RISING★STARS ASSESSMENT

Progression Frameworks

FOR

ENGLISH

YEAR 1

Developed in Association with **CORNWALL LEARNING**

RISING STARS ASSESSMENT

Progression Frameworks

Introduction

The Progression Framework for English comprises two separate domains:

- Reading, which is then presented in the following 'dimensions':

  ✦ Word reading

  ✦ Comprehension

- Writing, which is then presented in the following 'dimensions':

  ✦ Transcription (spelling and handwriting)

  ✦ Composition

Spelling, vocabulary, grammar and punctuation (underpins the entire Programme of Study and is set out in detail in the statutory appendices)

The Programmes of Study for English (including the statutory appendices) outline the expectations of what children will have been taught by the end of:

✦ Year 1   ✦ Year 4 (includes learning in Year 3)

✦ Year 2   ✦ Year 6 (includes learning in Year 5).

For this reason, the majority of Progression Statements for Years 3 and 4, and for Years 5 and 6, are identical in the Progression Framework, with progression built into the 'What to look for' guidance notes. Where the wording from the Programme of Study is virtually identical across most year groups (e.g. the Reading comprehension strands around prediction and inference or the Writing strand around proofreading for errors in spelling and punctuation), carefully graded realistic examples of what pupils might typically be saying or doing will help teachers to decide which descriptor is the best match for a pupil or group of pupils.

See the separate document 'About the Progression Framework for English' for more detailed information.

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Rising Stars Progression Framework for English, Year 1

Domain: Reading[1]

Dimension	Sub-dimension	Progression statement	NAHT key performance indicator (Y/N)	What to look for guidance (Working towards expectations)	What to look for guidance (Meeting expectations)	What to look for guidance (Exceeding expectations)
1) Word reading	a) Word Reading – Decoding	1.1.a.1 Apply phonic knowledge and skills as the route to decode words	N	Pupil can, with support, apply phonic knowledge to decode words.	Pupil can apply phonic knowledge to decode words: e.g. *high, hand, cream, park.*	Pupil can decode words, applying phonic knowledge confidently when they encounter any new word.
		1.1.a.2 Respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes	Y	Pupil can mostly respond with the correct sound to some of the graphemes at Phase 3 Letters and Sounds (L&S) or equivalent.	Pupil can speedily respond with the correct sound to graphemes at Phase 5 L&S or equivalent: e.g. /ee/, /or/, /ar/ (see Appendix 1 pp 53, 54).	Pupil can speedily respond with the correct sound to graphemes at Phase 5 L&S or equivalent for all of the 40+ letters/groups for 40+ phonemes in a range of contexts.
		1.1.a.3 Read accurately by blending sounds in unfamiliar words containing GPCs[2] that have been taught	Y	Pupil can read accurately, with occasional adult support, by blending GPCs taught at Phase 3 Letters and Sounds (L&S) or equivalent.	Pupil can read accurately by blending taught GPCs at Phase 5 L&S or equivalent: e.g.*coach, morning, cried.*	Pupil can read fluently and accurately blend taught GPS at Phase 5 or equivalent and beyond.
		1.1.a.4 Read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word	Y	Pupil can read most common exception words from Phase 3 L&S or equivalent.	Pupil can read most common exception words at Phase 5 L&S or equivalent: e.g. *their, people, asked.*	Pupil can automatically read all common exception words at Phase 5 L&S or equivalent.

1 All progression incorporates and builds on prior learning. When assessing, be aware of the need to look back and take previous year groups' descriptors into account.
2 Grapheme-Phoneme Correspondences

Rising Stars Progression Framework for English, Year 1

Domain: Reading

Dimension	Sub-dimension	Progression statement	NAHT key performance indicator (Y/N)	What to look for guidance (Working towards expectations)	What to look for guidance (Meeting expectations)	What to look for guidance (Exceeding expectations)
1) Word reading	a) Word Reading – Decoding	1.1.a.5 Read words containing taught GPCs and -s, -es, -ing, -ed, er and -est endings	N	Pupil can read some of the common suffixes listed in Appendix 1.	Pupil can read all common suffixes listed in Appendix 1: e.g. *-s, -es, -ing, -ed, -er, -est.*	Pupil can automatically read all common suffixes listed in Appendix 1 in a range of contexts.
		1.1.a.6 Read other words of more than one syllable that contain taught GPCs	Y	Pupil can read most multi-syllable words containing taught GPCs at Phase 4 L&S or equivalent: e.g. *chimpanzee, Manchester.*	Pupil can read most multi-syllable words containing taught GPCs at Phase 5 L&S or equivalent: e.g. *December, measurement.*	Pupil can confidently and consistently read all multi-syllable words containing taught GPCs at Phase 5 L&S or equivalent.
		1.1.a.7 Read words with contractions: e.g. *I'm, I'll, we'll,* and understand that the apostrophe represents the omitted letter(s)	N	Pupil begins to read common words with contractions and shows some awareness of the use of apostrophe to represent omitted letters.	Pupil reads contractions and understands the use of apostrophe to represent omitted letters: e.g. *I'm, I'll, we'll, can't, hadn't.*	Pupil automatically reads contractions and words with apostrophes to represent omitted letters.
		1.1.a.8 Read aloud accurately books that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words	Y	Pupil can read aloud phonically decodable texts at Phase 3/4 L&S level or equivalent.	Pupil can read aloud phonically decodable texts at age-appropriate level (Phase 5 L&S level or equivalent): e.g. *bookband level orange/turquoise.*	Pupil can read aloud with fluency phonically decodable texts at age-appropriate level (Phase 5 L&S level or equivalent).
		1.1.a.9 Re-read these books to build up their fluency and confidence in word reading	N	Assessments will be made through 1.1.a.1 to 1.1.a.8		

Rising Stars Progression Framework for English, Year 1

Domain: Reading

Dimension	Sub-dimension	Progression statement	NAHT key performance indicator (Y/N)	What to look for guidance (Working towards expectations)	What to look for guidance (Meeting expectations)	What to look for guidance (Exceeding expectations)
2) Comprehension[3]	a) Range of Reading	1.2.a.1 Develop pleasure in reading, motivation to read, vocabulary and understanding by: listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently	N	Pupil can listen attentively to a wide range of short poems, stories and non-fiction. Sometimes contributes relevant ideas to discussion: e.g. *we had another story with pigs in.*	Pupil can listen attentively to a wide range of poems, stories and non-fiction. Contributes relevant ideas and thoughts to discussion: e.g. *There's a pig that gets into the boat, like the three pigs in the other story but there's only one in this story.*	Pupil can listen for a sustained period of time to longer poems, stories and non-fiction. Confidently contributes a number of relevant ideas to discussion: e.g. *This story has a talking pig and that's like the three little pigs story because they can talk to each other and to the wolf, too.*
		1.2.a.2 Develop pleasure in reading, motivation to read, vocabulary and understanding by: being encouraged to link what they read or hear read to their own experiences	N	Pupil can, with support, begin to identify basic similarities and differences between their own experience and that of story characters.	Pupil can identify basic similarities and differences between their own experience and that of story characters and demonstrates understanding through talk or role play: e.g. *I've got a dog too, I've been to the castle/beach/city.*	Pupil can begin to identify detailed similarities and differences between their own experience and that of story characters.
	b) Familiarity with Texts	1.2.b.1 Develop pleasure in reading, motivation to read, vocabulary and understanding by: **becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics**	Y	Pupil can, with support, recall some basic features of age-appropriate key stories, fairy stories and traditional tales.	Pupil can recall a few basic features of age-appropriate key stories, fairy stories and traditional tales, retelling them in order and identifying some characteristics: e.g. *what typically happens to good and bad characters, differences between story settings.*	Pupil can consistently recall features of age-appropriate key stories, fairy stories and traditional tales, retelling in order with detail and story language and identifying most characteristics.

3 **Note for references to 'age-appropriate' texts:**The English programmes of study: key stages 1 and 2 (page 26) states that 'The knowledge and skills that pupils need in order to comprehend are very similar at different ages. That is why the programme of study for comprehension in years 3 and 4 and years 5 and 6 are similar: the complexity of the writing increases the level of challenge.' It goes on to say (page 35) that 'Pupils should continue to apply what they have already learnt to more complex writing.' For this reason, the 'What to look for' descriptors read very similarly across the year groups for comprehension, so progression is achieved by increasing the complexity and challenge of what pupils are being asked to read and the questions they are being asked to discuss. The examples given are drawn from 'age-appropriate' texts. Pupils should not be assessed as meeting or exceeding expectations if they are not reading and discussing texts suitable to their age group.

Rising Stars Progression Framework for English, Year 1

Domain: Reading

Dimension	Sub-dimension	Progression statement	NAHT key performance indicator (Y/N)	What to look for guidance (Working towards expectations)	What to look for guidance (Meeting expectations)	What to look for guidance (Exceeding expectations)
2) Comprehension	b) Familiarity with Texts	1.2.b.2 Develop pleasure in reading, motivation to read, vocabulary and understanding by: recognising and joining in with predictable phrases	N	Pupil can, with support, identify the predictable phrases in a text and sometimes join in with saying them aloud with the class.	Pupil can identify the predictable phrases in a text and usually enjoys saying them aloud with the class: e.g. *identifies and says 'Then I'll huff, and I'll puff and I'll blow your house down'.*	Pupil quickly identifies the predictable phrases in a text and almost always joins in with saying them aloud with the class.
	c) Poetry and performance	1.2.c.1 Develop pleasure in reading, motivation to read, vocabulary and understanding by: learning to appreciate rhymes and poems, and to recite some by heart	N	Pupil demonstrates some enthusiasm for listening and responding to rhymes and poems. Sometimes joins in with reciting some by heart.	Pupil demonstrates enthusiasm for listening and responding to rhymes and poems: e.g. *Pupil comments on rhymes, word choice, humour, favourite poems. Usually joins in with reciting some by heart.*	Pupil demonstrates much enthusiasm for listening and responding to rhymes and poems. Almost always join in with reciting some by heart.
	d) Word meanings	1.2.d.1 Develop pleasure in reading, motivation to read, vocabulary and understanding by: discussing word meanings, linking new meanings to those already known	N	Pupil can, with support, draw on existing vocabulary to speculate on the meaning of new words they encounter in reading.	Pupil can usually draw on their existing vocabulary to speculate on the meaning of new words they encounter and explain the link they have noticed: e.g. *Pupil knows the meaning of tooth and brush and reads compound word toothbrush, deducing its meaning.*	Pupil can nearly always draw on their existing vocabulary to speculate on the meaning of new words they encounter and explain clearly the link they have noticed.

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Domain: Reading

Dimension	Sub-dimension	Progression statement	NAHT key performance indicator (Y/N)	What to look for guidance (Working towards expectations)	What to look for guidance (Meeting expectations)	What to look for guidance (Exceeding expectations)
2) Comprehension	e) Understanding	1.2.e.1 Understand both the books they can already read accurately and fluently and those they listen to by: drawing on what they already know or on background information and vocabulary provided by the teacher	N	Pupil can, with support, answer 'how' and 'why' questions about what they have read.	Pupil can usually ask and answer 'how' and 'why' questions about what they have read and know where to look for information: e.g. *Pupil asks 'Why do bees like flowers? How long do worms grow?' and can find pages in a non-fiction book to answer own questions.*	Pupil can confidently answer 'how' and 'why' questions about what they have read and find basic information.
		1.2.e.2 Understand both the books they can already read accurately and fluently and those they listen to by: **checking that the text makes sense to them as they read and correcting inaccurate reading**	Y	Pupil can, with support, check that the text makes sense to them as they read and correct inaccurate reading.	Pupil can usually check that the text makes sense to them as they read and goes back to self-correct inaccurate reading: e.g. *Pupil reads 'The Fairy Godmother wanted her magic wand and the pumpkin changed into a coach' and then self-corrects 'wanted' to 'waved'.*	Pupil can nearly always check that the text makes sense to them as they read and immediately self-corrects inaccurate reading.
	f) Inference	1.2.f.1 Understand both the books they can already read accurately and fluently and those they listen to by: **discussing the significance of the title and events**	Y	Pupil can demonstrate some awareness of the link between events and the text title.	Pupil can discuss the link between events and the text title: e.g. *when discussing the title and events around the book 'We are Going on a Bear Hunt', pupil might comment: 'It is a good title because the children looked and looked everywhere for bears. When you hunt you look everywhere.'*	Pupil can discuss the link between events and the text title including some specific examples from the text to support their viewpoint.

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Domain: Reading

Dimension	Sub-dimension	Progression statement	NAHT key performance indicator (Y/N)	What to look for guidance (Working towards expectations)	What to look for guidance (Meeting expectations)	What to look for guidance (Exceeding expectations)
2) Comprehension	f) Inference	1.2.f.2 Understand both the books they can already read accurately and fluently and those they listen to by: making inferences on the basis of what is being said and done	N	Pupil can, with support, show some inference at a basic level: e.g. *Mr Gumpy is nice because he says yes to everyone.*	Pupil can demonstrate simple inference: e.g. *Pupil identifies who is speaking in a story: 'It must be Mr Gumpy who tells them to come for a ride another day because it is his boat.'*	Pupil can demonstrate simple, plausible inference about events and information, sometimes using evidence from text, such as how a character is feeling, what makes a plant grow: e.g. *Mr Gumpy could be cross because his boat tipped over but I know he isn't because they all go back and have tea at his house and he says they can have a ride another day, too.'*
	g) Prediction	1.2.g.1 Understand both the books they can already read accurately and fluently and those they listen to by: **predicting what might happen on the basis of what has been read so far**	Y	Pupil can, with support, make suggestions about what will happen next in the story based on what has happened so far, sometimes linked to text or own experience: e.g. *I think they will have a nice ride on the boat.*	Pupil can usually predict what might happen with responses linked closely to the story characters, plot and language read so far: e.g. *Mr Gumpy is saying yes to everyone and telling them all to behave themselves but I think some of them won't be able to be good all the time.*	Pupil can readily predict what might happen. All responses are linked closely to the story characters, plot and language read so far: e.g. *I think Mr Gumpy's boat will sink because there are eight animals and three people on it. It's too full!*
	h) Authorial intent	There is no content for this sub-dimension in Year 1.				
	i) Non Fiction	There is no content for this sub-dimension in Year 1.				

Rising Stars Progression Framework for English, Year 1

Domain: Reading						
Dimension	**Sub-dimension**	**Progression statement**	**NAHT key performance indicator (Y/N)**	**What to look for guidance (Working towards expectations)**	**What to look for guidance (Meeting expectations)**	**What to look for guidance (Exceeding expectations)**
2) Comprehension	j) Discussing Reading	1.2.j.1 Participate in discussion about what is read to them, taking turns and listening to what others say	N	Pupil can sometimes contribute ideas to discussion; with prompts, remembers significant events/key information; and, with support, follows rules for effective discussion.	Pupil can contribute ideas and thoughts to discussion, remembers significant events/key information and usually follows the agreed rules for effective discussion with a partner or in threes without support: e.g. *some simple comments about preferences, sometimes with reasons.*	Pupil can listen for a sustained period of time to poems, stories and non-fiction. Pupil confidently contributes a number of ideas to discussion, remembering all the significant events and most of the key information. They always follow the agreed class rules for effective discussion.
		1.2.j.2 Explain clearly their understanding of what is read to them	N	Pupil can, with support, express views about events or characters in the story and answer questions about why things happen: e.g. *The boat tipped because all the animals started to be bad, and the children, too.*	Pupil can express views about events or characters in the story and explain clearly their understanding of what is read to them: e.g. *Mr Gumpy was kind because he let all the animals and the children on his boat and they all went to his house for tea, too.*	Pupil can express views about events or characters in the story and explain confidently and clearly their understanding of what is read to them, expanding their initial ideas in response to questions and/or what has been said: e.g. *Mr Gumpy gives them all tea at his house and invites them to come for a ride another day, too. He doesn't seem to be a person who gets cross much.*

Rising Stars Progression Framework for English, Year 1

Domain: Writing[4, 5]

Dimension	Sub-dimension	Progression statement	NAHT key performance indicator (Y/N)	What to look for guidance (Working towards expectations)	What to look for guidance (Meeting expectations)	What to look for guidance (Exceeding expectations)
1) Writing – transcription	a) Phonic & Whole Word Spelling	**1.1.a.1 Spell words containing each of the 40+ phonemes already taught**	Y	Pupil can spell simple high-frequency words at Letters and Sounds (L&S) Phase 3 and 4 level or equivalent.	Pupil can usually correctly spell high-frequency words at L&S Phase 5 level or equivalent: e.g. *playground, complete.*	Pupil can consistently correctly spell high-frequency words at L&S Phase 5 level or equivalent.
		1.1.a.2 Spell common exception words	N	Pupil can make phonically plausible attempts at common exception (irregular) words, some of which are correctly spelt.	Pupil can make phonically plausible attempts at common exception (irregular) words, most of which are correctly spelt: e.g. *pupil writes 'frend' instead of 'friend' or 'yoo' instead of 'you'* (see Appendix 1 p 44 and refer to school phonics scheme).	Pupil can make phonically plausible attempts at all common exception (irregular) words, almost all of which are correctly spelt.
		1.1.a.3 Spell the days of the week	N	Pupil can make phonically plausible attempts at spelling days of week.	Pupil can correctly spell all the days of the week.	Pupil can confidently and quickly spell days of week correctly.
		1.1.a.4 Naming the letters of the alphabet in order	Y	Pupil can recognise some letters of the alphabet: e.g. *letters in own name.*	Pupil can name the letters of the alphabet in order.	Pupil can say letters in alphabetical order confidently, starting with any letter.
		1.1.a.5 Using letter names to distinguish between alternative spellings of the same sound	N	With support pupil can use some letter names to distinguish between alternative spellings of the same sound.	Pupil can use letter names to distinguish between alternative spellings of the same sound: e.g. *pupil says letter names when spelling 'ai' as in rain and 'ay' as in play.*	Pupil can consistently and confidently use letter names to distinguish between alternative spellings of the same sound.

4 All progression incorporates and builds on prior learning. When assessing, be aware of the need to look back and take previous year groups' descriptors into account.

5 Pupils should be supported in understanding and applying the concepts of word structures (see English Appendix 2, pages 64–65):

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/335186/PRIMARY_national_curriculum_-_English_220714.pdf

Rising Stars Progression Framework for English, Year 1

Domain: Writing

Dimension	Sub-dimension	Progression statement	NAHT key performance indicator (Y/N)	What to look for guidance (Working towards expectations)	What to look for guidance (Meeting expectations)	What to look for guidance (Exceeding expectations)
1) Writing – transcription	b) Other Word Building Spelling	1.1.b.1 Add prefixes and suffixes using the spelling rule for adding -s or -es as the plural marker for nouns and the third person singular marker for verbs	N	Pupil can, with support, use the spelling rule...etc.	Pupil can independently and with some inconsistencies use the spelling rule: e.g. *cats, thanks, catches.*	Pupil consistently and confidently uses the spelling rule.
		1.1.b.2 Add prefixes and suffixes using the prefix un-	N	Pupil can, with support, use the prefix un- in own writing.	Pupil can independently use the prefix un- in own writing: e.g. *unhappy, undo, unfair.*	Pupil consistently and confidently uses the prefix un- in own writing.
		1.1.b.3 Add prefixes and suffixes using -ing, -ed, -er and -est where no change is needed in the spelling of root words: e.g. *helping, helped, helper, eating, quicker, quickest*	N	Pupil can, with support, use the suffixes -ing, -ed, -er and -est in own writing.	Pupil can independently use the suffixes -ing, -ed, -er and -est in own writing: e.g. *buzzing, buzzed, buzzer, grander, grandest.*	Pupil can consistently and confidently use suffixes -ing, -ed, -er and -est in own writing.
	c) Transcription	**1.1.c.1 Write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far**	Y	With support, pupil can write simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far, spelling some of them correctly.	Pupil can independently write simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far, spelling most of them correctly: e.g. *Tom had a lot of gifts and cards for his sixth birthday.*	Pupil can confidently and quickly write simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far, spelling them correctly.

Rising Stars Progression Framework for English, Year 1

Domain: Writing

Dimension	Sub-dimension	Progression statement	NAHT key performance indicator (Y/N)	What to look for guidance (Working towards expectations)	What to look for guidance (Meeting expectations)	What to look for guidance (Exceeding expectations)
1) Writing – transcription	d) Handwriting	1.1.d.1 Sit correctly at a table, holding a pencil comfortably and correctly	N	Pupil can sometimes sit correctly at a table and with support holds the pencil usually using the correct pencil grip in preferred hand.	Pupil can sit correctly at a table and holds the pencil using the correct pencil grip in preferred hand.	Pupil almost always sits correctly at a table and always holds the pencil using the correct grip in preferred hand.
		1.1.d.2 Begin to form lower-case letters in the correct direction, starting and finishing in the right place	Y	Pupil can write some recognisable letters: e.g. letters from their own name. This is a good example but is inconsistent with our decision to exemplify the 'expected' descriptor only. Move to 'expected' and add other familiar words to their own name: e.g. *mum, dad, love, from.*	Pupil can write letters, most of which are correctly formed.	All letters are correctly, confidently and quickly formed.
		1.1.d.3 Form capital letters	N	Pupil can correctly form some recognisable capital letters.	Pupil can correctly form most capital letters.	Pupil can confidently and quickly correctly form all capital letters.
		1.1.d.4 Form digits 0–9	N	Pupil can, with support, write some recognisable digits.	Pupil can independently write all digits 0–9, most of which are correctly formed.	Pupil can independently write all digits 0–9, all of which are correctly formed.
		1.1.d.5 Understand which letters belong to which handwriting 'families' (i.e. *letters that are formed in similar ways*) and to practise these	N	Pupil can identify some handwriting families and uses this knowledge to remember correct letter formation when writing.	Pupil can correctly identify all handwriting families and sort most letters into them: e.g. *pupil can say that 'the long ladder family' contains the letters: l, b, I, j, t, u. and uses this knowledge to remember correct letter formation when writing.*	Pupil can correctly identify all handwriting families and sort all letters into them, using this knowledge to remember correct letter formation when writing.

Rising Stars Progression Framework for English, Year 1

Domain: Writing

Dimension	Sub-dimension	Progression statement	NAHT key performance indicator (Y/N)	What to look for guidance (Working towards expectations)	What to look for guidance (Meeting expectations)	What to look for guidance (Exceeding expectations)
2) Writing – composition	a) Contexts for Writing	There is no content for this sub-dimension in Year 2.				
	b) Planning and Drafting Writing	1.2.b.1 Write sentences by: saying out loud what they are going to write about	N	Pupil can, with support, decide on a topic for writing and say what they will write about.	Pupil can usually decide on a topic for writing and say what they will write about.	Pupil can almost always decide on a topic for writing and say what they will write about.
		1.2.b.2 Write sentences by: composing a sentence orally before writing it	N	Pupil can, with support, compose a sentence orally ready to replicate it in writing.	Pupil can independently compose a sentence orally ready to replicate it in writing.	Pupil can quickly and confidently compose a sentence orally ready to replicate it in writing.
		1.2.b.3 Write sentences by: **sequencing sentences to form short narratives**	Y	Some ideas are linked together.	Ideas are sequenced appropriately: e.g. *stories have a beginning, middle and an end.*	Ideas are developed in a sequence of sentences.
		1.2.b.4 Write sentences by: **re-reading what they have written to check that it makes sense**	Y	Pupil, with support, re-reads what they have written to check that it makes sense.	Pupil, usually and independently, re-reads what they have written to check that it makes sense and is beginning to be able to put things right if it doesn't.	Pupil confidently and consistently re-reads what they have written to check that it makes sense and knows what to do to correct it if it does not.

Rising Stars Progression Framework for English, Year 1

Domain: Writing

Dimension	Sub-dimension	Progression statement	NAHT key performance indicator (Y/N)	What to look for guidance (Working towards expectations)	What to look for guidance (Meeting expectations)	What to look for guidance (Exceeding expectations)
2) Writing – composition	c) Editing writing[6]	1.2.c.1 Discuss what they have written with the teacher or other pupils	N	Pupil can sometimes make comments on what they have written.	Pupil can listen and sometimes respond by making comments in discussion with teacher about what they have written: e.g. *'Oops, I forgot to put a capital letter after that full stop.'; 'I used my sounds to help me spell that long word.'*	Pupil can make several relevant points in discussion with teacher about what they have written.
	d) Performing writing	1.2.d.1 Read aloud their writing clearly enough to be heard by their peers and the teacher	N	Pupil can, with support, read their writing aloud clearly enough to be heard by a small group.	Pupil can read their writing aloud clearly enough to be heard by their peers and teacher.	Pupil can independently and consistently read aloud clearly enough to be heard by their peers and teacher.

6 The activity of proofreading for errors in grammar, spelling and punctuation is essentially unchanged across the age range. Progression lies in the growing knowledge they bring to bear on the task. A pupil should not be assessed as meeting or exceeding expectations unless they can demonstrate that they are applying their recently acquired, age-expected knowledge to the task as well as drawing on all their earlier learning. Pupils should be expected to feed back appropriately to others and to make corrections in their own writing.

Rising Stars Progression Framework for English, Year 1

Domain: Writing

Dimension	Sub-dimension	Progression statement	NAHT key performance indicator (Y/N)	What to look for guidance (Working towards expectations)	What to look for guidance (Meeting expectations)	What to look for guidance (Exceeding expectations)
3) Writing – vocabulary, grammar and punctuation	a) Vocabulary	1.3.a.1 Develop their understanding of the concepts set out in English Appendix 2 by: leaving spaces between words	N	Pupil can, when prompted, leave spaces between words.	Pupil can usually leave spaces between words.	Pupil can almost always leave spaces between words.
	b) Grammar	1.3.b.1 Develop their understanding of the concepts set out in English Appendix 2 by: joining words and joining clauses using *and*	N	Begins to join words and clauses with 'and'.	Confidently and correctly joins words and clauses with 'and': e.g. *I went to the park and played on the swing.*	Confidently and correctly uses 'and' in lists and to join clauses, and is beginning to use other conjunctions e.g. *if, so, but, because, when independently to join clauses.*
	c) Punctuation[7]	**1.3.c.1 Capital letters, full stops, question marks and exclamation marks to demarcate sentences**	Y	Pupil is beginning to demarcate simple and compound sentences accurately and is aware of the use of question marks and exclamation marks as alternatives to the full stop. Pupil is not always consistent in accurate sentence demarcation across a range of dictated and independent writing.	Pupil can demonstrate simple and compound sentences reliably and sometimes uses question marks and exclamation marks as alternatives to the full stop appropriately. Pupil is consistent in accurate sentence demarcation across a range of dictated and independent writing.	Pupil confidently demarcates simple and compound sentences accurately and uses question marks and exclamation marks as alternatives to the full stop appropriately. Pupil is consistent in accurate sentence demarcation across a range of dictated and independent writing and may be beginning to experiment with commas.

7 Remember to include all the elements taught in previous years in your expectations and assessment.

RISING STARS ASSESSMENT
Progression Frameworks

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