



Department  
for Education

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# **Performance descriptors for use in key stage 1 and 2 statutory teacher assessment for 2015 / 2016**

**October 2014**

**To** Schools; organisations representing school teachers and lecturers; subject associations; parents; young people; academies; local authorities; and teachers.

**Issued** 23 October 2014

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# Contents

Purpose	4
Context	4
National assessment	4
Structure of the performance descriptors	5
Using the performance descriptors	6
Lower attaining pupils	7
Next steps	7
Performance Descriptors	8
Consultation Questions	43
How to respond	44
Additional copies	44
Plans for making results public	44

## Purpose

1. We are seeking views on the practical use and implementation of statutory teacher assessment performance descriptors at the end of key stages 1 and 2 for the academic year 2015/2016. These are available, in draft, from page 8. Final performance descriptors will be published in the autumn term 2015.

## Context

2. The new national curriculum, which was introduced in September 2014, sets high expectations for what teachers should teach, and gives them the freedom to decide how to teach. We trust teachers to use their professional judgement in deciding which approaches work best for their pupils. We're taking the same approach to assessment; we will set high standards for what pupils should be able to achieve at the end of key stages, but between these points it is for schools to decide how to assess pupils against their curriculum.
3. As part of our reforms, we have not replicated a system of national curriculum levels in the new programmes of study. Levels were intended to provide a universal framework to ensure that schools were measuring attainment and progress consistently. But, over time, it became clear that the level descriptors, which were not closely related to curriculum content, were ambiguous and open to different interpretations.
4. There will continue to be statutory national tests (with results as a scaled score) and teacher assessments (using new performance descriptors) at the end of key stages 1 and 2 in key subjects. The draft performance descriptors included here will underpin these assessments. The assessment and test data will enable parents to compare attainment and progress in different schools. Schools can measure their pupils' progress and attainment within key stages, and for other subjects, in line with their own curriculum.
5. Ofsted will continue to examine schools' assessment of pupil performance. Inspectors will look at how well the school understands each pupil's progress and needs – and how clearly they communicate that to pupils, parents and Governors. As Sir Michael Wilshaw has said, what matters is that schools can show what their pupils know, understand and can do<sup>1</sup>. He wrote to all schools in July 2014, highlighting changes to inspection following the removal of levels<sup>2</sup>.

## National assessment

6. The teacher assessment of key subjects will contribute to the measures used for the new primary floor standard from 2016. At key stage 1, this is reading, writing and mathematics. At key stage 2 it is writing (alongside test results in reading and mathematics). To ensure that a broad picture of children's attainment is maintained, teacher assessment will also be statutory for science at key stage 1,

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<sup>1</sup> North of England Education Conference 2014 – HMCI speech

<sup>2</sup> <http://www.ofsted.gov.uk/resources/note-for-inspectors-use-of-assessment-information-during-inspections-201415>

and reading, mathematics and science at key stage 2. The teacher assessment of these subjects will not form part of the new floor standard.

- To support teachers in making effective and consistent assessments of their pupils' attainment, performance descriptors have been drafted for these subjects. These set out the performance of pupils at the end of key stages 1 and 2. Where applicable, teacher assessment will also be informed by the outcomes of the statutory end of key stage tests. Performance descriptors will not be written for other subjects.

## Structure of the performance descriptors

- The performance descriptors are closely aligned to the new national curriculum and have been drafted with experts, including teachers, representatives from Local Authorities, curriculum and subject experts. Also Ofsted and Ofqual have observed and supported the drafting process. They are designed to assess pupils at the end of key stages 1 and 2 in 2016, once pupils have been taught the new programmes of study for two years. Therefore, it is not advisable to use them for teacher assessment until this point, nor use them in assessment systems until September 2015 when the final versions have been published.
- The table below sets out the number of performance descriptors for each subject. This is dependent on whether teacher assessment in each subject contributes to the new primary floor standard: those in the floor standard have four (for key stage 1) or five descriptors (for key stage 2). The table also sets out the end of key stage national curriculum tests, for which further detail is available in the test frameworks: <https://www.gov.uk/government/collections/national-curriculum-assessments-test-frameworks>

Key Stage	Subject	Performance descriptors	National Curriculum Test	Included in floor standard?
Key stage 1	Reading	Four <ul style="list-style-type: none"> <li>• Mastery standard</li> <li>• National standard</li> <li>• Working towards national standard</li> <li>• Below national standard</li> </ul>	Externally set, internally marked test to inform teacher assessment.	Teacher assessment
Key stage 1	Writing	Four <ul style="list-style-type: none"> <li>• Mastery standard</li> <li>• National standard</li> <li>• Working towards national standard</li> <li>• Below national standard</li> </ul>	No writing test.  The English grammar, punctuation and spelling test will inform the teacher assessment of writing	Teacher assessment
Key stage 1	Mathematics	Four <ul style="list-style-type: none"> <li>• Mastery standard</li> </ul>	Externally set, internally marked	Teacher assessment

		<ul style="list-style-type: none"> <li>• National standard</li> <li>• Working towards national standard</li> <li>• Below national standard</li> </ul>	test to inform teacher assessment	
Key stage 1	Science	One <ul style="list-style-type: none"> <li>• Working at the national standard</li> </ul>	No science test	Not in floor standard
Key stage 2	Writing	Five <ul style="list-style-type: none"> <li>• Mastery standard</li> <li>• Above national standard</li> <li>• National standard</li> <li>• Working towards national standard</li> <li>• Below national standard</li> </ul>	No writing test.  There is a separate English grammar, punctuation and spelling test	Teacher assessment
Key stage 2	Mathematics	One <ul style="list-style-type: none"> <li>• Working at the national standard</li> </ul>	Externally set, externally marked test.	National curriculum test
Key stage 2	Science	One <ul style="list-style-type: none"> <li>• Working at the national standard</li> </ul>	Biennial sample tests	Not in floor standard
Key stage 2	Reading	One <ul style="list-style-type: none"> <li>• Working at the national standard</li> </ul>	Externally set, externally marked test	National curriculum test

## Using the performance descriptors

10. Schools will be using different models to assess pupils' ongoing progress and attainment during the key stage and using this to inform teaching, and to report in detail to parents. The performance descriptors are designed to only be used to inform teacher assessment at the end of each key stage.
11. The draft performance descriptors set out the characteristics of the performance of pupils in relation to the national curriculum programmes of study at the end of each key stage. They have been drafted to match the pitch of the published test frameworks (where applicable) and the language of the programmes of study. Teachers will be expected to make their professional judgements by being familiar with the new performance descriptors and, as now, using national exemplification to arrive at judgements which are consistent with national standards.
12. Teachers will need to confirm which description most closely matches a pupil's overall attainment. There are currently no weightings given to any element within the performance descriptors, so pupils must demonstrate the majority of the elements described. Teachers should refer to a range of evidence drawn from

classwork and independent work, including the outcomes of statutory tests, where available, at the end of key stage 1. Our expectation remains that pupils will be taught the full national curriculum.

13. The performance descriptors do not include any aspects of performance from the programme of study for the following key stage. Any pupils considered to have attained the 'Mastery standard' are expected to explore the curriculum in greater depth and build on the breadth of their knowledge and skills within that key stage.

### **Lower attaining pupils**

14. Teachers will need to determine, where relevant, whether to assess pupils with special educational needs against the P-scales or against the performance descriptors. This should be based on which one most closely matches the pupil's overall attainment at the end of the key stage for each subject.
15. There will be some pupils who are not assessed against the P-scales (because they are working above P8 or because they do not have special educational needs), but who have not yet achieved the contents of the 'below national standard' performance descriptor (in subjects with several descriptors). In such cases, pupils will be given a code (which will be determined) to ensure that their attainment is still captured.
16. In subjects with only one performance descriptor, all pupils not assessed against the P-scales will be marked in the same way – meeting, or not meeting, the 'national standard'.

### **Next steps**

17. The draft performance descriptors will be trialled in a representative sample of schools during the summer term 2015 to evaluate their effectiveness in providing the basis for valid and reliable assessment outcomes. The outcomes of the trials and the feedback from this consultation process will inform the final stages of development of the performance descriptors and the development of:
  - statutory arrangements for teacher assessment using the performance descriptors;
  - final guidance for schools (and those responsible for external moderation arrangements) on how the performance descriptors should be used;
  - an updated national model for the external moderation of teacher assessment; and
  - nationally developed exemplification of the work of pupils for each performance descriptor at the end of each key stage.
18. The final performance descriptors will be then published, alongside national exemplification materials, by September 2015.

## Performance Descriptors



## DRAFT: 2016 key stage 1 teacher assessment performance descriptors

### Mathematics

### Pupils working below national standard

A pupil is able to demonstrate sufficient evidence of the following:

#### Number and place value

- Use number names in order and one-to-one correspondence to count sets of at least 20 objects reliably.
- Count to at least 20, forwards and backwards.
- Read and write numbers to 10.
- Order numbers from 1 to at least 20 in ascending and descending order.
- Know the number that is 1 more and 1 less than any number up to 20.
- Use the language of more than, less than (fewer), most, equal to.
- Identify and represent numbers to at least 20 using objects, structured apparatus and number lines.
- Use the number facts they know to solve problems.

#### Number - addition and subtraction

- Recall and use addition and subtraction facts for all numbers up to 5 and some facts to 10.
- Using apparatus represent and use number bonds and related subtraction facts within 20.
- Add and subtract 1-digit and 2-digit numbers to 20, including zero, using concrete objects, structured apparatus, pictorial representations and basic written methods.
- Begin to use addition (+), subtraction (−) and equals (=) signs to record their work.
- Read the mathematical statements they have recorded.
- Use these skills and approaches to solve single step problems.

#### Number - multiplication and division

- Count in 10s from 0 to answer questions involving multiplication facts for the 10 multiplication table.
- Begin to recall and use doubling and halving facts for numbers up to double 5.
- Begin to recognise even numbers to 10.
- Solve single step problems involving grouping and sharing by using objects.

#### Number - fractions

- Recognise, find and name a half as 1 of 2 equal parts of an object or shape.
- Recognise and find half of a moveable small set of objects or a quantity.



## **Measurement**

- Solve simple measure problems in a practical context using direct comparison and non-standard units.
- Sort coins and recognise the value of 1p, 2p, 5p, 10p, 20p, £1 and £2 coins.
- Begin to recognise the days of the week and sequence the events of a day in chronological order using appropriate language such as before, after, next, morning, afternoon.
- Tell the time at the hour.

## **Geometry - properties of shapes**

- Recognise, name and describe the properties of 2-D shapes (including: *rectangles, squares, circles and triangles*).
- Recognise, name and describe the properties of 3-D shapes such as cuboids (including: *cubes, pyramids and spheres*).
- Sort shapes based on simple properties.

## **Geometry - position and direction**

- Respond to and use terms such as first, second and third.
- Describe position, directions and movement for whole and half turns.

## **Statistics**

- Begin to group objects into sets according to simple properties.
- Answer simple questions by counting the number of objects in a category.

# DRAFT: 2016 key stage 1 teacher assessment performance descriptors

## Mathematics

### **Pupils working towards national standard**

A pupil is able to demonstrate sufficient evidence of the following:

#### **Number and place value**

- Count to and across 100, forwards or backwards, beginning with 0 or 1, or from any given number.
- Count in multiples of 2s, 5s and 10s.
- Count in steps of 10 within 100, starting from any number.
- Read and write numbers from 1 to 100 in numerals, and up to 20 in words (not necessarily spelled correctly).
- Use the place value of each digit to order numbers to 100.
- Know the number that is 1 more and 1 less than any number up to 100.
- Use the language of least.
- Identify and represent numbers using objects, structured apparatus and number lines.
- Use place value and number facts to solve simple problems.

#### **Number - addition and subtraction**

- Recall and use addition and subtraction facts for all numbers up to 10.
- Add and subtract numbers mentally, including:
  - 2 single-digit numbers
  - a number up to 20 and 1s.
- Add and subtract numbers using concrete objects, pictorial representations and the written columnar method including:
  - a two-digit number and 1
  - adding 3 single-digit numbers with a total up to 20.
- Read, write and interpret mathematical statements involving addition (+), subtraction (−) and equals (=).
- Solve missing number addition problems involving single-digit numbers.
- Solve simple 1 or 2 step problems with addition and subtraction.
- Show that addition can be done in any order (commutative).

#### **Number - multiplication and division**

- Recall multiplication facts for the 10 multiplication table and use them to derive division facts, and count in steps of 10 to answer questions.
- Recall and use doubling and halving facts for numbers up to double 10 and other significant doubles.
- Recognise odd and even numbers to 20.
- Solve simple problems involving grouping and sharing, using objects, pictorial representations and arrays.

#### **Number - fractions**

- Recognise, find and name a quarter as 1 of 4 equal parts of an object, shape or quantity.
- Begin to solve simple problems involving fractions.

## **Measurement**

- Measure and begin to record the following:
  - lengths and heights
  - mass/weight
  - volume/capacity
  - time.
- Recognise and know the value of different denominations of coins and notes.
- Begin to recognise and use the symbols for pounds (£) and pence (p).
- Combine amounts to make small values.
- Sequence the events of several days in chronological order using appropriate language.
- Tell the time to half past the hour; turn the hands of a geared clock to show these times; draw hands on a clock face to show o'clock times.
- Recognise and use language relating to dates, including days of the week, weeks, months and years.
- Know there are 7 days in a week.
- Know the name of the day before or after a given day.
- Solve simple measure problems in a practical context using standardised units.

## **Geometry - properties of shapes**

- Recognise, name and describe the properties of common 2-D shapes including pentagons and hexagons.
- Recognise, name and describe the properties of common 3-D shapes including cones and spheres.
- Solve simple problems involving shapes.

## **Geometry - position and direction**

- Describe position, directions and movement, including whole, half, quarter and three-quarter turns.
- Solve simple problems involving position and direction.

## **Statistics**

- Interpret and construct simple pictograms where the picture is worth 1 unit.
- Interpret simple tally charts and block diagrams.
- Ask and answer questions that require counting the number of objects in each category.

# DRAFT: 2016 key stage 1 teacher assessment performance descriptors

## Mathematics

### **Pupils working at national standard**

A pupil is able to demonstrate sufficient evidence of the following:

#### **Number and place value**

- Read and write numbers to at least 100 in numerals and words.
- Count in steps of 2 and 5 from 0, and in 10s to 100, forwards and backwards.
- Count in multiples of 3 to at least 30.
- Use place value to compare and order numbers up to 100 sometimes using less than (<), equals (=) and greater than (>) signs correctly.
- Identify and represent numbers using different representations including the number line.
- Reason about place value and number facts and use them to solve problems.

#### **Number - addition and subtraction**

- Recall and use addition and subtraction facts for all numbers up to 10 fluently.
- Relate number facts to 10 to adding and subtracting multiples of 10 within 100.
- Begin to recall addition and subtraction facts to 20.
- Add and subtract numbers mentally, including:
  - a 2-digit number and 1s
  - a 2-digit number and 10s
  - 2 simple, 2-digit numbers, which do not involve bridging a 10
  - adding 3 single-digit numbers.
- Add and subtract numbers using objects, pictorial representations and the written columnar methods including:
  - a 2-digit number and 10s
  - adding 2, 2-digit numbers
  - simple cases of subtracting 2-digit numbers
  - adding 3 single-digit numbers.
- Recognise and use the inverse relationship between addition and subtraction and use this to check calculations and solve missing number problems at least involving a 2-digit number and 1s or 10s.
- Solve simple 2-step problems with addition and subtraction, applying increasing knowledge of mental and written methods.
- Show that subtraction can't be done in any order.

#### **Number - multiplication and division**

- Recall and use multiplication and division facts for the 10 multiplication table using the appropriate signs ( $\times$ ,  $\div$  and  $=$ ).
- Begin to recall and use multiplication and division facts for the 2 and 5 multiplication tables using appropriate signs.
- Begin to solve simple problems involving multiplication and division.
- Recognise odd and even numbers to at least 100. Explain how they know a particular number is odd or is even.
- Make connections between multiplication and division by 2 and doubling and halving and use these to reason about problems and calculations.

- Show that multiplication of 2 numbers can be done in any order (commutative).
- Understand multiplication as repeated addition.

### **Number - fractions**

- Recognise, find, name and write fractions of a half of a length, shape, set of objects or quantity.
- Begin to find  $\frac{1}{3}$  and  $\frac{1}{4}$  of a small set of objects.
- Express simple problems using fraction notation and solve them.
- Recognise the equivalence of  $\frac{2}{4}$ s and  $\frac{1}{2}$  in practical contexts and when counting in fractions.

### **Measurement**

- Compare and order lengths, mass, volume or capacity and record the results using greater than (>), less than (<) and equals (=).
- Reason about simple multiplicative relationships such as twice as long, 10 times as high.
- Choose and use appropriate standard units to estimate and measure length/height in any direction (m/cm); mass (kg/g); temperature ( $^{\circ}$ C); capacity (litres/ml) to the nearest labelled unit using rulers, scales, thermometers and measuring vessels.
- Recognise and use the symbols for pounds (£) and pence (p); combine amounts to make a particular value.
- Find different combinations of coins that equal the same amounts of money.
- Compare and order intervals of time.
- Recognise, tell and write the times: o'clock, half past and quarter past and begin to recognise quarter to the hour.
- Draw hands on a clock to show the time on the hour and at half past.
- Solve problems involving money of the same unit, including giving change, and other measures, including time.

### **Geometry - properties of shapes**

- Compare and sort common 2-D and 3-D shapes and everyday objects, on the basis of their geometric properties including vertices, sides, edges, faces.
- Identify lines of symmetry in a vertical line of 2-D shapes.
- Identify 2-D shapes on the surface of 3-D shapes.
- Solve problems involving shapes and reason about their properties.

### **Geometry - position and direction**

- Order and arrange combinations of mathematical objects in patterns and sequences.
- Use mathematical vocabulary to describe position, direction and movement, including movement in a straight line; distinguish between rotation as a turn and in terms of right angles for quarter, half and three-quarter turns (clockwise and anti-clockwise).
- Recognise the per cent symbol (%) and understand that per cent relates to 'number of parts per 100'.

### **Statistics**

- Interpret and construct simple pictograms, tally charts, block diagrams and simple tables.
- Ask and answer simple questions that require sorting the categories by quantity, totalling and comparing simple categorical data.

# DRAFT: 2016 key stage 1 teacher assessment performance descriptors

## Mathematics

### **Pupils working at mastery standard**

A pupil is able to demonstrate sufficient evidence of the following:

#### **Number and place value**

- All aspects of number and place value at the national standard are embedded.
- Demonstrate fluency and reasoning in counting forwards and backwards in steps of 2, 5 and 10 including from different starting points and using numbers beyond 100.
- Consistently use less than (<), equals (=) and greater than (>) signs correctly when comparing numbers and expressions.
- Identify and represent numbers using different representations including more complex number lines.
- Demonstrate reasoning about place value and number facts to solve more complex problems.

#### **Number - addition and subtraction**

- All aspects of number - addition and subtraction at the national standard are embedded.
- Recall and use addition and subtraction facts to 20 fluently; derive and use related facts to 100 and beyond.
- Add and subtract numbers mentally using appropriate strategies, including:
  - 2 2-digit numbers
  - adding /subtracting several single-digit numbers.
- Add and subtract numbers using objects, pictorial representations and the written columnar method including:
  - adding several 2-digit numbers
  - subtracting 2-digit numbers
  - adding a 2-digit number to a 3-digit number
  - adding 3-digit numbers.
- Solve missing number problems involving a wider range of numbers.
- Use addition and subtraction facts to solve more complex problems, such as 3 step problems.

#### **Number - multiplication and division**

- All aspects of number – multiplication and division at the national standard are embedded.
- Rapidly recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables and write mathematical statements using the multiplication ( $\times$ ), division ( $\div$ ) and equals (=) signs.
- Count in 3s to solve multiplication and division problems for the 3 multiplication table.
- Solve more complex problems involving multiplication and division in a range of contexts including measures.
- Make connections between place value and multiplication/division by 10 and use known multiplication and division facts to derive others.

#### **Number - fractions**

- All aspects of number – fractions at the national standard are embedded.

- Recognise, find, name and write fractions:  $\frac{1}{3}$ ,  $\frac{1}{4}$ ,  $\frac{2}{4}$  and  $\frac{3}{4}$  of a length, shape, set of objects or quantity.
- Express more complex problems using fraction notation and solve them.

### **Measurement**

- All aspects of measurement at the national standard are embedded.
- Find all possible combinations of coins to equal a given amount or how to pay a given amount using the fewest possible number of coins.
- Know that there are 60 minutes in an hour and 24 hours in a day and use these facts to solve problems.
- Tell and write the time to 5 minutes and draw hands on a clock face to show these times.
- Solve more complex problems involving, money and other measures, including time.
- Reason about multiplicative relationships between specific measured quantities, drawing on knowledge of 2, 5 and 10 tables and knowledge of fractions.

### **Geometry - properties of shapes**

- All aspects of geometry – properties of shape at the national standard are embedded.
- Compare and sort common 2-D and 3-D shapes and common objects, using more than 1 criterion, identifying and describing their properties.
- Reason about and solve more complex problems involving shapes and their properties.

### **Geometry - position and direction**

- All aspects of geometry – position and direction at the national standard are embedded.
- Order and arrange combinations of mathematical objects in more complex patterns and sequences.
- Solve more complex problems involving position and direction.

### **Statistics**

- All aspects of statistics at the national standard are embedded.
- Interpret and construct pictograms (where the symbols show many to one correspondence), block diagrams (where the scale is divided into 2s or 5s) and more complex tables.
- Use more complex charts to ask and answer questions by reading from the chart the number of objects in each category, sorting the categories by quantity, totalling and comparing categorical data.

## **Pupils working at national standard**

A pupil is able to demonstrate sufficient evidence of the following:

### **Number and place value**

- Solve problems and reason about place value and number.
- Use place value in whole numbers to at least 10 000 000 to read, write, compare and order numbers.
- Identify the value of each digit in numbers with up to 3 decimal places.
- Round any whole number to the nearest 10, 100, 1,000, 10,000, 100,000.
- Use approximation to estimate and check answers to calculations and determine, in the context of a problem, levels of accuracy.
- Use negative numbers in practical contexts and solve problems, including calculating intervals across 0.

### **Addition, subtraction, multiplication, division**

- Use knowledge of the 4 operations to reason and to solve problems, including puzzles not set in a context (aims).
- Add and subtract mentally with increasingly large numbers.
- Add and subtract whole numbers with more than 4 digits, using formal written methods.
- Solve addition and subtraction multi-step problems in context.
- Recognise and use:
  - multiples and factors;
  - prime numbers to at least 19; and
  - square numbers, at least up to 144.
- Use understanding of place value to multiply and divide whole numbers and decimals with up to 3 decimal places by 10, 100 and 1000.
- Multiply and divide numbers mentally, drawing upon multiplication facts, including with mixed operations and large numbers.
- Perform mental calculations including with mixed operations and large numbers.
- Fluently multiply numbers up to 4 digits by a 2-digit number using the long multiplication method.
- Fluently divide numbers with up to 4 digits by a 1-digit number using the formal written method.
- Use long division with 2-digit divisors.
- Interpret remainders according to the context.
- Solve problems involving addition, subtraction, multiplication and division.
- Use estimation to check answers to calculations and determine, in the context of a problem, appropriate levels of accuracy.

### **Fractions including decimals and percentages**

- Solve problems and reason about fractions, decimals and percentages (aims).
- Use common factors to:
  - simplify fractions;



- identify equivalent fractions, using common multiples to express fractions in the same denomination.
- Recognise the per cent symbol (%) and understand that per cent relates to 'number of parts per hundred'.
- Recall and use equivalences between simple fractions, decimals and percentages, in different contexts.
- Associate a fraction with division and begin to calculate decimal fraction equivalents.
- Calculate simple fractions and percentages of whole numbers and quantities.
- Add and subtract fractions with denominators that are multiples of the same number.
- Convert and calculate between improper fractions and mixed numbers where appropriate for the context.
- Fluently add and subtract decimal numbers and round when required to specified degrees of accuracy.
- Multiply one-digit numbers with up to 2 decimal places by whole numbers.
- Use written division methods in cases where the answer has up to 2 decimal places.

### **Ratio and proportion**

- Use simple ratio and proportional reasoning to solve problems.
- Solve problems involving similar shapes where the scale factor is known or can be found.

### **Algebra**

- Use simple formulae in words, and express missing number problems algebraically.
- Generate and describe linear number sequences.
- Find possible values in missing number problems and equations involving 1 or 2 unknowns.

### **Measurement**

- Read, write and convert time between analogue clocks (including clock faces using Roman numerals) and digital 12- and 24-hour clocks, using am and pm where necessary.
- Read Roman numerals to 1000 (M).
- Solve problems involving converting units of time, including problems involving the duration of events.
- Use, read, write and convert between standard metric units of measure.
- Measure and calculate the perimeter of composite rectilinear shapes in centimetres and metres.
- Recognise that shapes with the same areas can have different perimeters and vice versa.
- Estimate the area of irregular shapes by counting squares (including half squares and fractions of squares).
- Calculate and compare the area of squares and other rectangles including using standard units, square centimetres (cm<sup>2</sup>) and square metres (m<sup>2</sup>).
- Solve problems involving the calculation and conversion of units of measure, using decimal notation up to 3 decimal places where appropriate.
- Reason and solve problems involving measures.

### **Geometry – properties of shapes**

- Solve problems and reason about shapes and their properties.
- Compare and classify geometric shapes based on their properties and sizes.
- Recognise, describe and build simple 3-D shapes, including using nets and other 2-D representations.

- Draw 2-D shapes using given lengths and angles with increasing accuracy.
- Recognise angles where they meet at a point, are on a straight line, or are vertically opposite, and find missing angles.
- Find unknown angles in triangles.
- Illustrate and describe parts of circles including radius, diameter and circumference.

### **Geometry – position and movement**

- Draw and translate simple shapes on the co-ordinate plane in the first quadrant.
- Describe positions of a 2-D grid as co-ordinates in the first quadrant.
- Use reasoning to solve problems related to co-ordinates, reflections and translations.

### **Statistics**

- Present, complete, read and interpret information in tables and bar charts.
- Construct and interpret line graphs, interpret pie charts and use both to solve problems.
- Calculate and interpret the mean as an average for simple sets of discrete data in different contexts.



## **Pupils working below national standard**

A pupil is able to demonstrate sufficient evidence of the following:

### **Word Reading**

- Accurately reads aloud age appropriate texts consistent with phonic knowledge, in which additional strategies are not required.
- Demonstrates recognition of taught graphemes by speedily and correctly sounding out all 40+ corresponding phonemes, including those with alternative sounds, where applicable.
- Recognises and reads some common exception words.
- Exhibits fluency and confidence when re-reading known texts.

### **Comprehension**

- Regards reading as a pleasurable activity.
- Shows understanding of a wide range of poetry, stories, and non-fiction that has been read and listened to, by contributing to discussion and making links to own experiences, background information and vocabulary provided.
- Recognises the characteristics of key stories, including fairy stories and traditional tales, and uses predictable phrases to help retell them.
- Has learned simple rhymes and poems, and joins in reciting them with others.
- Shows understanding of word meaning through discussion.
- Understanding the significance of the title and the events within a book.

# DRAFT: 2016 key stage 1 teacher assessment performance descriptors

## Reading

### **Pupils working towards national standard**

A pupil is able to demonstrate sufficient evidence of the following:

#### **Word Reading**

- Applies phonic knowledge and skills, including the blending of sounds in unfamiliar words, to decode age appropriate texts accurately.
- Recognises and reads common exception words; words with –s, -es, -ing, -ed, -er and –est endings; and words of more than one syllable containing taught GPCs.
- Recognises and reads words with contractions, and demonstrates understanding of the apostrophe.
- Reads aloud books consistent with phonic knowledge, accurately, confidently and fluently.

#### **Comprehension**

- Regards reading as a pleasurable activity.
- Demonstrates understanding of a wide range of poetry, stories, and non-fiction that has been read and listened to, through identification and discussion of key ideas and information, and by verbal explanations linked to own experiences, background information and vocabulary provided.
- Demonstrates increasing familiarity with, and can retell, a range of stories, fairy stories and traditional tales.
- Recognises sequences of events in simple texts.
- Recognises that non-fiction books can be structured in different ways.
- Uses recurring literary language in discussing or retelling stories and joining in with poetry.
- Shows understanding of the meaning of words through discussion, and makes links to those already known.
- Has learned some simple poems by heart and recites them with others, using appropriate intonation to help make the meaning clear.
- Checks that the text makes sense whilst reading, applying phonic knowledge to correct inaccuracies.
- Makes inferences on what has been read.
- Make simple predictions on what might happen, based on what has been read so far.

# DRAFT: 2016 key stage 1 teacher assessment performance descriptors

## Reading

### **Pupils working at national standard**

A pupil is able to demonstrate sufficient evidence of the following:

#### **Word Reading**

- Applies phonic knowledge and skills consistently to decode age appropriate texts quickly and accurately.
- Recognises and effortlessly decodes alternative sounds for graphemes; words of two or more syllables; words with common suffixes; and most common exception words, based on what has been taught.
- When reading aloud, sounds out unfamiliar words accurately without undue hesitation, and reads with confidence and fluency.

#### **Comprehension**

- Regards reading as a pleasurable activity.
- Demonstrates understanding of a wide range of poetry, stories, and non-fiction that is read independently, and of more challenging books that are listened to, through identification of key aspects of the text, explanation, and active discussion that takes account of what others say.
- Identifies sequences of events in texts and offers simple explanations of how items of information relate to one another.
- Demonstrates familiarity with, and can retell, a wide range of stories, fairy stories and traditional tales.
- Recognises and understands the different structures of non-fiction books that have been introduced.
- Recognises simple recurring literary language in stories and poetry.
- Shares favourite words and phrases, and clarifies the meaning of new words through discussion, and by making links to known vocabulary.
- Has learned and can recite a repertoire of poems by heart, using appropriate intonation to help make the meaning clear.
- Demonstrates understanding of what is read independently, or listened, by drawing on own knowledge, and information and vocabulary provided.
- Constructs meaning whilst reading independently, self-correcting where the sense of the text is lost.
- Makes inferences on what has been read.
- Asks and answers questions appropriately, including those based on inference of what is said and done, and those based on prediction on the basis of what has been read so far.

# DRAFT: 2016 key stage 1 teacher assessment performance descriptors

## Reading

### **Pupils working at mastery standard**

A pupil is able to demonstrate sufficient evidence of the following:

#### **Word Reading**

- All aspects of reading at the national standard are embedded. Books are selected in order to challenge knowledge and word reading skills. Automatic decoding is established and a range of texts is read with consistent accuracy, fluency and confidence.

#### **Comprehension**

- All aspects of reading comprehension at the national standard are embedded.
- Understanding of age appropriate, challenging texts is demonstrated through the identification of key aspects of fiction and non-fiction; and simple explanations of how and why texts are structured according to their purpose.
- Plausible inferences and predictions, based on what has been read, are offered and explained.
- New words are understood through the exploration of their meaning in context, and by making links to known vocabulary.
- Is able to discuss a range of books read during Year 2.



## **Pupils working at national standard**

A pupil is able to demonstrate sufficient evidence of the following:

### **Word Reading**

- Fluently and effortlessly reads a range of age appropriate texts, including novels, stories, plays, poetry, non-fiction, reference books and text books.
- Determines the meaning of new words by applying knowledge of the root words, prefixes and suffixes as listed in 'English programmes of study: key stages 1 and 2 National curriculum in England - Appendix 1'.
- Demonstrates appropriate intonation, tone and volume when reading aloud text, plays and reciting poetry, to make the meaning clear to the audience.

### **Comprehension**

- Demonstrates a positive attitude to reading by frequently reading for pleasure, both fiction and non-fiction.
- Has read and demonstrates familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction and fiction from literary heritage, and books from other cultures and traditions).
- Recommends books to others based on own reading preferences, giving reasons for choice.
- Has learned a wide range of poetry by heart.
- Explains how language, structure, and presentation, can contribute to the meaning of a text.
- Draws on contextual evidence to make sense of what is read, and participates in discussion to explore words with different meanings.
- Comments on how language, including figurative language, is used to contribute to meaning.
- Asks questions to enhance understanding of the text.
- Is able to make comparisons within and across different texts.
- Draws inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence.
- Makes predictions based on details stated and implied.
- Distinguishes between statements of fact and opinion; and in non-fiction.
- In non-fiction, retrieves records and presents information to the reader.
- Identifies key details that support main ideas, and uses them to summarise content drawn from more than one paragraph.
- Expresses views formed through independent reading and books that are read to them, explaining and justifying personal opinions, and courteously challenging those of others.
- Explains and discusses their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary.
- Identifies themes and conventions demonstrating, through discussion and comment, understanding of their use in and across a wide range of writing.



## **Pupils working at national standard**

A pupil is able to demonstrate sufficient evidence of the following:

### **Working scientifically**

While studying the content of biology, chemistry and physics a pupil at the national standard is able to work scientifically by using first-hand practical experiences and a wide range of sources of information to develop an understanding of a range of scientific ideas [PF]. This means they are able to:

- look closely at the natural and humanly-constructed world around them
- observe phenomena in the natural and humanly-constructed world
- ask questions about what they notice
- use different types of scientific enquiry to answer questions, including
  - observing changes over time
  - noticing patterns
  - grouping and classifying things
  - carrying out simple comparative tests
  - finding things out using secondary sources of information.
- use simple and appropriate scientific language and terminology to talk about what has been found out.
- communicate ideas in a variety of ways.
- recall and use appropriate terminology when working scientifically (*at least: method, observe, pattern, results, measure, compare, record, group, equipment, fair*) as well as the scientific language and terminology found in the different areas of science
- read and spell scientific vocabulary at a level consistent with their word reading and spelling knowledge at key stage 1.

### **Biology - Structure and function**

- name and locate external parts of the human body, including those related to the senses.
- describe the basic needs of animals for survival.
- describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.
- describe the main changes as young animal offspring grow into adults (*at least: between egg and adult bird; between egg and adult insect; between baby and adult mammal*).
- name and locate parts of flowering plants and trees (*at least: flower, leaf, root, stem, trunk, seed, branch, and petal*).
- describe the basic needs of plants for survival and describe how changing these affects the plant.
- describe the main changes as seeds and bulbs grow into mature plants.



## **Biology - Interdependence**

- identify
  - whether things are alive, dead or have never lived
  - a variety of common plants and animals in their habitats
  - different groups of animals using differences in the features of groups (*at least: fish, amphibians, reptiles, birds, mammals*); and different animals using differences in the features within groups.
- group animals according to what they eat, describe how animals get their food from other animals or from plants, and use simple food chains to describe these relationships.
- describe seasonal changes (*at least: living things, weather, day length, temperature*).
- describe how different plants and animals are suited to different habitats and micro-habitats.

## **Chemistry - Properties of materials**

- distinguish between an object and the materials from which it is made, such that they can identify a variety of everyday materials.
- sort materials into groups on the basis of their simple physical properties.
- identify and compare different materials' suitability for different uses (*at least: wood, plastic, glass, metal, water, rock, brick, paper, cardboard*).

## **Chemistry - Changes in materials**

- describe how the shapes of some solid materials can be changed by applying a force.

## **Pupils working at national standard**

A pupil is able to demonstrate sufficient evidence of the following:

### **Working scientifically**

While studying the content of biology, chemistry and physics, a pupil at the national standard is able to work scientifically by using first-hand practical experiences and a wide range of sources of information to develop a deeper understanding of a wide range of scientific ideas. This means they are able to:

- explore and talk about their and other people's ideas
- analyse functions, relationships and interactions systematically
- begin to recognise how abstract ideas help them to understand and predict how the world operates
- begin to recognise that scientific ideas change and develop over time
- ask their own questions about scientific phenomenon and select and plan the most appropriate ways to answer science questions using different types of scientific enquiry, including:
  - observing changes over different periods of time
  - noticing patterns
  - grouping and classifying things
  - carrying out comparative and fair tests
  - finding things out using a wide range of secondary sources of information.
- select the most appropriate equipment for a task and take accurate measurements or readings using the appropriate units as required.
- identify when to repeat measurements, if necessary, to ensure given results are reliable.
- draw conclusions based on their data and observations.
- use evidence from a range of sources to justify their ideas.
- use their scientific knowledge and understanding to explain their findings through talk, in written forms or in other ways.
- recall and use appropriate terminology when working scientifically (*at least: accurate, conclusion, evidence, fair test, prediction, reliable, supports (evidence), variable, unit*) as well as the scientific language and terminology found in the different areas of science.
- read, spell and pronounce scientific vocabulary correctly at a level consistent with their word reading and spelling knowledge at key stage 2.

### **Biology - Structure and function**

- name, locate and describe the functions of the main parts of the digestive, musculoskeletal, and circulatory systems in animals.
- describe the effects of diet, exercise, drugs and lifestyle on how their bodies function in the long and short term.
- describe the reproductive process in some animals and differences in their life cycles (*at least: mammals, amphibians, insects, birds*).
- name, locate and describe the functions of the main parts of plants, including those in

- the reproductive system and how water and nutrients are transported.
- describe how plants are affected by their environment and changes to growing conditions.

### **Biology - Evolution and inheritance**

- describe how fossils are formed, and how they provide some evidence for evolution
- use the ideas of inherited characteristics, variation between offspring and adaptation to their environment to describe how living things may have changed over time and evolved.

### **Biology - Interdependence**

- use keys to group, classify and identify living things in different ways based on first hand observation or secondary information sources
- describe the main characteristics used to group plants, animals and micro-organisms according to the main groups in the classification system.
- construct and interpret food chains.
- explain how wider environmental changes may have an impact on living things.

### **Chemistry - States of matter**

- compare the characteristics of different states of matter (solids, liquids and gases).
- describe how materials can change state (with reference to temperature), using this to explain everyday phenomena, including the water cycle, based on first-hand observation of changes of state.

### **Chemistry - Properties of materials**

- group, classify and identify materials, including rocks, in different ways according to their properties (*at least: appearance, hardness, solubility, transparency, conductivity (electrical and thermal) and response to magnets*), based on first-hand observation.
- describe the advantages and disadvantages of everyday materials for different uses, based on an understanding of their properties and from evidence from scientific enquiries.
- describe the composition of soil.

### **Chemistry - Changes in materials**

- identify and recognise everyday phenomena where dissolving occurs.
- describe how to appropriately separate different mixtures of materials, including solutions.
- identify when changes of materials are reversible or non-reversible and explain how they know.

### **Physics - Light and sound**

- use the idea that light from the sun and other light sources or reflections, enters our eyes to explain how we see and represent this in simple diagrammatic form.
- use the idea that light travels in straight lines to explain the path of light when it is reflected, and the formation, shape and size of shadows.
- use the idea that sounds are associated with objects vibrating, and that they require a medium to travel through, to explain how sounds are made and heard.
- describe the patterns in sounds, relate how they are produced, and the distance from the source, to their pitch and volume.

### **Physics - Forces and magnets**

- use the idea that different forces have different effects on objects, and recognise that

some forces (air resistance, water resistance, friction) involve contact between objects and others (gravitational and magnetic) do not.

- identify common materials which are magnetic.
- use the idea of like and unlike magnetic poles to predict the behaviour of magnets.
- describe how simple mechanisms (*at least: pulleys, levers, gears*) increase the effects of a force.

### **Physics - Electricity**

- use simple apparatus to construct and control, first-hand, a series circuit (*involving at least: cells, wires, switches, bulbs and buzzers*), and describe how the circuit may be affected when changes are made.
- use recognised symbols (*at least: cells, wires, switches, bulbs, buzzers and motors*) to draw and interpret simple series circuit diagrams.
- recognise common conductors and insulators.

### **Physics - Earth and space**

- describe the shape of bodies in the solar system and their movement relative to each other.
- use the Earth's movement in space to explain day and night and the apparent movement of the sun across the sky.

## **Pupils working below national standard**

A pupil is able to demonstrate sufficient evidence of the following:

### **Composition: planning, drafting, evaluating, editing and proof-reading**

- Attempts to write simple sentences and sentence-like structures to form short narratives based on fictional and real experiences. Creates simple poems.
- Before writing, sentences are planned by:
  - saying out loud what the writing will be about
  - using oral composition to recognise where the sentence begins and ends.
- Writing is discussed with the teacher and other pupils to:
  - check that what they have written makes sense
  - make simple changes where suggested.
- Some of the grammatical terminology in the 'English programmes of study: key stages 1 and 2 National curriculum in England - Appendix 2' is used when discussing writing.

### **Composition: applying vocabulary, grammar and punctuation**

- Writing demonstrates some appropriate use of:
  - spaces between words
  - adjectives for description
  - 'and' to join words and clauses
  - capital letters for some names of people, places and days of the week.
- There is some use of capital letters and/or full stops to demarcate sentence boundaries and some use of question marks and exclamation marks.

### **Transcription: spelling**

- Is able to write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far.
- Some words containing previously taught phonemes are spelt accurately.
- Some common exception words are spelt accurately.
- Days of the week are sometimes spelt accurately.
- Some spelling rules and guidance, as listed in 'English programmes of study: key stages 1 and 2 National curriculum in England - Appendix 1 for year 1' are accurately applied (*including: some accurate use of suffixes when adding -s or -es as the plural marker for nouns and the third person singular marker for verbs*).

### **Transcription: handwriting**

- Some lower case letters are accurately formed, starting and finishing in the correct place.
- Some capital letters and the digits 0 to 9 are accurately formed.
- Some spaces are left between words.
- Hold a pencil comfortably and correctly.

# DRAFT: 2016 key stage 1 teacher assessment performance descriptors

## Writing

### **Pupils working towards national standard**

A pupil is able to demonstrate sufficient evidence of the following:

#### **Composition: planning, drafting, evaluating, editing and proof-reading**

- Writes for different purposes, when prompted, but may not always maintain form when:
  - writing narratives about personal experiences and those of others (real and fictional)
  - writing about real events
  - writing poetry.
- Uses the drafting process to:
  - say out loud and plan what the writing will be about
  - write down some ideas or key words, including some new vocabulary drawn from listening to, and talking about, whole books
  - write sentences which are sequenced to form short narratives.
- Writing is discussed with the teacher and other pupils to:
  - consider word choice, grammar and punctuation
  - make simple changes where appropriate.
- The grammatical terminology in the 'English programmes of study: key stages 1 and 2 National curriculum in England - Appendix 2' is used when discussing and evaluating writing.
- Re-reads own writing to check that what is written makes sense.

#### **Composition: applying vocabulary, grammar and punctuation**

- Writing demonstrates appropriate use of:
  - capital letters for some proper nouns and for the personal pronoun 'I'
  - some expanded noun phrases for description
  - words combined to make single clause sentences
  - some co-ordination using and/but to join clauses
  - mostly grammatically accurate sentences, sequenced to form short narratives.
- Uses capital letters, full stops, question marks or exclamation marks to demarcate most sentences with different functions. There is some use of commas to separate items in a list and some attempted use of apostrophes for contraction and singular possession.

#### **Transcription: spelling**

- Is able to write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far.
- Most words containing previously taught phonemes are spelt accurately.
- Most common exception words are spelt accurately.
- Days of the week are spelt accurately.
- The full range of spelling rules and guidance, as listed in the 'English programmes of study: key stages 1 and 2 National curriculum in England - Appendix 1 for year 1' and some of the rules and guidance for year 2 are accurately applied, including mostly accurate use of:

- the prefix un-
- suffixes when adding –ing, -ed, -er, and –est where no change is needed in the spelling of the root word.

**Transcription: handwriting**

- Holds a pencil comfortably and correctly.
- Lower case letters are mostly formed and orientated accurately, starting and finishing in the correct place.
- Capital letters and digits 0 to 9 are mostly formed and orientated accurately.
- Some consistency in the size and spacing of digits and letters is maintained throughout the writing.
- Spacing between words is mostly appropriate.

# DRAFT: 2016 key stage 1 teacher assessment performance descriptors

## Writing

### **Pupils working at national standard**

A pupil is able to demonstrate sufficient evidence of the following:

#### **Composition: planning, drafting, evaluating, editing and proof-reading**

- Produces a variety of written pieces for different purposes, maintaining form when:
  - writing narratives about personal experiences and those of others (real and fictional)
  - writing about real events
  - writing poetry.
- Uses the drafting process to:
  - gather and write down ideas and key words, including new vocabulary drawn from reading, and discussion of different types of writing
  - encapsulate what is to be said, sentence by sentence, to compose meaningful narratives.
- Writing is discussed with the teacher and other pupils to:
  - evaluate the effective use of word choice, grammar and punctuation
  - make appropriate additions, revisions and corrections.
- The grammatical terminology in the 'English programmes of study: key stages 1 and 2. National curriculum in England - Appendix 2' is used when discussing and evaluating writing.
- Re-reads own writing to check for meaning and the correct, consistent use of tense, including verbs in the continuous/progressive form.
- Proof-reads own writing to check for errors in spelling, grammar and punctuation.

#### **Composition: applying vocabulary, grammar and punctuation**

- Writing demonstrates appropriate use of:
  - capital letters for almost all proper nouns
  - adjectives, adverbs and expanded noun phrases to describe and specify
  - the present and past tense, including the progressive form to mark actions in progress throughout writing
  - co-ordination, using *or/and/but*
  - subordination, using *when/if/that/ because*
  - grammatically accurate sentences with different forms and functions (*statements, questions, exclamations and commands*)
  - features of written Standard English.
- Uses punctuation, almost always correctly (*including: capital letters, full stops, exclamation marks and question marks to demarcate sentence boundaries; commas to separate items in lists; and apostrophes for some contracted forms and some singular possession in nouns*).

#### **Transcription: spelling**

- Is able to write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far.
- Phonological knowledge and skills, including grapheme-phoneme correspondences and segmenting words into phonemes, are usually applied and demonstrated



through accurate spelling of words where phonemes can be represented by 1 or more spellings, including common homophones and near-homophones.

- Most common exception words are spelt accurately.
- The spelling rules and guidance, as listed in the 'English programmes of study: key stages 1 and 2 National curriculum in England - Appendix 1 for year 2' are usually applied accurately, including spelling of:
  - words with suffixes where changes are needed to the root word
  - longer words formed by the addition of suffixes (*including: -ment, -ness, -ful, -less, -ly*).

### **Transcription: handwriting**

- Holds a pencil comfortably and correctly.
- Handwriting is legible with almost all lower case letters, capital letters and digits accurately and consistently formed and of the correct size, orientation and relationship to one another.
- Words are almost always appropriately and consistently spaced in relation to the size of the letters.
- Some diagonal and horizontal strokes are used to join letters.

# DRAFT: 2016 key stage 1 teacher assessment performance descriptors

## Writing

### **Pupils working at mastery standard**

A pupil is able to demonstrate sufficient evidence of the following:

#### **Composition: planning, drafting, evaluating, editing and proof-reading**

- All aspects of writing composition: planning, drafting, evaluating, editing and proof-reading at the national standard are embedded.
- Adopts and maintains an appropriate form throughout longer pieces of writing for different purposes.
- Uses the drafting process to gather and write down ideas and key words, including new vocabulary, drawn from a wide range of reading across the curriculum.
- In response to discussion or comment:
  - evaluates their writing according to purpose, the effectiveness of word choice, grammar and punctuation
  - makes simple additions, corrections and revisions to their writing, often without prompting.

#### **Composition: applying vocabulary, grammar and punctuation**

- All aspects of writing composition: applying vocabulary, grammar and punctuation at the national standard are embedded.
- Writing demonstrates confident and consistent use of:
  - a variety of sentences with different structures and functions, correctly punctuated
  - the present and past tense, including the progressive form, correctly chosen and consistently used throughout writing
  - features of written Standard English.
- Punctuation is used correctly, including apostrophes for contractions and singular possession in nouns.

#### **Transcription: spelling**

- All aspects of writing transcription: spelling at the national standard are embedded.
- Is able to write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far.
- Spelling is mostly accurate, with only a few errors in more ambitious vocabulary choices, demonstrating accurate application of phonic knowledge and skills and of the spelling rules and guidance listed in the 'English programmes of study: key stages 1 and 2 National curriculum in England - Appendix 1 for year 2'.

#### **Transcription: handwriting**

- All aspects of writing transcription: handwriting at the national standard are embedded.
- Holds a pencil comfortably and correctly.
- Handwriting is legible and consistent in size with appropriate spacing between words.
- Diagonal and horizontal strokes are used consistently to join letters with an understanding that some adjacent letters may be best left un-joined.

## **Pupils working below national standard**

A pupil is able to demonstrate sufficient evidence of the following:

### **Composition: planning, drafting, evaluating, editing and proof-reading**

- Writing demonstrates some features of the given form, as appropriate to audience, purpose and context, arising from discussion of models of writing with similar structure, vocabulary and grammar.
- The drafting process is used to make some choices of grammar and vocabulary, through composing and rehearsing sentences orally.
- Evaluation of the effectiveness of own and others' writing is used, sometimes through reading work aloud, to suggest improvements to grammar and vocabulary.
- Writing is proof-read for spelling and punctuation errors.

### **Composition: structuring and organising text**

- The structure and organisation of writing is informed by its audience, purpose and context, through the appropriate use of:
  - paragraphs to group related ideas and information
  - conjunctions, adverbs and prepositions to express time, place or cause
  - simple organisational devices, including headings and sub-headings to aid presentation.

### **Composition: applying vocabulary, grammar and punctuation**

- Writing demonstrates appropriate use of:
  - 'a' or 'an' according to whether the next word begins with a consonant or a vowel
  - the plural and possessive –s
  - nouns and noun phrases, modified by adjectives and other nouns to add detail
  - the present perfect form of verbs in contrast to the simple past tense
  - a range of conjunctions, including when, if, because, although, to write sentences containing more than one clause.
- Punctuation is used, mostly accurately, including some use of inverted commas to indicate direct speech.

### **Transcription: spelling**

- Some spelling rules and patterns, as listed in the 'English programmes of study: key stages 1 and 2 National curriculum in England – Appendix 1 for Year 3/4', are accurately applied, including:
  - accurate spelling of some prefixes and suffixes,
  - accurate spelling of common homophones
  - accurate spelling of some words that are often misspelt.
- Is able to write from memory simple sentences dictated by the teacher that include words and punctuation included in the key stage 2 national curriculum.

**Transcription: handwriting**

- Handwriting is increasingly legible and consistent, including diagonal and horizontal strokes used to join letters, when appropriate.

# DRAFT: 2016 key stage 2 teacher assessment performance descriptors

## Writing

### **Pupils working towards national standard**

A pupil is able to demonstrate sufficient evidence of the following:

#### **Composition: planning, drafting, evaluating, editing and proof-reading**

- Writing demonstrates features of selected form, as appropriate to audience, purpose and context, drawn from discussion of models of similar writing and the recording of ideas from pupils' own reading.
- The drafting process draws upon a progressively varied and rich vocabulary and a range of sentence structures.
- Settings, characters and plot are created in narrative.
- Evaluation of the effectiveness of own and others' writing is used to propose changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences.
- Writing is proof-read for spelling and punctuation errors, including some use of a dictionary to check spelling.

#### **Composition: structuring and organising text**

- Structure and organisation of writing is informed by its audience, purpose and context, through the appropriate use of:
  - paragraphs to organise information and ideas around a theme
  - adverbials of time place and number to link ideas across paragraphs.
  - pronouns and nouns chosen to aid cohesion and clarity and to avoid repetition
  - tense choice and other devices to build cohesion within and across paragraphs.

#### **Composition: applying vocabulary, grammar and punctuation**

- Writing demonstrates appropriate use of:
  - nouns and noun phrases modified by preposition phrases to expand and develop ideas, information and description
  - relative clauses beginning with who, which and that to add detail and description
  - fronted adverbials to vary sentence structure
  - the standard form for verb inflections in written Standard English.
- A range of punctuation is used, mostly accurately, including commas after fronted adverbials, possessive apostrophes for plural nouns, and other punctuation to indicate direct speech.

#### **Transcription: spelling**

- Is able to write from memory simple sentences, dictated by the teacher, that include words and punctuation included in the key stage 2 national curriculum.
- The full range of spelling rules and patterns, as listed in the 'English programmes of study: key stages 1 and 2 National curriculum in England – Appendix 1 for Years 3/4' and some rules and patterns from the 'English programmes of study: key stages 1 and 2 National curriculum in England – Appendix 1 for Years 5/6', are accurately applied, including:
  - accurate spelling of some suffixes, as listed in *English programmes of study: key stages 1 and 2 National curriculum in England – Appendix 1 for Years 5/6*

- accurate spelling of some common homophones and other words which are often confused
- accurate spelling of some words, that are often misspelt, including most words from the Years 3/4 word list and some from the Years 5/6 word list in in *English programmes of study: key stages 1 and 2 National curriculum in England – Appendix 1*.

**Transcription: handwriting**

- Handwriting is usually legible and fluent, including appropriate choice of letter shape, and whether or not to join letters; it is not always maintained when writing at efficient speed.

# DRAFT: 2016 key stage 2 teacher assessment performance descriptors

## Writing

### **Pupils working at national standard**

A pupil is able to demonstrate sufficient evidence of the following:

#### **Composition: planning, drafting, evaluating, editing and proof-reading**

- Writing for a range of purposes and audiences demonstrates selection and use of suitable forms with appropriate features drawn from models of similar writing, wider reading and research.
- In planning for narratives, ideas for characters and settings are often drawn from what pupils have read, listened to or seen performed.
- The drafting process is used to make appropriate choices of grammar and vocabulary to clarify and enhance meaning, including use of a thesaurus.
- In narratives, description of settings, characters and atmosphere is used appropriately, including integration of dialogue to convey character and advance the action.
- When required, longer passages are précised appropriately.
- Effectiveness of own and others' writing is evaluated and edited to make appropriate changes to vocabulary, grammar and punctuation, including use of tense, subject/verb agreement and register, to enhance effects and clarify meaning.
- The grammatical terminology in the 'English programmes of study: key stages 1 and 2 National curriculum in England – Appendix 2' is used when discussing and evaluating writing.
- A dictionary and thesaurus are used to check word meaning and appropriateness.
- Writing for a wider audience is proof-read to ensure accuracy of spelling and punctuation, including effective use of a dictionary.

#### **Composition: structuring and organising text**

- The structure and organisation of writing is informed by its audience, purpose and context, through the appropriate use of:
  - paragraphs to develop and expand some ideas, descriptions, themes or events in depth
  - a range of cohesive devices to link ideas within and across paragraphs (*including repetition of a word or phrase; grammatical connections, such as adverbials; and ellipsis*)
  - a range of organisational and presentational devices, including the use of columns, bullet points and tables, to guide the reader
  - appropriate choice of tense to support whole text cohesion and coherence.

#### **Composition: applying vocabulary, grammar and punctuation**

- According to audience, purpose and context, writing demonstrates appropriate use of:
  - expanded noun phrases to convey complicated information concisely
  - relative clauses using a wide range of relative pronouns (or an implied relative pronoun) to clarify and explain relationships between ideas
  - the perfect form of verbs to mark relationships of time and cause
  - modal verbs and adverbs to indicate degrees of possibility, probability and certainty
  - the passive voice to affect the presentation of information
  - vocabulary and grammatical choices to suit both formal and informal situations.

- A range of punctuation is used, mostly accurately (*including: brackets, dashes or commas to indicate parenthesis; commas to clarify meaning or avoid ambiguity; colons to introduce lists and semi-colons to separate items within lists; hyphens to avoid ambiguity; and consistent punctuation of bullet points*).

### **Transcription: spelling**

- Is able to write from memory sentences, dictated by the teacher, that include words and punctuation included in the key stage 2 national curriculum.
- Morphological and etymological knowledge, and the full range of spelling rules and patterns, as listed in the 'English programmes of study: key stages 1 and 2 National curriculum in England – Appendix 1 for Years 5/6', are accurately applied, including:
  - accurate spelling of most prefixes and suffixes as listed in *English programmes of study: key stages 1 and 2 National curriculum in England – Appendix 1 for Years 5/6*.
  - accurate spelling of most words with silent letters
  - accurate spelling of most homophones and other words which are often confused
  - accurate spelling of most words that need to be specifically learnt, as listed in Years 5/6 word list in *English programmes of study: key stages 1 and 2 National curriculum in England – Appendix 1*.

### **Transcription: handwriting**

- Legible, fluent handwriting is usually maintained when writing at efficient speed. This includes appropriate choice of letter shape; whether or not to join letters; and writing implement.



# DRAFT: 2016 key stage 2 teacher assessment performance descriptors

## Writing

### Pupils working above national standard

A pupil is able to demonstrate sufficient evidence of the following:

#### **Composition: planning, drafting, evaluating, editing and proof-reading**

- Writing for a range of purposes and audiences demonstrates selection and use of appropriate forms and assured adaptation of typical features.
- In planning for narratives, characters and settings are adapted and developed from a wide range of sources.
- The drafting process is used to make deliberate choices of grammar and vocabulary to change and enhance meaning for the intended effect.
- Effectiveness of own and others' writing is evaluated and edited to make assured changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning.

#### **Composition: structuring and organising text**

- The structure and organisation of writing is informed by its audience, purpose and context, through the assured use of:
  - effectively organised paragraphs with some evidence of text shaping
  - a wide range of cohesive devices (*including: deliberate repetition; precisely chosen adverbials; and consistent and correct choice of tense sustained throughout*).

#### **Composition: applying vocabulary, grammar and punctuation**

- According to audience, purpose and context, writing demonstrates assured use of:
  - sentences containing more than 1 subordinate clause to elaborate and to specify relationships between ideas
  - precise vocabulary and grammatical choices, including the deliberate use of the passive voice to affect the presentation of information in both formal and informal situations.
- A range of punctuation is used, accurately and appropriately, including semi-colons, colons and dashes to mark the boundary between independent clauses.

#### **Transcription: spelling**

- Is able to write from memory sentences, dictated by the teacher, that include words and punctuation included in the key stage 2 national curriculum.
- Accurate spelling, with only occasional errors in more ambitious vocabulary choices.

#### **Transcription: handwriting**

- Legible, fluent handwriting is mostly maintained when writing at sustained, efficient speed.

# DRAFT: 2016 key stage 2 teacher assessment performance descriptors

## Writing

### **Pupils working at mastery standard**

A pupil is able to demonstrate sufficient evidence of the following:

#### **Composition: planning, drafting, evaluating, editing and proof-reading**

- All aspects of writing composition: planning, drafting, evaluating, editing and proof-reading at the above national standard are embedded.
- Writing for a range of purposes and audiences is manipulated and controlled to achieve the intended effect.
- The drafting process is used to make judicious choices of grammar and vocabulary to manipulate meaning for the intended effect.
- Effectiveness of own and others' writing is evaluated and edited to make judicious changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning.

#### **Composition: structuring and organising text**

- All aspects of writing composition: structuring and organising text at the above national standard are embedded.
- Structure and organisation of writing is informed by its audience, purpose and context, through the conscious control of:
  - paragraphs, deliberately shaped, to present, withhold, expand, emphasise or develop material to achieve the intended effect
  - overall cohesion through the deliberate manipulation of a range of well-chosen devices for effect.

#### **Composition: applying vocabulary, grammar and punctuation**

- All aspects of writing composition: applying vocabulary, grammar and punctuation at the above national standard are embedded.
- According to audience, purpose and context, writing demonstrates conscious control of:
  - clauses manipulated to emphasise relationships between complex ideas or to convey information succinctly
  - consistently precise vocabulary and grammatical choices, including use of the subjunctive mood where appropriate, to suit both formal and informal situations.
- The full range of punctuation is used for clarity and emphasis, with only occasional errors in more ambitious constructions.

#### **Transcription: spelling**

- All aspects of writing transcription: spelling at the above national standard are embedded.
- Is able to write from memory complex sentences, dictated by the teacher, that include words and punctuation included in the key stage 2 national curriculum.

#### **Transcription: handwriting**

- All aspects of writing transcription: handwriting at the above national standard are embedded.
- Legible, fluent handwriting is consistently maintained when writing at sustained, efficient speed.

## Consultation Questions

1. Do the names of the draft performance descriptors allow teachers and parents to understand the meaning of, and differentiate between, each performance descriptor?

If no, please provide details.

2. Are the performance descriptors spaced effectively across the range of pupils' performance to support accurate and consistent judgements?

If no, please provide details.

3. In your opinion, are the performance descriptors clear and easy to understand?

If no, which bullets lack sufficient clarity to allow for effective teacher assessment?

4. In your opinion, does the content of the performance descriptors adequately reflect the national curriculum programmes of study?

If no, please state what amendments are required.

5. Should any element of the performance descriptors be weighted (i.e. should any element be considered more important or less important than others?).

If yes, please detail which performance descriptor(s), which element(s) and why.

6. If you have any further comments regarding the performance descriptors, please provide details. For example, is there further supporting information that would be helpful in understanding and using the performance descriptors?

## **How to respond**

Consultation responses can be completed online at:

[www.education.gov.uk/consultations](http://www.education.gov.uk/consultations)

or by emailing or posting a completed response form:

by email: [PerformanceDescriptor.CONULTATION@education.gsi.gov.uk](mailto:PerformanceDescriptor.CONULTATION@education.gsi.gov.uk)

or by post:

Rashida Akbar/Jennifer Conlon  
Department for Education  
Assessment Policy Team  
Level 2  
Sanctuary Buildings  
Great Smith Street  
London  
SW1P 3BT

## **Additional copies**

Additional copies are available electronically and can be downloaded from the consultation page on gov.uk.

## **Plans for making results public**

The consultation will close on 18 December 2014 and the response will be published on the consultation page on gov.uk around 26 February 2015.