 and 2 programmes of study for English.

#### Punctuation

##### **Key stage 3 Programme of Study: Writing**

Pupils should be taught to:

- plan, draft, edit and proof-read through:
  - paying attention to accurate grammar, punctuation and spelling; applying the spelling patterns and rules set out in the key stage 1 and 2 programmes of study for English.

#### Grammar

##### **Key stage 3 Programme of Study: Writing**

Pupils should be taught to:

- plan, draft, edit and proof-read through:
  - amending the vocabulary, grammar and structure of their writing to improve its coherence and overall effectiveness
  - paying attention to accurate grammar, punctuation and spelling; applying the spelling patterns and rules set out in the key stage 1 and 2 programmes of study for English.

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

### **Key stage 3 Programme of Study: Grammar and vocabulary**

Pupils should be taught to:

- consolidate and build their knowledge of grammar and vocabulary through:
  - extending and applying the grammatical knowledge set out in the English key stage 1 and 2 programmes of study to analyse more challenging texts.

### **Key stage 3 Programme of Study: Reading**

Pupils should be taught to:

- read critically through:
  - knowing how language, including figurative language, vocabulary choice, grammar, text structure and organisational features, presents meaning.

## **Reading Comprehension**

### **Key stage 3 Programme of Study: Reading**

Pupils should be taught to:

- develop an appreciation and love of reading, and read increasingly challenging material independently through:
  - reading a wide range of fiction and non-fiction, including in particular whole books, short stories, poems and plays with a wide coverage of genres, historical periods, forms and authors
  - understand increasingly challenging texts through:
    - learning new vocabulary, relating it explicitly to known vocabulary and understanding it with the help of context
    - making inferences and referring to evidence in the text
    - knowing the purpose, audience for and context of the writing and drawing on this knowledge to support comprehension
- read critically through:
  - knowing how language, including figurative language, vocabulary choice, grammar, text structure and organisational features, presents meaning
  - studying setting, plot and characterisation, and the effects of these.

## **Wales**

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

## **Spelling**

### **Key Stage 3 Programme of Study – Writing Skills**

Pupils should be given opportunities to:

- extend their range of strategies to enable them to spell correctly.

<sup>2</sup> The relevant aspects of the national Curriculum for Wales sampled within this test have been extracted from the Key Stage 3 Programme of Study. The full programme of study requirements can be viewed online at [learning.gov.wales/resources](http://learning.gov.wales/resources)

## Punctuation

### *Key Stage 3 Programme of Study – Writing Skills*

Pupils should be given opportunities to:

- use the full range of punctuation in order to clarify meaning and create effect.

## Grammar

### *Key Stage 3 Programme of Study – Writing Skills*

Pupils should be given opportunities to:

- choose and use a wide range of vocabulary with increasing precision
- use the standard forms of English: nouns, pronouns, adjectives, adverbs, prepositions, connectives and verb tenses.

## Reading Comprehension

### *Key Stage 3 Programme of Study – Reading Skills*

Pupils should be given opportunities to:

- consolidate 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 to gain meaning and enhance understanding of texts
  - distinguishing between fact and opinion, bias and objectivity and the consideration of alternative interpretations
- recognise and understand the characteristic features 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 from text to support their views.

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

## Spelling

### *Literacy - Writing across the curriculum (Year 7)*

#### *Writing accurately - Spelling*

Learners are able to:

- use a variety of strategies and resources to spell familiar and unfamiliar vocabulary and subject-specific words correctly.

<sup>3</sup> 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 3* and *Literacy – Writing across the curriculum Key Stage 3*. These documents can be viewed online at <http://learning.wales.gov.uk/resources/nlnf/?lang=en>

## Punctuation

### *Literacy - Writing across the curriculum (Year 7)*

#### *Organising ideas and information – meaning, purposes, readers*

Learners are able to:

- identify areas for improvement in their writing, edit and redraft.

#### *Writing accurately - Punctuation*

Learners are able to:

- use the full range of punctuation accurately to clarify meaning, e.g. *demarcating sentences (full stops) and clauses (commas), and using apostrophes correctly.*

## Grammar

### *Literacy - Writing across the curriculum (Year 7)*

#### *Writing accurately - Language*

Learners are able to:

- use varied and appropriate vocabulary accurately, including subject-specific words and phrases

#### *Organising ideas and information – meaning, purposes, readers*

Learners are able to:

- identify areas for improvement in their writing, edit and redraft.

## Reading Comprehension

### *Literacy - Reading across the curriculum (Year 7)*

#### *Locating, selecting and using information - Reading strategies*

Learners are able to:

- use their knowledge of:
  - word roots and families
  - grammar, sentence and whole-text structure
  - content and contextto make sense of words, sentences and whole texts
- use a range of strategies, e.g. *speed reading, close reading, annotation, prediction*, to skim texts for gist, key ideas and themes, and scan for detailed information.

#### *Responding to what has been read - Comprehension*

Learners are able to:

- read with concentration texts, on-screen and on paper, that are new to them, and understand the information in them
- select the main points from texts and identify how information and evidence are used to support them
- read between the lines using inference and deduction.

### *Responding to what has been read – Response and analysis*

- distinguish between facts, theories and opinions and use evidence to show the differences.

## Scotland

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

### Spelling

#### *Literacy and English - Experiences and outcomes*

##### *Tools for writing*

- I can use a range of strategies and resources and spell most of the words I need to use, including specialist vocabulary, and ensure that my spelling is accurate (Third)
- I can use a range of strategies and resources independently and ensure that my spelling, including specialist vocabulary, is accurate (Fourth)

### Punctuation

#### *Literacy and English - Experiences and outcomes*

##### *Tools for writing*

- As appropriate to my purpose and type of text, I can punctuate and structure different types of sentences with sufficient accuracy (Third and Fourth)
- Throughout the writing process, I can review and edit my writing to ensure that it meets its purpose and communicates meaning at first reading (Third)
- Throughout the writing process, I can review and edit my writing independently to ensure that it meets its purpose and communicates meaning clearly at first reading (Fourth)

### Grammar

#### *Literacy and English - Experiences and outcomes*

##### *Tools for writing*

- Throughout the writing process, I can review and edit my writing to ensure that it meets its purpose and communicates meaning at first reading (Third)
- Throughout the writing process, I can review and edit my writing independently to ensure that it meets its purpose and communicates meaning clearly at first reading (Fourth)

<sup>4</sup> The relevant aspects of the Curriculum for Excellence sampled within this test have been extracted from the third and fourth curriculum levels (S1 to S3) 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>

## 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, understanding and expression (Second to Fourth)
- I can select and use the strategies I find most useful before I read, and as I read, to monitor and check my understanding (Third)
- Before and as I read, I can apply strategies independently to help me read a wide variety of texts and/or find the information I need (Fourth)

#### *Finding and using information*

- Using what I know about the features of different types of texts, I can find, select, sort, summarise, link and use information from different sources (Third and Fourth)

#### *Understanding, analysing and evaluating*

- To show my understanding across different areas of learning, I can:
  - identify and consider the purpose, main concerns or concepts and use supporting detail (Third)
  - make inferences from key statements (Third)
- To show my understanding across different areas of learning, I can:
  - clearly state the purpose, main concerns, concepts or arguments and use supporting detail (Fourth)
  - make inferences from key statements and state these accurately in my own words (Fourth)
- To show my understanding, I can comment, with evidence, on the content and form of short and extended texts, and respond to literal, inferential and evaluative questions and other types of close reading tasks (Third)
- To show my understanding, I can give detailed, evaluative comments, with evidence, on the content and form of short and extended texts, and respond to different kinds of questions and other types of close reading tasks (Fourth)
- I can:
  - evaluate the structure, characterisation and/or setting using some supporting evidence (Third)
  - identify and comment on aspects of the writer's style and other features appropriate to genre using some relevant evidence (Third)
- I can:
  - evaluate the effectiveness of structure, characterisation and/or setting using some supporting evidence (Fourth)
  - identify and make a personal evaluation of the effect of aspects of the writer's style and other features appropriate to genre using some relevant evidence and terminology (Fourth)

## Northern Ireland

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

<b>Spelling</b>
<b><i>Language and Literacy: English with Media Education - Key Stage 3</i></b>
<i>Developing pupils' knowledge, understanding and skills</i>
Pupils should have opportunities to: <ul style="list-style-type: none"><li>• develop their knowledge of how language works and their accuracy in using the conventions of language, including spelling, punctuation and grammar.</li></ul>
<b>Punctuation</b>
<b><i>Language and Literacy: English with Media Education - Key Stage 3</i></b>
<i>Developing pupils' knowledge, understanding and skills</i>
Pupils should have opportunities to: <ul style="list-style-type: none"><li>• develop their knowledge of how language works and their accuracy in using the conventions of language, including spelling, punctuation and grammar.</li></ul>
<b>Grammar</b>
<b><i>Language and Literacy: English with Media Education - Key Stage 3</i></b>
<i>Developing pupils' knowledge, understanding and skills</i>
Pupils should have opportunities to: <ul style="list-style-type: none"><li>• develop their knowledge of how language works and their accuracy in using the conventions of language, including spelling, punctuation and grammar.</li></ul>
<b>Reading Comprehension</b>
<b><i>Language and Literacy: English with Media Education - Key Stage 3</i></b>
<i>Developing pupils' knowledge, understanding and skills</i>
Pupils should have opportunities to: <ul style="list-style-type: none"><li>• express meaning, feelings and viewpoints</li><li>• reading and viewing for key ideas, enjoyment, engagement and empathy</li><li>• developing an understanding of different forms, genres and methods of communication and an understanding of how meaning is created</li><li>• analysing critically their own and other texts.</li></ul>

<sup>5</sup> The relevant aspects of the Northern Ireland Curriculum sampled within this test have been extracted from the statutory requirements for Language and Literacy: English with Media Education at Key Stage 3. Full details can be viewed online at [http://www.nicurriculum.org.uk/docs/key\\_stage\\_3/areas\\_of\\_learning/statutory\\_requirements/ks3\\_english.pdf](http://www.nicurriculum.org.uk/docs/key_stage_3/areas_of_learning/statutory_requirements/ks3_english.pdf)

Table 6: Links between sections of the test and relevant aspects of the Key Stage 3 Levels of progression for Communication (2013/14).<sup>6</sup>

<b>Spelling</b>
<b>Communication – Levels 4 to 6</b>
<i>Writing</i>
Pupils can: <ul style="list-style-type: none"> <li>• use accurate grammar and spelling on most occasions (L4)</li> <li>• use accurate grammar and spelling (L5)</li> </ul>
<b>Punctuation</b>
<b>Communication – Levels 4 to 6</b>
<i>Writing</i>
Pupils can: <ul style="list-style-type: none"> <li>• check writing to make improvements in accuracy and meaning (L4)</li> <li>• redraft to improve accuracy and meaning (L5)</li> <li>• use a range of punctuation accurately (L4)</li> <li>• use a range of punctuation consistently and accurately (L5)</li> </ul>
<b>Grammar</b>
<b>Communication – Levels 4 to 6</b>
<i>Writing</i>
Pupils can: <ul style="list-style-type: none"> <li>• check writing to make improvements in accuracy and meaning (L4)</li> <li>• redraft to improve accuracy and meaning (L5)</li> <li>• express meaning clearly, using an appropriate vocabulary (L4)</li> <li>• use precise vocabulary to convey thoughts, ideas, relevant information (L5)</li> <li>• choose from and use a range of forms, as appropriate (L4)</li> <li>• use accurate grammar and spelling on most occasions (L4)</li> <li>• use accurate grammar and spelling (L5)</li> </ul>

<sup>6</sup> The relevant aspects of the KS3 Post Primary Assessment Arrangements for Communication sampled within this test have been extracted from the arrangements for statutory assessment of Communication mainly at Levels 4 to 6. Full details can be viewed online at [http://www.nicurriculum.org.uk/docs/assessment/assessment\\_arrangements/keystage\\_3/English/KS3\\_Post\\_Primary\\_Assessment\\_Arrangements\\_13-14.pdf](http://www.nicurriculum.org.uk/docs/assessment/assessment_arrangements/keystage_3/English/KS3_Post_Primary_Assessment_Arrangements_13-14.pdf)



## Reading Comprehension

### Communication – Levels 4 to 6

#### Reading

Pupils can:

- show understanding by identifying and summarising information (L4)
- paraphrase (L4)
- show understanding by identifying and summarising information, ideas and details (L5)
- identify how main points, details or ideas are organised and developed (L6)
- read independently (L4)
- locate relevant information and use it appropriately (L4)
- select and manage information from a range of sources (L5)
- 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)
- explain the effect of language, structure and presentation (L6)
- identify authors' intentions (L6)
- detect points of view, lines of reasoning and bias (L6)
- explain opinions about what they read (L4)
- make reference to text to support opinions and draw conclusions (L5)
- use appropriate and sufficient evidence to justify their ideas and opinions (L6)

### Feedback to parents and carers

An optional report on the individual student 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 student'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 student 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 student 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 student in order to understand and maximise their potential.
- Explain that testing with *Progress Test in English 12* is part of the school's regular assessment regime and that all students in the year group(s) have been tested.

- Explain that there are four component parts to *Progress Test in English 12*, each measuring skills in a different area of English.
- You may wish to summarise the specific outcomes and recommendations from the test for that individual student (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 son / daughter, 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 12*.

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 12*, 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 included<sup>7</sup>. 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]

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