

### Literacy and English: assessing progress and achievement

This progression framework is a guide which is intended to support practitioners as they consider the evidence of knowledge and understanding, skills, attributes and capabilities provided by learners as they progress through and achieve a level in Listening and Talking.

The significant aspects of learning (detailed in the associated professional learning paper) relate to the statements for each level within this progression framework. They should be considered jointly when assessing progress and achievement.

In order to demonstrate achievement of a level in Listening and Talking, the learner provides a range of evidence related to the experiences and outcomes *within* a level as well as towards learning at the *next* level.

Early Level	First Level	Second Level	Third Level	Fourth Level
<p>Selects and discusses a range of texts and describes likes and dislikes.</p> <p>Communicates with others, contributing ideas, thoughts and feelings, demonstrating the ability to take turns.</p>	<p>Selects and discusses a range of texts, giving a personal response.</p> <p>Engages respectfully with others in different contexts by responding, questioning and contributing appropriately.</p>	<p>Selects and discusses a range of texts, giving a personal response.</p> <p>Engages respectfully with others in different contexts by responding, questioning, contributing appropriately and building on ideas.</p>	<p>Selects and discusses a range of texts, justifying personal preference.</p> <p>Engages respectfully with others in different contexts by responding, questioning, contributing appropriately, building upon, and challenging opinions and ideas.</p>	<p>Selects and discusses a range of texts, justifying personal preference and evidencing personal response.</p> <p>Engages respectfully with others in different contexts by responding, questioning, contributing appropriately, building upon, and challenging opinions and ideas and encouraging other to explore/ expand upon ideas.</p>

Early Level	First Level	Second Level	Third Level	Fourth Level
<p>Asks and answers relevant questions about a text to help understanding and makes links with prior learning</p> <p>Finds and uses information to learn new things.</p>	<p>Demonstrates a range of verbal and non-verbal skills when interacting with or presenting to others.</p> <p>Plans and creates spoken texts and delivers to a variety of audiences.</p> <p>Asks and answers a range of questions to inform understanding of a variety of texts.</p> <p>Recognises the difference between fact and opinion and is developing an informed view.</p>	<p>Demonstrates a range of verbal and non-verbal skills, adapting to the needs of a range of audiences.</p> <p>Plans and creates spoken texts with increasing confidence and delivers to a variety of audiences.</p> <p>Asks and answers a range of questions to inform critical understanding of texts.</p> <p>Recognises persuasive language and is starting to question the reliability of sources.</p>	<p>Communicates clearly and confidently using appropriate language and register, verbal and non-verbal skills as appropriate to purpose and audience.</p> <p>Plans and creates spoken texts with increasing confidence and delivers to a variety of audiences.</p> <p>Asks and answers with evidence a range of questions to inform critical understanding of texts.</p> <p>Recognises persuasive techniques, and questions the reliability and relevance of sources with increasing independence.</p>	<p>Communicates clearly and confidently, using appropriate language and register, verbal and non-verbal skills as appropriate to purpose and audience in an independent and sustained way</p> <p>Confidently plans and creates detailed spoken texts as appropriate to purpose and delivers to a variety of audiences</p> <p>Asks and answers a wide range of questions to demonstrate and evidence critical understanding of texts.</p> <p>Identifies persuasive techniques and evaluates sources independently</p>

Early Level	First Level	Second Level	Third Level	Fourth Level
Shares thoughts about events and characters in different ways.	Identifies and discusses the main features of texts, makes notes under given headings, using these to create texts.	Identifies and discusses the main features of texts, makes and organises notes, using these to create texts appropriate to audience and purpose	Compares a variety of texts, makes and organises notes, using these to create texts appropriate to audience and purpose.	Compares a variety of complex texts, makes and organises notes, using these to create texts appropriate to audience and purpose.

This progression framework is a guide which is intended to support practitioners as they consider the evidence of knowledge and understanding, skills, attributes and capabilities provided by learners as they progress through and achieve a level in Reading.

The significant aspects of learning (detailed in the associated professional learning paper) relate to the statements for each level within this progression framework. They should be considered jointly when assessing progress and achievement.

In order to demonstrate achievement of a level in Reading, the learner provides a range of evidence related to the experiences and outcomes *within* a level as well as towards learning at the *next* level.

Early Level	First Level	Second Level	Third Level	Fourth Level
Selects and discusses a range of texts and describes likes and dislikes.	Selects and discusses a range of texts, giving a personal response.	Selects and discusses a range of texts, giving a personal response.	Selects and discusses a range of texts, justifying personal preference and evidencing personal response.	Selects and discusses a range of texts, justifying personal preference and evidencing personal response.
Recognises patterns in language and blends sounds to decode unfamiliar words.	Is aware of reading strategies which can be used to monitor and check understanding.	Selects appropriate reading strategies to monitor and check understanding.	Independently selects appropriate reading strategies to monitor and check understanding.	Independently applies appropriate reading strategies to read a wide variety of texts and / or find information.

Early Level	First Level	Second Level	Third Level	Fourth Level
<p>Recognises common words and reads aloud simple texts.</p> <p>Asks relevant questions about a text to help understanding and makes links with prior learning.</p> <p>Finds and uses information to learn new things.</p>	<p>Uses knowledge of language to read texts with understanding and expression.</p> <p>Asks and answers questions about the main ideas and purpose of texts.</p> <p>Finds, selects, sorts and uses information from a variety of texts for a specific purpose.</p> <p>Makes notes under given headings, using these to create texts.</p> <p>Recognises the difference between fact and opinion and uses this to develop an informed view.</p>	<p>Uses knowledge of language to read unfamiliar texts with understanding and expression.</p> <p>Asks and answers literal, inferential and evaluative questions about a text and uses supporting detail.</p> <p>Finds, selects, sorts and uses information from a variety of sources for a range of purposes.</p> <p>Makes and organises notes using own words and headings to solve problems, develop own thinking and create new texts.</p> <p>Discusses the difference between fact and opinion, recognises persuasive language and evaluates reliability of sources.</p>	<p>Uses knowledge of language to read unfamiliar texts with understanding and expression.</p> <p>Responds to and creates literal, inferential and evaluative questions using evidence from the text.</p> <p>Identifies similarities and differences between different types of texts.</p> <p>Finds, selects, sorts, summarises, links and uses information from a variety of sources for a range of purposes.</p> <p>Makes and organises notes using own words and uses these to develop thinking, retain and recall information, explore problems and create new texts.</p> <p>Recognises persuasive techniques and evaluates the reliability and relevance of sources with increasing independence.</p>	<p>Uses knowledge of language to read unfamiliar texts with understanding and expression.</p> <p>Analyses texts in depth using evidence from the text and clearly expresses key ideas</p> <p>Compares and contrasts different types of texts.</p> <p>Finds, selects, sorts, summarises, links and uses information from a variety of sources for a range of purposes.</p> <p>Makes and organises notes using own words and uses these to develop thinking, retain and recall information, explore problems and create new texts.</p> <p>Evaluates the use of persuasive techniques, including bias, and the evidence and reliability of sources.</p>

Early Level	First Level	Second Level	Third Level	Fourth Level
Shares thoughts about events and characters in different ways.	Shares thoughts about structure, characters and setting. Recognises the writer's theme and links to own experiences.	Discusses structure, characterisation and setting. Recognises the relevance of the theme and links to own and others' experiences.	Discusses structure, characterisation and setting using evidence. Understands how the theme is developed and links to own and others' experiences.	Evaluates the use of structure, characterisation and setting using evidence. Shows how the theme is developed and links to own and others' experiences / the author's purpose / the central concerns of the text.
Knows that sound, rhyme and word choice can enhance enjoyment of a text.	Comments on the writer's use of language and the effect it has upon the reader.	Identifies and discusses the writer's style, use of language, and the effect this has upon the reader.	Identifies and discusses the writer's style and features appropriate to genre using evidence.	Identifies and evaluates the writer's style and features appropriate to genre using evidence.

This progression framework is a guide which is intended to support practitioners as they consider the evidence of knowledge and understanding, skills, attributes and capabilities provided by learners as they progress through and achieve a level in Writing.

The significant aspects of learning (detailed in the associated professional learning paper) relate to the statements for each level within this progression framework. They should be considered jointly when assessing progress and achievement.

In order to demonstrate achievement of a level in Writing, the learner provides a range of evidence related to the experiences and outcomes *within* a level as well as towards learning at the *next* level.

Early Level	First Level	Second Level	Third Level	Fourth Level
Explores writing through a range of simulated and real opportunities.	Writes independently for a range of purposes and audiences.	Writes independently for a range of purposes and audiences.	Writes independently in a variety of genres and forms, taking account of purpose and audience.	Writes independently in a variety of genres and forms, taking account of purpose and audience.
Is confident in forming letters and uses sounds and letters to construct words.	Orders and links sentences in a way that makes sense.	Uses paragraphs to organise writing.	Structures writing effectively, linking paragraphs.	Structures writing effectively, linking paragraphs.

Early Level	First Level	Second Level	Third Level	Fourth Level
<p>Uses common words to create simple sentences.</p>	<p>Uses a variety of punctuation and sentence structures to convey meaning.</p>	<p>Uses a variety of punctuation and sentence structures as appropriate to purpose.</p>	<p>Utilises a variety of punctuation and sentence structures to clearly convey meaning and enhance writing.</p>	<p>Utilises a variety of punctuation and sentence structures to clearly convey meaning and enhance writing.</p>
<p>Uses sounds, letters and words to read and write.</p>	<p>Uses strategies to spell familiar and unfamiliar words.</p>	<p>Uses a range of spelling strategies to ensure writing is mainly accurate.</p>	<p>Uses a range of spelling strategies to ensure technical accuracy.</p>	<p>Uses a range of spelling strategies and resources to ensure technical accuracy</p>
<p>Understands that writing conveys meaning.</p>	<p>Presents work legibly to engage the reader.</p>	<p>Uses layout and presentation to engage the reader.</p>	<p>Uses layout and presentation appropriate to the purpose and audience of their writing.</p>	<p>Justifies choice of layout and presentation in terms of impact on purpose and audience</p>
	<p>Checks and edits work throughout the writing process.</p>	<p>Checks throughout the writing process, taking account of purpose.</p>	<p>Reviews and edits work throughout the writing process to ensure meaning and purpose.</p>	<p>Reviews and edits work throughout the writing process to ensure clarity of meaning and purpose.</p>
	<p>Uses texts, including own notes, to generate ideas and understand information in order to create new texts.</p>	<p>Uses texts, including own notes, to evaluate and organise ideas and information in order to create new texts. Appropriately acknowledges sources.</p>	<p>Uses texts, including own notes, to analyse ideas and information, and to create new texts. Acknowledges and references sources.</p>	<p>Uses texts, including own notes, to analyse, evaluate and synthesise ideas and information, and to create new texts. Acknowledges and references sources.</p>

Early Level	First Level	Second Level	Third Level	Fourth Level
<p>Uses and applies existing knowledge of texts when creating texts, expressing ideas, feelings and experiences in a variety of ways.</p>	<p>Uses and applies knowledge of genre conventions when planning and creating a variety of texts, using language appropriate to purpose and audience.</p>	<p>Uses and applies knowledge of conventions of genre, form, structure and style when creating a variety of texts, using language to suit purpose and engage the audience.</p>	<p>Demonstrates a clear understanding of genre conventions by confidently creating a variety of texts to address purpose and engage the audience.</p>	<p>Demonstrates a clear understanding of genre conventions by confidently creating a variety of increasingly complex texts to address purpose and engage the audience.</p>