

Principles of Reading Progress Criteria

	Knowledge (A06)	Interpretation (AO7)	Analysis (AO8)	Comparison(AO9)	Context (AO10)
	Display a knowledge of the characters, events, meanings and purposes of texts	Articulate informed interpretations of meanings supported by textual reference	Analyse methods used to convey ideas, including language, structure & form	Compare ideas, attitudes, methods and contexts in order to evaluate effectiveness	Relate different texts to their relevant social, historical and literary context
Exceptional (Beyond Foundation Stage) As below, but with originality, independence and flair					
Effective (FS5)	<ul style="list-style-type: none"> Appreciate themes, ideas and underlying concepts as typical of genre of text Appreciate complex plot, setting, characters & relationships typical of genre Summarise concisely the most relevant details of a whole text 	<ul style="list-style-type: none"> Provide critical evaluation of insightful literal and metaphorical meanings Provide critical evaluation of themes, ideas and concepts Provide critical evaluation using succinct evidence 	<ul style="list-style-type: none"> Provide critical evaluation of linguistic and literary devices using accurate terminology Make critical evaluation of structural and formal features, using terminology 	<ul style="list-style-type: none"> Provide critical evaluation of ideas and themes in text(s) through comparison Provide critical evaluation of linguistic, structural & formal features through comparison of text (s) 	<ul style="list-style-type: none"> Provide critical evaluation of well selected social, historical or literary details Provide critical evaluation of independent research from academic sources
Consistent (FS4)	<ul style="list-style-type: none"> Analyse main ideas and themes as determined by genre of text Analyse plot sequence, setting, characters & relationships as determined by genre Accurately summarise the most relevant details of a chapter or short text 	<ul style="list-style-type: none"> Provide explanation of probable literal and metaphorical meanings Provide explanation of probable characters' thoughts, feelings and motivations expressed using inference Provide explanation using short, precise textual detail 	<ul style="list-style-type: none"> Provide explanation of effects of verbs, adjectives, nouns and literary devices used with accurate terminology Provide explanation of effect of ways texts are structured using accurate terminology 	<ul style="list-style-type: none"> Provide clear explanation of ideas and themes in text(s) through comparison Provide clear explanation of language use and/or structure through comparison of text(s) 	<ul style="list-style-type: none"> Provide clear explanation of relevant social, historical or literary details Provide explanation of independent research from popular websites
Competent (FS3)	<ul style="list-style-type: none"> Understand ideas expressed and themes expressed Understand main plot, setting, characters, relationships and their links to genre Understand main details expressed in a focused passage 	<ul style="list-style-type: none"> Provide valid comments on likely literal meanings expressed Provide valid comments on likely characters' thoughts, feelings and motivations expressed through deduction Provide valid comments on the text with appropriate support 	<ul style="list-style-type: none"> Provide valid comments on the effects of words, phrases and literary devices used Provide valid comments on effects of ways texts are structured 	<ul style="list-style-type: none"> Make valid comments on ideas and themes in text(s) through comparison Provide valid comments on language use and/or structure through comparison of text(s) 	<ul style="list-style-type: none"> Make valid comments on links to relevant social, historical or literary details Make valid comments from structured research
Inconsistent (FS2)	<ul style="list-style-type: none"> Identify some ideas or details expressed in a text Identify aspects of plot, setting and characters used Identify a range of key ideas expressed within a paragraph 	<ul style="list-style-type: none"> Accurately identify of literal meaning Identify possible characters' thoughts, feelings and motivations expressed with comment Comment on the text with support 	<ul style="list-style-type: none"> Identify quotations and comment on use of words, phrase or literary device Identify some ways texts are structured with comment 	<ul style="list-style-type: none"> Link ideas and themes in text(s) with some comment Provide some link between language use and/or structure used in text(s), with support 	<ul style="list-style-type: none"> Identify relevant social, historical or literary detail with comment Provide comment on context, based on classroom resources
Limited (FS1)	<ul style="list-style-type: none"> Know one idea or detail expressed in a text Know one aspect of plot, setting and characters used Know one or two key ideas expressed within a paragraph 	<ul style="list-style-type: none"> Show some awareness of surface literal meaning Show some awareness of possible characters' thoughts, feelings and motivations expressed Show some comment on the text 	<ul style="list-style-type: none"> Identify quotations and show some awareness of language features Show some awareness of how texts are structured 	<ul style="list-style-type: none"> Make a basic link between ideas used in text(s) Provide basic link between language use and/or structure in text(s) 	<ul style="list-style-type: none"> Show some awareness of context, based on classroom resources

Principles of Writing Progress Criteria

	Vocabulary (A01)	Control (A02)	Sentence Style (A03)	Organisation (A04)	Genre (A05)
	Select appropriate words and phrases from a rich and wide vocabulary	Demonstrate control of spelling, punctuation and grammar	Utilise a variety of sentence structures with control	Organise cohesive whole texts, effectively sequencing and structuring details within texts	Produce texts that match the audience, purpose and register of different genres
	Exceptional (Beyond Foundation Stage) As below, but with originality, independence and flair				
Effective (FS5)	<ul style="list-style-type: none"> Effectively select appropriate words and phrases from an impressive vocabulary 	<ul style="list-style-type: none"> Demonstrate an effective control of spelling, punctuation and grammar in phrases, clauses and sentences 	<ul style="list-style-type: none"> Make effective use of a range of sentence structures to heighten meaning and impact 	<ul style="list-style-type: none"> Show effective organisation of whole texts, with sequencing of ideas and structuring of details within and between paragraphs for impact. 	<ul style="list-style-type: none"> Match writing to the audience, purpose and register of the genre in a highly effective way
Consistent (FS4)	<ul style="list-style-type: none"> Consciously select appropriate words and phrases from a wide vocabulary 	<ul style="list-style-type: none"> Demonstrate a consistent control of spelling, punctuation and grammar in phrases, clauses and sentences 	<ul style="list-style-type: none"> Make accurate use of a range of sentence structures for effect 	<ul style="list-style-type: none"> Show consistent organisation of whole texts, with logical and cohesive sequencing of ideas and structuring of details within and between paragraphs 	<ul style="list-style-type: none"> Match writing to the audience, purpose and register of the genre in a consistent and secure way
Competent (FS3)	<ul style="list-style-type: none"> Deliberately select appropriate words and phrases from a developing vocabulary 	<ul style="list-style-type: none"> Demonstrate a competent control of spelling, punctuation and grammar in phrases, clauses and sentences 	<ul style="list-style-type: none"> Make competent use of simple, compound and complex sentences 	<ul style="list-style-type: none"> Show competent organisation of whole texts, with clear and accurate sequencing of ideas and structuring of details using paragraphs 	<ul style="list-style-type: none"> Match writing to the audience, purpose and register of the genre in a competent way
Inconsistent (FS2)	<ul style="list-style-type: none"> Begin to use varied vocabulary, sometimes out of context 	<ul style="list-style-type: none"> Demonstrate an inconsistent control of spelling, punctuation and grammar in phrases, clauses and sentences 	<ul style="list-style-type: none"> Make inconsistent use of simple and compound sentences 	<ul style="list-style-type: none"> Show inconsistent organisation of whole texts, with some sequencing of ideas and structuring of details using paragraphs 	<ul style="list-style-type: none"> Match writing to the audience, purpose and register of the genre in an inconsistent way
Limited (FS1)	<ul style="list-style-type: none"> Use limited selection of appropriate words and phrases 	<ul style="list-style-type: none"> Demonstrate a limited control of spelling, punctuation and grammar in phrases, clauses and sentences 	<ul style="list-style-type: none"> Make limited use of sentences 	<ul style="list-style-type: none"> Show limited organisation of whole texts 	<ul style="list-style-type: none"> Match writing to audience, purpose and register of the genre in a limited way

Spoken Language Criteria (FS)

Spoken Language

Talking to Others (A011)	Talking with Others (A012)	Talking within role-play and drama (A013)	Studying Spoken Language (A014)
Talk in purposeful and imaginative ways to explore ideas and feelings, adapting and varying structure and vocabulary according to purpose, listeners and content	Listen and respond to others, including in pairs and groups, shaping meanings through suggestions, comments and questions	Create and sustain different roles and scenarios, adapting techniques in a range of dramatic activities to explore texts, ideas and issues	Understand the range and uses of spoken language, commenting on meaning and impact in both written work and discussion

(Beyond FS Level) Talk is conducted in an exceptional way

(FS5) Talk is conducted in an effective way

(FS4) Talk is conducted in a consistent way

(FS3) Talk is conducted in a competent way

(FS2) Talk is conducted in an inconsistent way

(FS1) Talk is conducted in a limited way