

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 in England (2014)<sup>1</sup>

#### Spelling

##### *Year 3–4 Programme of Study: Writing – transcription*

##### *Spelling*

Pupils should be taught to:

- use further prefixes and suffixes and understand how to add them
- spell further homophones
- spell words that are often misspelt.

#### Grammar and Punctuation

##### *Year 3–4 Programme of Study: Writing – composition*

Pupils should be taught to:

- evaluate and edit by:
  - proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences
- proof-read for (spelling and) punctuation errors.

##### *Year 3–4 Programme of Study: Writing – vocabulary, grammar and punctuation*

Pupils should be taught to:

- develop their understanding of the concepts of vocabulary, grammar and punctuation by:
  - extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although
  - choosing nouns or pronouns appropriately for clarity and cohesion
  - using conjunctions, adverbs and prepositions.

<sup>1</sup> 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>

## Reading Comprehension

### *Year 3–4 Programme of Study: Reading – comprehension*

Pupils should be taught to:

- develop positive attitudes to reading and understanding of what they have read by:
  - reading books that are structured in different ways and reading for a range of purposes
  - increasing their familiarity with a wide range of books
  - identifying themes and conventions in a wide range of books
- understand what they read, in books they can read independently, by:
  - checking that the text makes sense to them and explaining the meaning of words in context
  - drawing inferences such as inferring characters' feelings, thoughts and motives from their actions
  - identifying main ideas drawn from more than one paragraph
  - identifying how language, structure, and presentation contribute to meaning
- retrieve and record information from non-fiction.

## 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 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, 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.

<sup>2</sup> 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](http://learning.gov.wales/resources)

## 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
- 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.

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

## Spelling

### *Literacy – Writing across the curriculum (Year 3)*

#### *Writing accurately – Spelling*

Learners are able to:

- use strategies including knowledge of word families, roots, morphology and graphic knowledge to spell words, e.g. most common polysyllabic words
- spell all high-frequency words correctly.

## Grammar and Punctuation

### *Literacy – Writing across the curriculum (Year 3)*

#### *Writing accurately – Grammar and punctuation*

Learners are able to:

- use adjectives and adverbs to expand simple sentences and phrases
- use connectives for causation and consequence, e.g. because, after
- use full stops, question marks, exclamation marks and commas for lists.

<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 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>

## Reading Comprehension

### *Literacy – Reading across the curriculum (Year 3)*

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

Learners are able to:

- read short information texts independently with concentration
- use visual clues, e.g. illustration, photographs, diagrams and charts, to enhance understanding
- identify different purposes of texts, e.g. to inform, instruct, explain
- identify how texts are organised, e.g. lists, numbered points, diagrams with arrows, tables and bullet points.

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

Learners are able to:

- accurately identify the topic and main ideas of a text
- deduce ideas and information by linking explicit statements, e.g. cause and effect
- take an interest in information beyond their personal experience.

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

## Grammar and Punctuation

### *Literacy and English: experiences and outcomes*

#### *Tools for writing*

- I can write independently, use appropriate punctuation and order and link my sentences in a way that makes sense.

<sup>4</sup> 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>

## Reading Comprehension

### *Literacy and English: – experiences and outcomes*

#### *Tools for reading*

- I am learning to select and use strategies and resources 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 and sort 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
- To help me develop an informed view, I can recognise 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<sup>5</sup>

## Spelling

### *Language and Literacy – Key Stage 1*

#### *Reading*

Pupils should be enabled to:

- recognise and notice how words are constructed and spelt.

#### *Writing*

Pupils should be enabled to:

- use a variety of skills to spell words
- spell correctly a range of familiar, important and regularly occurring words.

## Grammar and Punctuation

### *Language and Literacy – Key Stage 1*

#### *Writing*

Pupils should be enabled to:

- develop increasing competence in the use of grammar and punctuation.

<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 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/](http://www.nicurriculum.org.uk/key_stages_1_and_2/areas_of_learning/language_and_literacy/)

## Reading Comprehension

### *Language and Literacy – Key Stage 1*

#### *Reading*

Pupils should be enabled to:

- read from a wide selection of poetry and prose
- read with some independence for enjoyment and information
- read, explore, understand and make use of a wide range of traditional and digital texts
- use a range of comprehension skills, both oral and written, to interpret texts
- explore and begin to understand how texts are structured in a range of genres
- explore and interpret a range of visual texts;
- give reasons based on what they have read
- build up a sight vocabulary
- use a range of strategies to identify unfamiliar words
- recognise and notice how words are constructed and spelt.

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

Learners are able to:

- accurately identify the topic and main ideas of a text
- deduce ideas and information by linking explicit statements, e.g. cause and effect
- take an interest in information beyond their personal experience.

Table 6: Links between sections of the test and relevant aspects of the Primary Assessment Arrangements for Communication in Northern Ireland (2013/14)<sup>6</sup>

## 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).

<sup>6</sup> 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](http://ccea.org.uk/curriculum/key_stage_1_2/assessment)

## Reading Comprehension

### *Requirements for Communication – Levels 2 and 3*

#### *Reading*

Pupils can:

- understand, recount and sequence events and information (L2)
- recognise, understand and sequence main points (L3)
- use a range of reading strategies (L2)
- choose and use reading strategies independently (L3)
- select information for a purpose (L2)
- use visual clues to locate information (L2)
- use organisational features to locate and obtain information (L3)
- recognise some forms and features of texts (L2)
- 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 8* 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 8*, 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 8*.

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 8*, 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]

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