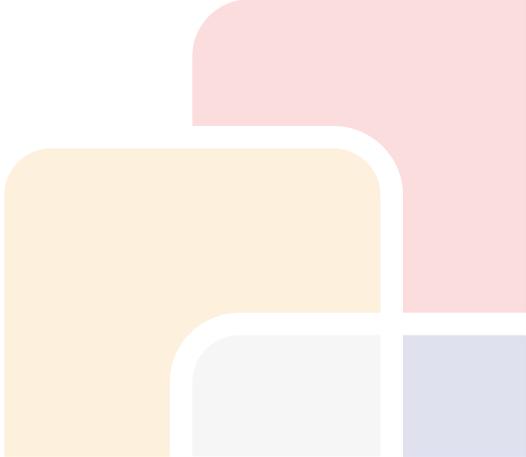# Progression Beyond Levels

An Assessment Framework for Primary Schools

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Incerts

Progression Beyond Levels

Audience   Headteachers and senior leaders of maintained and independent schools in England; classroom teachers and subject coordinators; advisors and partners of schools with an interest in curriculum and assessment.

Overview   This book contains the Incerts framework for assessing the new primary National Curriculum 2014, following the Department for Education's removal of National Curriculum levels.

Authorship   The author and publisher of this document is Incerts. Please direct enquires to:

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Our Challenge and Our Opportunity

After dominating assessment in England for an astonishing 25 years, the system of Levels and Attainment Targets was finally replaced and a very different kind of national curriculum introduced. The Department for Education (DfE) wanted to enable teachers "to develop a school curriculum that delivers the core content in a way that is challenging and relevant for their pupils".[G] Therefore they did not provide a new national assessment framework to replace the old Level Descriptors, reasoning that "schools are best placed to determine what type of system will work for them".[S]

Teachers now find themselves unable to track their pupils' progress in the ways to which they have been accustomed. As well as huge challenges, this situation presents school leaders with a significant opportunity to select or design an approach to assessment that can drive forward learning in their school.

This book contains the assessment framework Incerts have created for the new curriculum, in full. First, the introduction explains how the new curriculum is structurally different from what went before, and discusses the meaning of "mastery" and its implications for new approaches to teacher assessment. It goes on to describe what it means to design an assessment framework based on Programmes of Study rather than Attainment Targets, before giving an account of how Incerts designed the framework that's presented here. This is followed, perhaps most importantly, by guidance in using this framework to support effective formative assessment, and details of how attainment and progress can be measured without "labelling" pupils.

A Positively Prescriptive Core Curriculum

In January 2011, the DfE began a comprehensive review of the National Curriculum in England, resulting in the publication of a new primary curriculum[G] in September 2013. As part of this process they commissioned an Expert Panel, chaired by Tim Oates of Cambridge Assessment, which provided detailed advice on the construction and content of the new Programmes of Study[D].

These Programmes of Study, for the Core subjects of English, Maths and Science, are broken down into extensive and detailed year-on-year lists of objectives for teaching and learning (with the exception of Key Stage two English, which has two-yearly lists of objectives). For each of the Foundation subjects, there is only one short list of "refined and condensed" objectives per Key Stage.

The DfE stresses that the new National Curriculum is not prescriptive. All schools retain the freedom to devise a curriculum appropriate to their context, although maintained schools in England are legally required to follow the National Curriculum, which includes the objectives of the new Programmes of Study as a *minimum*. Where those Programmes of Study are not so extensive and detailed, such as in the Foundation Subjects, each school's individual curriculum will be developed well beyond that minimum and those curriculums can be very different. However, many primary schools may find that for the Core subjects it is sufficiently challenging just to cover all the required objectives, let alone to extend them! In this case, the curriculum content that's taught will be much more uniform across the country, as many schools choose to follow the Programmes of Study closely and to make use only of the detailed list of yearly objectives that the DfE provided.

Strictly speaking, schools are only required to teach a particular year's Programme of Study before the end of the Key Stage, rather than in any particular year. However, as Tim Oates explains in a video[J] produced by the DfE, the curriculum "intentionally sets the pace at which children study". Moreover, The Expert Panel commended an approach to differentiation in the classroom that "holds the group together"[D], and the Commission on Assessment without Levels that came later agreed that "…it is pupil support and the depth of learning which teachers should differentiate, not the content covered."[R] All of this should lead to many more pupils working through the same content at roughly the same time.

So although schools have real freedom to extend their curriculum in other areas, the DfE have supported them with very detailed Programmes of Study for the Core subjects and have encouraged them to use those in a very specific way. Happily, when enough schools follow similar enough programmes of work it becomes practical for organisations like the National Association of Head Teachers (NAHT) and Incerts to develop assessment frameworks. Teachers find the assessment frameworks that align with their programmes of work are the easiest to use for formative assessment, and therefore these are the frameworks that have the greatest impact on pupils' learning.

The Aim and Assumption of Mastery for All

The new curriculum is built around a "mastery" model of attainment that emphasises deep, secure understanding of key concepts. The Expert Panel wrote: "We believe that the focus should be on ensuring that all pupils have an appropriate understanding of key elements prior to moving to the next body of content".[D]

Most people are familiar with, and broadly supportive of, the idea that pupils should move to the next body of curriculum content only when they are "ready to progress". However, "mastery for all" goes some way beyond this, and the DfE have said that the new National Curriculum is premised on this kind of understanding of mastery:

> [pupils] are required to demonstrate mastery of the learning from each unit before being allowed to move on to the next, with the assumption that all pupils will achieve this level of mastery if they are appropriately supported...[H]

All pupils must be given access to the full content of the Programmes of Study: sometimes it will be necessary to differentiate for some pupils by giving them additional support, but not by limiting the content they're taught. When some pupils in a year group are still struggling to develop secure understanding of the objectives of the previous year, for example, the National Curriculum document[G] gives different advice for English and Maths. In English those pupils should, as far as possible, follow the Programme of Study for their current year group with the rest of their class. Rather than not moving on, they should engage with new content whilst working urgently to catch up with the objectives of earlier years *at the same time*. In Maths, again, the majority of the class will follow the Programme of Study for the current year, but the National Curriculum framework document states that those pupils who are not sufficiently fluent with earlier material should consolidate their understanding of the objectives of earlier years *before* moving on to new content.

Every teacher would agree with the *aim* that their pupils should master as many of the objectives of the Programmes of Study as possible. A literal *assumption* that all pupils have the time and the ability to master all the objectives before the end of the Key Stage does not hold in practice, of course. Teachers use their judgement and strike a balance, and clearly they will sometimes need to move a pupil on to new content before mastery has been demonstrated. They may feel that the pupil is ready to progress, and they will also be mindful that the full Programme of Study must be taught before the end of the Key Stage.

Differentiation for more-able pupils is more straightforward. Again, differentiation should not be in the content that's taught: in this case it should be in the depth of learning. Pupils who grasp the concepts they are taught quickly should be expected to apply the same skills in a range of different settings and in more demanding material, rather than to move on quickly to further curriculum content. In other words, extension (more things on the same topic) is given priority over acceleration (rapidly moving on to new content) here.

Levels had to Go

In June 2013 the DfE announced that it would follow the recommendation from the Expert Panel that the system of National Curriculum Levels and Level Descriptors (Attainment Targets) would be removed and not replaced. Of all the recent changes in curriculum and assessment, this was probably the most widely understood, and simultaneously both the most widely applauded and the most widely criticised. This was the change that made the headlines, and that the Labour Party offered to re-examine in their campaign for the General Election of May 2015.

Levels were a unit of measurement of a pupil's attainment in each subject, and the Attainment Targets were the assessment framework used to determine that pupil's Levels. This system made possible some extremely poor assessment and teaching practices, including: the awarding of ever-increasing Levels to pupils without regard for significant gaps in their prior learning; the targeting of resources on those pupils whose attainment happened to be close enough to the threshold between two Levels; and the instilling of limited ideas of their own potential in pupils who had been "labelled" with their Level by their teachers and peers.

There's no doubt that such inappropriate use of Levels and Attainment Targets needed to be stopped, and simply removing them was a brutally efficient way to do it. Of course this also stopped those effective assessment practices that relied on Levels too, and institutional knowledge, teachers' and advisors' experience and school-level and national-level data accumulated over more than a decade was "thrown away". Incerts was among many organisations to have had a baby in that bathwater.

Levels would have had to go, though, if only because the Attainment Targets that defined them were aligned to the previous curriculum rather than the new one. Moreover, there are technical reasons why Levels could not have been replaced with some equivalent "score" for the new curriculum, to which old data could have been converted. Levels were measurements on a single scale that spanned the year groups, whereas any measurement of attainment of the year-on-year objectives of the new curriculum must be on separate scales for *each* year group. With a bit of critical thinking, it's quite easy to see why any simple measurement scale that looks like "Levels by another name" just cannot be made to work with the new curriculum.

So Levels have completely gone now, but vigilance is still needed to prevent poor practices emerging around the new curriculum: any new system of measurement could equally well be misused in exactly the same ways. To take just one of the examples above, *any* measurement that can identify that a pupil is not attaining as expected *could* be turned into a "label" and made known to that pupil. There was nothing "special" about Levels in this regard.

Replacing the Attainment Targets: in Schools

As the Level Descriptors, the old Attainment Targets, were removed at the same time as the new Programmes of Study arrived, it's easy to think of them as somehow equivalent. The Expert Panel explained the difference between the two, writing:

> Programmes of Study highlight the focus of teaching and learning activities and how they might be developed. Attainment Targets are intended to make clear the learning outcomes that are expected as a result of experiencing the Programme of Study. Whilst the former describes what should be taught ('recommended routes to attainment'), the latter confirms the standard expected (that 'one has arrived').[D]

Technically, the old Attainment Targets were never actually removed, but were all replaced with the same, short catch-all statement for each subject: "Pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study". This provides schools with a definition of the expected standard that is somewhat circular: the learning outcomes that are expected as a result of experiencing the Programme of Study are that pupils know, apply and understand the matters, skills and processes specified in that Programme of Study.

This reflects the DfE's view that assessment within schools, and within the Key Stages, should be focused on the detailed objectives of the curriculum. Moreover, since the curriculum is not prescriptive, the DfE believe that assessment should be tailored to each school's *own* curriculum. Therefore every school has been given the freedom—or perhaps the responsibility— to select or design their own processes and tools to ensure that pupils are making progress. The DfE will certainly not replace the old Attainment Targets, or provide an alternative model or framework, for the purpose of assessment within schools and within Key Stages.

Rather, the DfE formed the Commission on Assessment without Levels, whose remit was "…to provide advice and support to schools in developing new approaches to their own in-school assessment…". Their final report[R] explains the removal of Levels and the old Attainment Targets, and seeks to provide guidance to schools to help them develop their own assessment policies—but again without prescribing a particular model.

In general, national guidance for schools is much more directive and specific about what should *not* be done and *why* than about what *should* be done and *how*! The DfE's view is that each school should answer these last two questions for themselves, although schools might respond that designing and developing policies, frameworks and tools is extremely specialised and time-consuming work.

However, the DfE have made it clear that assessment within schools should focus on the key skills that they choose to teach, which for those schools whose curriculum closely follows the new Programmes of Study means the key skills within those detailed list of objectives. Therefore many schools and other organisations set about selecting and organising the most important skills from the Programmes of Study.

Replacing the Attainment Targets: Nationally

While schools are responsible for measuring attainment and progress within the Key Stages, the DfE clearly needed to replace the old Attainment Targets with something to "confirm the standard expected" at the end of each Key Stage. In October 2014 they released a consultation document containing draft Performance Descriptors for the Core subjects.[M] These did set out "the characteristics of the performance of pupils in relation to the national curriculum programmes of study" in a lot more detail; and in particular they defined exactly what a pupil must be able to do to both reach, and to master, the requirements of the Core Subjects at the end of each Key Stage.

The DfE announced in February 2015 that they would be reviewing those draft Performance Descriptors, following a consultation that had attracted mostly negative feedback.[O] Since then, they have released Performance Descriptors of a different kind, which define the standards expected from the new end-of-Key Stage tests.[Q] These Performance Descriptors reflect the range of knowledge and skills covered by the draft Performance Descriptors very closely, although in this case the descriptions of the expected standards are designed to support the setting, marking and moderation of tests, rather than as criteria against which teachers can directly assess pupils' attainment. For that latter purpose, the DfE have released "Interim Teacher Assessment Frameworks",[T] although they will reconsider these after they have been used for the first time in the summer of 2016.

A small number of high-profile critics of criterion-based teacher assessment argue that it should not be used for the summative assessment of pupils at all, and should make *no* contribution to school accountability. The majority of teachers and heads take the polar opposite view, with over 80% of the respondents to Lord Paul Bew's Review of Key Stage 2 Testing, Assessment and Accountability[B] arguing that summative teacher assessment should replace externally-marked testing *completely* as the basis of accountability for primary schools in England. Adopting the approach at either "extreme" of this argument would be highly controversial, and otherwise summative assessment of pupils in England will continue to include elements of both criterion-based teacher assessment and externally-marked testing.

Formative Assessment using Programmes of Study

It's hard to find any expert, body, report or review that doesn't agree that ongoing, *formative* assessment of pupils by teachers is extremely important. It is the means by which good teachers evaluate the progress and diagnose the needs of each pupil. The Assessment without Levels Commission, for example, defines formative assessment in terms of identifying pupils' strengths and weaknesses, and what they need to do to improve. They write that if formative assessment practices are effective, school leaders "… can be assured that problems will be identified at the individual level and that every child will be appropriately supported to make progress and meet expectations"[R]. The DfE, in response to Lord Bew's report, affirmed that "ongoing assessment is a crucial part of effective teaching"[I].

It's important to note that in guiding schools to focus their formative assessment around their taught curriculum, which in many cases will closely match the new Programmes of Study, the DfE are *not* saying anyone should use those extensive lists of teaching and learning objectives in full, and just as they are, for making or recording assessments. It should come as no surprise that the new Programmes of Study contain many more "teaching objectives" than the old Attainment Targets did "Statements of Attainment". The latter were specifically designed to form a framework for criterion-based teacher assessment, and as such they focused on the key areas of knowledge, understanding and skill; while the former are intended to form a comprehensive curriculum to be taught. In any school, in any country, there will always be far more teaching and learning activities than there will be key learning outcomes that are expected as a result— an assessment framework will always be smaller than its corresponding curriculum.

Professor Dylan Wiliam, undeniably a leading authority on formative assessment, recently explained the difference between a framework for assessment and a curriculum, and in doing so provided examples of something that might be emphasised and something that might be left out when assessing pupils' understanding of the new Programme of Study for Mathematics:

> For example, place value is a central concept in the understanding of our number system. Without a profound understanding of place value, most of mathematics makes little sense. Roman numerals, on the other hand, is not quite so important. As the headteacher or a parent, I would far rather know how a child is doing in terms of their understanding of place value than their knowledge of Roman numerals. You can't assess everything – be selective."[N]

In summary, formative assessment of pupils should never simply refer to Programmes of Study directly as if they were lists of key assessment criteria—they are not. To support formative assessment effectively, an assessment framework must be designed that is much more focused and structured than that.

A Manageable Assessment Framework

Over a twelve-month period, colleagues at Incerts worked with teachers and subject specialists to select and organise statements from the new Programmes of Study into the assessment framework that's presented in this book. Schools across England are already using this framework to support effective formative assessment, as well as to measure their pupils' progress throughout Key Stages one and two.

In making this assessment framework, statements that corresponded to, or described the steps towards, statements in the DfE's two most recent sets of Performance Descriptors were deemed "most important" and selected for inclusion. Although primarily designed to support formative assessment in the classroom, this framework is therefore likely to be aligned with the key skills and knowledge that pupils need to acquire to meet the expected standard in both end-of-Key Stage tests and statutory teacher assessments. For these purposes, the framework is both as compact as possible and as comprehensive as necessary.

The statements selected have been organised according to the individual skills and concepts that run through each of the Programmes of Study, to make "ladders" that progress from one year's objectives to the next. Like the Programmes of Study themselves, the assessment framework for Reading, Writing, Maths and Science comprises a full set of objectives for every year of Key Stages one and two. Of course, Performance Descriptors only specify what should be attained by the end of a Key Stage, so colleagues cross-checked that steps towards these were correctly aligned with the NAHT's Key Performance Indicators[L] and the year-on-year objectives in the curriculum.

Within each yearly statement in the framework there are three steps here—informally described as "beginning", "meeting" and "consolidating". The "meeting" statements in the framework align exactly with the expected standard for the end of each year, since they are drawn from the Performance Descriptors and the Programmes of Study directly. Note that, in keeping with the new model of assessment, the "consolidating" statements for each year try to avoid including what would normally be taught and learned in the following year. Instead, these statements aim to describe a deeper understanding of the current year's objective that has become fully embedded in a pupil's learning.

For the Foundation subjects, the framework presented here has fewer steps, in this case corresponding to two-year periods—Key Stage one, lower Key Stage two, and upper Key Stage two. Since there is no statutory testing or summative teacher assessment of these subjects, there were no Performance Descriptors from the DfE, or indeed Key Performance Indicators from the NAHT, available to refer to. So for these subjects, the assessment framework was constructed exclusively from the objectives set out in the Programmes of Study, organised into progressive "skill ladders" and having steps from "beginning" to "meeting".

Using this Assessment Framework Formatively

The framework provided here may be used to support a teacher in assessing what an individual pupil knows, understands and can do. It may be used on paper, or in a file on a computer, or in an online tool. The statements were selected and organised so that this process and the resulting records can be kept reasonably manageable.

Assessing in this way will certainly highlight each pupil's strengths and weaknesses in the key skills of the curriculum, and a pupil's records over time will show the progress of course. However, assessment practice can only really be called formative, and said to have impact on the pupil's learning, once it is *used* to support planning and teaching. Crucially, the statements here are organised into "ladders": when a record shows which objectives have been met by a pupil or a group of pupils then the ladder structure will make clear their logical "next steps" for further learning as well as any "gaps" in their previous learning. Planning and teaching should focus on both.

For the majority of pupils, once the school year is well underway at least, teachers should assess and record using the "beginning", "meeting" and "consolidating" statements for their pupils' *current* year. Where a cumulative record is being built up, and it already shows the objectives for the previous year that a pupil met in that year, their teacher will probably also continue to complete that record at the same time. In other words, this kind of recording will reflect the pupil's progress in two ways: in "filling gaps" in the previous year's learning and in meeting the objectives of the current year.

For any pupils who are unlikely to be able to access the Programme of Study for their year, teachers may consider using the statements that are provided for an earlier year to record what they can do. Exactly as before, the records will show how their attainment has progressed over time and the ladder structure will show what their next steps should be. In contrast, though, teachers are much less likely to need to use the statements that are provided for later years "early" to record the attainment of their more-able pupils. Rather, teachers should use the "consolidating" statements for the pupils' current year to record deeper learning of an objective, and this should be sufficient in almost all cases.

Interestingly though, "consolidating" statements are often harder to attain than the "beginning" statements and even the "meeting" statements for the following year. This overlap between the expectations of each year with the following one is a consequence of the mastery model on which the new curriculum is based. It's certainly not necessary, but some schools might write assessment policies that tell teachers to ignore all the statements for the years following a pupil's current year, and to keep their planning and teaching completely focused on mastery of the objectives of the years up to the current year. Other schools do allow teachers to record any statements from later years of the framework that they judge their pupils have attained, which those pupils' next teacher will find particularly helpful for planning.

Putting Numbers on Pupils' Attainment

The Commission on Assessment Without Levels worked with Ofsted to produce a summary of what inspectors will be looking for concerning the effectiveness, accuracy and impact of assessment, and both the Commission[R] and Ofsted[K] have given guidance to schools. Inspectors will be looking for evidence of effective use of assessment in schools, of course, including its use to identify pupils who are falling behind. They will also expect schools to produce data to show that their pupils are making progress throughout the primary Key Stages, although they will not be looking for any particular "type" of data or any particular "amount" of progress.

A detailed, statement-by-statement description of what a pupil knows, understands and can do is a type of "data" that can be used very effectively in the classroom. Beyond that, however, for teachers, school leaders, governors, advisors or inspectors to ensure or demonstrate that a class or cohort of pupils are progressing at the appropriate rate, *numerical* data is significantly more convenient and powerful. That means schools need a way to measure a pupil's attainment in a subject at a point in time, to give some kind of "score".

Many methods of producing and presenting "scores" are possible, but the primary schools using the framework presented here usually use the one that follows for the Core subjects. A pupil's attainment is measured using the statements from just one particular year of the assessment framework at a time, their current year if appropriate, and the first part of their score is that year number, e.g. "1", "2", "3", … up to "6". Then, a second part is "joined on" to this score, and this could be ".1", ".2", ".3", … up to ".9" depending on the proportion of that year's objectives that this pupil is "beginning", "meeting" and "consolidating". All the statements, and their three steps, are given the same weight, so a pupil attaining the "beginning" step for every statement will get ".3" joined on to the year part of his score, a pupil attaining the "meeting" step for every statement will get ".6" joined on, and a pupil attaining the "consolidating" step for every statement will get ".9".

A couple of examples will help here. A year 5 pupil, Jane, whose attainment is being measured using year 5 statements and is not just meeting but even consolidating most of them might have a score around "5.8"; and a year 6 pupil, John, being measured using year 6 statements but only just beginning most of them and meeting none will have a score around "6.2".

Although it may sound like a technicality, the following point is important: these scores are *not* measurements of attainment on a single scale that runs from "1.1" to "6.9", which might look suspiciously like Levels by another name! Rather, there are six separate measurement scales here, for years 1 to 6, each of which has nine possible stages, 1 to 9. It's sometimes helpful to think of Jane's attainment as "year 5, stage 8" and John's as "year 6, stage 2" instead of seeing the decimal numbers 5.8 and 6.2. In particular, 5.8 is a smaller number than 6.2 of course, but with her deep learning of the year 5 objectives, Jane might perform better in a Key Stage 2 test than John, who has emergent learning of the year 6 objectives. However, sometimes it *is* helpful to use these scores like decimal numbers: they're more compact that way and amenable to some simple calculations.

Measuring Progress without Labelling Children

The method of measuring attainment described here gives a pupil a score for a subject that will typically change from ".1" to about ".5" or ".6" during the course of each year. So, for example, the Writing score of a pupil, Jack, may have progressed from 2.1 through to 2.6 while he was in year 2, and then it might progress from 3.1 to 3.6 through his year 3. Reaching ".6" every year is equivalent to meeting, although not mastering, all of the objectives of that year's curriculum during that year. Very roughly speaking, because a typical pupil attains around the sixth step on this scale in the sixth half term of the year, each step could be thought of as one half term's worth of attainment. In which case, his year 3 teacher might take a more careful look at Jack and any other pupil if their score doesn't progress to 3.2 by Christmas, or doesn't progress to 3.4 by Easter, and so on.

Notice that in "only" reaching 2.6, rather than 2.8 or 2.9, Jack probably didn't consolidate many of the objectives from year 2 before he reached the end of his time in year 2. It's quite likely though, that while he is in year 3 he will be continuing to consolidate some year 2 objectives. His detailed statement-by-statement assessment would show the full picture of this "progress on two fronts", but as soon as his attainment is measured against the year 3 objectives the increasing value of his score reflects that aspect of his progress only. Any kind of score is only a summary of what has been attained: a pupil's score is compact and manageable, while a pupil's attainment is complex and multi-faceted.

Like most scores, these can be used for many of the kinds of analysis that schools have done in the past, such as comparing the average attainment of two groups of pupils to make sure that any gaps between them are identified and addressed. However, since this particular type of score only reflects the extent to which a pupil has met the expectations of the current year, most pupils will begin every new school year on an equal footing with their peers, with no score for that year and the same possibilities and opportunities to progress ahead of them. As far as possible, the nature of these scores makes them unlikely to become pejorative and persistent "labels" that limit pupils' expectations of what they can achieve.

Of course, teachers will often use what they know about an individual pupil to set them an individual target, but that pupil must not become "labelled" with that target either. It's always possible to express a pupil's attainment throughout the year as their "distance to target" rather than in absolute terms. For example, if Jack's teacher sets him a target of 3.7 for his year 3, then rather than showing his score progressing like 3.1 then 3.2 then 3.3… his "distance to target" can be calculated and shown reducing from 0.6 to 0.5 to 0.4… This way of presenting progress is entirely "relative": it only shows how much more Jack must attain to reach his target by the end of the year, without identifying him as either a "low-attaining" pupil or a "high-attaining" pupil.

What does Incerts do?

Incerts was constituted in 2007 to meet two social goals: to support children's learning and to reduce teachers' non-teaching workload. Much of our impact has come from championing high-quality, formative teacher assessment. In practical terms this has meant designing widely-used assessment frameworks, building online tools for teachers, and defining and promoting effective assessment practice among school leaders.

Perhaps most notably, Incerts designed the Foundation Phase Profile for the Welsh Government's Department for Education and Skills. This Profile is both a very supportive formative teacher assessment framework *and* a national summative assessment for all the country's children at the start of reception and at the end of year 2. Many years before we had designed an assessment framework for nursery children in England, and were already running online systems to support teachers in using several different frameworks for formative assessment of nursery and primary school children.

Again in Wales, the Incerts Network is a peer-to-peer collaboration between 80 school leaders, who come together to evaluate and develop their assessment practice using our Assessment Effectiveness Framework and to share what works best for them. We also run a very popular series of national conferences on leadership.

Schools that wish to make the most effective use of the assessment framework presented in this book may wish to trial the online tool that supports it. This can be used from a computer with an internet connection, or as an app on a tablet like an iPad, and it automatically calculates all the measurements of attainment, targets, and distances to target discussed here.

Incerts is a non-profit organisation, entirely funded by our work on assessment frameworks and online assessment systems. At the time of writing, around 3000 schools across England and Wales subscribe to the different systems we provide.

Chronology of Key Documents

A. Tim Oates, (2010). *Could do better: Using international comparisons to refine the National Curriculum in England*. (Cambridge: Cambridge Assessment)

B. Lord Bew, (2011). *Independent Review of Key Stage 2 testing, assessment and accountability*. (London: DfE)

C. DfE, (2011). *Expert Panel: Terms of Reference*. (London: DfE)

D. DfE, (2011). *The Framework for the National Curriculum. A report by the Expert Panel for the National Curriculum review*. (London: DfE)

E. DfE, (2013). *The National Curriculum in England. Framework document for consultation*. (London: DfE)

F. DfE, (2013). *Reforming the national curriculum in England: Summary report of the July to August 2013 consultation on the new programmes of study and attainment targets from September 2014*. (London: DfE)

G. DfE, (2013). *The national curriculum in England. Key Stages 1 and 2 framework document*. (London: DfE)

H. DfE, (2013). *Assessing without levels*. (London: DfE)

I. DfE, (2013). *Primary assessment and accountability under the new curriculum consultation*. (London: DfE)

J. DfE, (2014). "National Curriculum: Tim Oates on assessment". YouTube video.

K. Ofsted, (2014). *Note for inspectors: use of assessment information during inspections in 2014/15*. (London: DfE)

L. NAHT, (2014). "NAHT assessment framework". (West Sussex: NAHT)

M. DfE, (2014). *Performance descriptors for use in key stage 1 and 2 statutory teacher assessment for 2015 / 2016*. (London: DfE)

N. Dylan Wiliam, (2014). "Planning assessment without levels". Teach Primary, 8(6)

O. DfE, (2015). *Performance descriptors for key stage 1 and 2 statutory teacher assessment. Government consultation response*. (London: DfE)

P. DfE, (2015). *Commission on Assessment Without Levels Statement of Intended Outputs* (London: DfE)

Q. DfE, (2015). *Key stage 1 and 2 Test Frameworks*. (London: DfE)

R. DfE, (2015). *Final report of the Commission on Assessment without Levels*. (London: DfE)

S. DfE, (2015). *Government response: Commission on Assessment without Levels*. (London: DfE)

T. DfE, (2015). *Interim teacher assessment frameworks at the end of key stage 1 and 2*. (London: DfE)

	Beginning	Meeting	Consolidating
Decoding	She is beginning to apply phonic knowledge and skills to decode words containing graphemes for the forty-or-so phonemes.	She applies phonic knowledge and skills, including blending sounds in unfamiliar words, to decode words containing graphemes for the forty-or-so phonemes.	She confidently applies phonic knowledge and skills, including blending sounds in unfamiliar words, to decode words containing graphemes for the forty-or-so phonemes.
Complex Graphemes	She is beginning to respond with the correct sounds to graphemes that have alternative sounds.	She responds speedily with the correct sounds to graphemes that have alternative sounds.	She responds speedily and confidently with the correct sounds to graphemes that have alternative sounds.
Word Knowledge	She is beginning to read common exception words.	She reads common exception words.	She reads common exception words with confidence.
Using Word Knowledge	She is beginning to recognise and read words of two or more syllables containing taught Grapheme-Phoneme Correspondences.	She recognises and reads words of two or more syllables containing taught Grapheme-Phoneme Correspondences.	She recognises and confidently reads words of two or more syllables containing taught Grapheme-Phoneme Correspondences.
Reading Texts			
Reading Aloud	She is beginning to read books aloud.	She accurately reads aloud books that are consistent with his developing phonic knowledge.	With accuracy and increasing confidence, she reads aloud books that are consistent with his developing phonic knowledge.

Beginning	Meeting	Consolidating
She is beginning to apply a wider range of phonic knowledge and skills to decode words quickly.	She consistently applies a wider range of phonic knowledge and skills to decode words quickly.	She confidently and consistently applies a wider range of phonic knowledge and skills to decode words quickly.
She is beginning to recognise and effortlessly decode a wider range of alternative sounds for graphemes.	She recognises and effortlessly decodes a wider range of alternative sounds for graphemes.	She quickly recognises and effortlessly decodes a wider range of alternative sounds for graphemes.
She is beginning to read a wider range of common exception words.	She reads a wider range of common exception words.	She reads a wider range of common exception words with confidence.
She is beginning to recognise and effortlessly decodes words of two or more syllables and words with common suffixes.	She recognises and effortlessly decodes words of two or more syllables and words with common suffixes.	She quickly recognises and effortlessly decodes words of two or more syllables and words with common suffixes.
When reading aloud, she is beginning to sound out unfamiliar words accurately without undue hesitation, and reads with confidence and fluency.	When reading aloud, she sounds out unfamiliar words accurately without undue hesitation, and reads with confidence and fluency.	Her automatic decoding is established and she reads a range of age-appropriate texts aloud with consistent accuracy, fluency and confidence.

	Beginning	Meeting	Consolidating
Decoding			
Complex Graphemes			
Word Knowledge		She reads further exception words, noticing any unusual correspondence between a word's spelling and its sound.	She confidently reads a wider range of exception words, including those with an unusual correspondence between spelling and sound.
Using Word Knowledge	She is beginning to apply her knowledge of some of the root words, prefixes and suffixes listed for Year 3/4 in the National Curriculum document to understand the meaning of new words she encounters.	She applies her knowledge of some of the root words, prefixes and suffixes listed for Year 3/4 in the National Curriculum document to understand the meaning of new words she encounters.	She consistently applies her knowledge of some of the root words, prefixes and suffixes listed for Year 3/4 in the National Curriculum document to understand the meaning of new words she encounters.
Reading Texts	She is beginning to read Year-3-appropriate texts.	She reads Year-3-appropriate texts.	She fluently reads Year-3-appropriate texts.
Reading Aloud	She is beginning to apply her knowledge of some of the words listed for Year 3/4 in the National Curriculum document to read aloud.	She applies her knowledge of some of the words listed for Year 3/4 in the National Curriculum document to read aloud.	She consistently applies his knowledge of some of the words listed for Year 3/4 in the National Curriculum document to read aloud confidently.

Beginning	Meeting	Consolidating
She is becoming familiar with the root words, prefixes and suffixes listed for Year 3/4 in the National Curriculum document.	She is increasingly familiar with the root words, prefixes and suffixes listed for Year 3/4 in the National Curriculum document.	She knows the root words, prefixes and suffixes listed for Year 3/4 in the National Curriculum document.
	She applies her growing knowledge of the root words, prefixes and suffixes listed for Year 3/4 in the National Curriculum document to understand the meaning of new words she encounters.	She consistently applies her knowledge of the root words, prefixes and suffixes listed for Year 3/4 in the National Curriculum document to understand the meaning of new words she encounters.
She is beginning to read a range of Year-4-appropriate texts.	She reads a range of Year-4-appropriate texts.	She fluently reads a range of Year-4-appropriate texts.
	She applies a growing knowledge of the root words, prefixes and suffixes listed for Year 3/4 in the National Curriculum document to read aloud.	She consistently applies knowledge of the root words, prefixes and suffixes listed for Year 3/4 in the National Curriculum document to confidently read age-appropriate texts aloud.

	Beginning	Meeting	Consolidating
Decoding			
Complex Graphemes			
Word Knowledge	She is becoming familiar with the root words, prefixes and suffixes listed for Year 5/6 in the National Curriculum document.	She is increasingly familiar with the root words, prefixes and suffixes listed for Year 5/6 in the National Curriculum document.	She knows most of the root words, prefixes and suffixes listed for Year 5/6 in the National Curriculum document.
Using Word Knowledge	She is beginning to apply her knowledge of some of the root words, prefixes and suffixes listed for Year 5/6 in the National Curriculum document to determine the meaning of new words she encounters.	She applies knowledge of some of the root words, prefixes and suffixes listed for Year 5/6 in the National Curriculum document to determine the meaning of new words she encounters.	She consistently applies her knowledge of some of the root words, prefixes and suffixes listed for Year 5/6 in the National Curriculum document to determine the meaning of new words she encounters.
Reading Texts	She is beginning to read a range of Year-5-appropriate texts, including novels, stories, plays, poetry, non-fiction, reference books and textbooks.	She reads a range of Year-5-appropriate texts, including novels, stories, plays, poetry, non-fiction, reference books and textbooks.	She fluently reads a range of Year-5-appropriate texts, including novels, stories, plays, poetry, non-fiction, reference books and textbooks.
Reading Aloud	She is beginning to apply a growing knowledge of the root words, prefixes and suffixes listed for Year 5/6 in the National Curriculum document to read aloud.	She applies a growing knowledge of the root words, prefixes and suffixes listed for Year 5/6 in the National Curriculum document to read aloud.	She consistently applies knowledge of the root words, prefixes and suffixes listed for Year 5/6 in the National Curriculum document to confidently read age-appropriate texts aloud.

Beginning	Meeting	Consolidating
	She knows the root words, prefixes and suffixes listed for Year 5/6 in the National Curriculum document.	Her knowledge of the root words, prefixes and suffixes listed for Year 5/6 in the National Curriculum document is now embedded.
	She applies her knowledge of the root words, prefixes and suffixes listed for Year 5/6 in the National Curriculum document to determine the meaning of new words she encounters.	She quickly and consistently applies her knowledge of the root words, prefixes and suffixes listed for Year 5/6 in the National Curriculum document to determine the meaning of new words she encounters.
She is beginning to fluently and effortlessly read a range of Year-6-appropriate texts, including novels, stories, plays, poetry, non-fiction, reference books and textbooks.	She fluently and effortlessly reads a range of Year-6-appropriate texts, including novels, stories, plays, poetry, non-fiction, reference books and textbooks.	She fluently and effortlessly reads a range of texts aimed at older children, including novels, stories, plays, poetry, non-fiction, reference books and textbooks.
She is beginning to demonstrate appropriate intonation, tone and volume when reading aloud text, plays and poetry to make the meaning clear to the audience.	She demonstrates appropriate intonation, tone and volume when reading aloud text, plays and poetry to make the meaning clear to the audience.	She consistently demonstrates appropriate intonation, tone and volume when reading aloud text, plays and poetry, and uses dramatic effect to make the meaning clear to the audience.

	Beginning	Meeting	Consolidating
Themes and Conventions			
Summarising	She is beginning to show understanding of a wide range of poetry, stories, and non-fiction, by making links to her own experiences, background information and vocabulary provided.	She shows understanding of a wide range of poetry, stories, and non-fiction she reads and listens to by making links to her own experiences, background information and vocabulary provided.	She demonstrates understanding of a wide range of poetry, stories and non-fiction she has read, and listened to, through identification and explanation of key ideas and information.
Related Information	She is beginning to recognise sequences of events in simple texts.	She recognises sequences of events in simple texts.	She recognises and identifies sequences of events in simple texts.
Familiar Texts	She is becoming aware of Year-1-appropriate key stories, fairy stories and traditional tales.	She is becoming very familiar with Year-1-appropriate key stories, fairy stories and traditional tales.	She is becoming very familiar with a wider range and greater number of Year-1-appropriate key stories, fairy stories and traditional tales.
Structure and Presentation	She is beginning to recognise that non-fiction books can be structured in different ways.	She recognises that non-fiction books can be structured in different ways.	She increasingly recognises the different structures of the non-fiction books that have been introduced.
Literary Language			
Word Meaning	She shows understanding of word meaning through discussion.	She shows understanding of the meaning of words through discussion, and makes links to those already known.	She shows a confident understanding of the meaning of words through discussion, and makes links to those already known.
Justifying Opinions			
Demonstrating Understanding			
Correcting Mistakes	She shows understanding of books she can already read by sometimes checking that the text makes sense to her and correcting her own inaccuracies.	She shows understanding of books she can already read by checking that the text makes sense to her and correcting her own inaccuracies.	She shows understanding of books she can already read by consistently checking that the text makes sense to her and correcting her own inaccuracies.
Extrapolating Information	She is beginning to show understanding of the books she can already read, and those she listens to, by predicting what might happen next.	She shows understanding of the books she can already read, and those she listens to, by predicting what might happen next.	She shows a deeper understanding of the books she can already read, and those she listens to, by predicting what might happen next.

Beginning	Meeting	Consolidating
She is beginning to demonstrate understanding of a wide range of poetry, stories, and non-fiction that she has read, and listened to, by identifying and explaining key aspects of the text.	She demonstrates understanding of a wide range of poetry, stories, and non-fiction that she reads independently, and of those read to her, by identifying and explaining key aspects of the text.	Her understanding of Year-2-appropriate, challenging texts is demonstrated through the identification and explanation of key aspects of fiction and non-fiction.
She is beginning to identify sequences of events in texts and offers simple explanations of how items of information relate to one another.	She identifies sequences of events in texts and offers simple explanations of how items of information relate to one another.	She identifies sequences of events in texts with increasing precision and offers explanations of how items of information relate to one another.
She is beginning to demonstrate familiarity with a wide range of Year-2-appropriate stories, fairy stories and traditional tales.	She demonstrates familiarity with a wide range of Year-2-appropriate stories, fairy stories and traditional tales.	She demonstrates familiarity with a wider range and greater number of Year-2-appropriate stories, fairy stories and traditional tales.
She is beginning to recognise and understand the different structures of the non-fiction books that have been introduced.	She recognises and understands the different structures of the non-fiction books that have been introduced.	She offers simple explanations of how and why texts are structured according to their purpose.
She is beginning to recognise simple recurring literary language in stories and poetry.	She recognises simple recurring literary language in stories and poetry.	She recognises recurring literary language in stories and poetry.
She is beginning to share favourite words and phrases, clarifying the meaning of new words.	She shares favourite words and phrases, and clarifies the meaning of new words through discussion and by making links to known vocabulary.	She finds the meaning of new words through exploration and discussion of their context and by making links to known vocabulary.
She is beginning to demonstrate understanding of what she has read, or listened to, drawing on her own knowledge as well as information and vocabulary provided.	She demonstrates understanding of what she has read, or listened to, drawing on her own knowledge as well as information and vocabulary provided.	She demonstrates thorough understanding of what she has read, or listened to, drawing on her own knowledge as well as information and vocabulary provided.
She is beginning to construct meaning whilst reading independently, self-correcting where the sense of the text is lost.	She constructs meaning whilst reading independently, self-correcting where the sense of the text is lost.	She consistently constructs meaning whilst reading independently, self-correcting where the sense of the text is lost.
She is beginning to make inferences from what is said and done in a text, and predictions based on what has been read so far.	She makes inferences from what is said and done in a text, and predictions based on what has been read so far.	She makes intelligent inferences from what is said and done in a text, and plausible predictions based on what has been read so far.

	Beginning	Meeting	Consolidating
Themes and Conventions	She is beginning to identify themes and conventions in a range of Year-3-appropriate texts.	She identifies themes and conventions in a range of Year-3-appropriate texts.	She identifies themes and conventions in a wide range of Year-3-appropriate texts.
Summarising	She is beginning to identify the main ideas in Year-3-appropriate texts drawn from more than one paragraph and summarises these.	She identifies the main ideas in Year-3-appropriate texts drawn from more than one paragraph and summarises these.	She accurately identifies the main ideas in Year-3-appropriate texts drawn from more than one paragraph and summarises these judiciously.
Related Information			
Familiar Texts	She is beginning to demonstrate familiarity with a range of Year-3-appropriate books, including fairy stories, myths and legends.	She demonstrates familiarity with a range of Year-3-appropriate books, including fairy stories, myths and legends.	She demonstrates familiarity with a wider range and greater number of Year-3-appropriate books, including fairy stories, myths and legends.
Structure and Presentation	She is beginning to identify how structure and presentation contribute to meaning in Year-3-appropriate texts.	She identifies how structure and presentation contribute to meaning in Year-3-appropriate texts.	She identifies more examples of how structure and presentation contribute to meaning in Year-3-appropriate texts.
Literary Language	She is beginning to identify how language contributes to meaning in Year-3-appropriate fiction and non-fiction texts.	She identifies how language contributes to meaning in Year-3-appropriate fiction and non-fiction texts.	She identifies more examples of how language contributes to meaning in Year-3-appropriate fiction and non-fiction texts.
Word Meaning			
Justifying Opinions			
Demonstrating Understanding	She is beginning to demonstrate understanding of Year-3-appropriate texts, drawing on her own knowledge as well as information and vocabulary provided.	She demonstrates understanding of Year-3-appropriate texts, drawing on her own knowledge as well as information and vocabulary provided.	She demonstrates thorough understanding of Year-3-appropriate texts, drawing on her own knowledge as well as information and vocabulary provided.
Correcting Mistakes	She is beginning to demonstrate her understanding of Year-3-appropriate texts by checking that the text makes sense to her, discussing it and explaining the meaning of words in context.	She demonstrates her understanding of Year-3-appropriate texts by checking that the text makes sense to her, discussing it and explaining the meaning of words in context.	She demonstrates her understanding of Year-3-appropriate texts by consistently checking that the text makes sense to her, discussing it and explaining the meaning of words in context.
Extrapolating Information	She is beginning to draw inferences from Year-3-appropriate texts, such as inferring characters' feelings, thoughts and motives from their actions, and makes predictions based on details stated and implied.	She draws inferences from Year-3-appropriate texts, such as inferring characters' feelings, thoughts and motives from their actions, and makes predictions based on details stated and implied.	She draws intelligent inferences from Year-3-appropriate texts, such as inferring characters' feelings, thoughts and motives from their actions, and makes plausible predictions based on details stated and implied.

Beginning	Meeting	Consolidating
She is beginning to identify themes and conventions in a range of Year-4-appropriate texts.	She identifies themes and conventions in a wide range of Year-4-appropriate texts.	She identifies more themes and conventions in a wide range of Year-4-appropriate texts.
She is beginning to identify the main ideas in Year-4-appropriate texts drawn from more than one paragraph and summarises these.	She identifies the main ideas in Year-4-appropriate texts drawn from more than one paragraph and summarises these.	She accurately identifies the main ideas in Year-4-appropriate texts drawn from more than one paragraph and summarises these judiciously.
She is beginning to demonstrate familiarity with a range of Year-4-appropriate books, including fairy stories, myths and legends.	She demonstrates familiarity with a wide range of Year-4-appropriate books, including fairy stories, myths and legends.	She demonstrates familiarity with a wider range and greater number of Year-4-appropriate books, including fairy stories, myths and legends.
She is beginning to identify how structure and presentation contribute to meaning in Year-4-appropriate texts.	She identifies how structure and presentation contribute to meaning in Year-4-appropriate texts.	She identifies more examples of how structure and presentation contribute to meaning in Year-4-appropriate texts.
She is beginning to identify how language contributes to meaning in Year-4-appropriate fiction and non-fiction texts.	She identifies how language contributes to meaning in Year-4-appropriate fiction and non-fiction texts.	She identifies more examples of how language contributes to meaning in Year-4-appropriate fiction and non-fiction texts.
She is beginning to demonstrate understanding of Year-4-appropriate texts, drawing on her own knowledge as well as information and vocabulary provided.	She demonstrates understanding of Year-4-appropriate texts, drawing on her own knowledge as well as information and vocabulary provided.	She demonstrates thorough understanding of Year-4-appropriate texts, drawing on her own knowledge as well as information and vocabulary provided.
She is beginning to demonstrate her understanding of Year-4-appropriate texts by checking that the text makes sense to her, discussing it and explaining the meaning of words in context.	She demonstrates her understanding of Year-4-appropriate texts by checking that the text makes sense to her, discussing it and explaining the meaning of words in context.	She demonstrates her understanding of Year-4-appropriate texts by consistently checking that the text makes sense to her, discussing it and explaining the meaning of words in context.
She is beginning to draw inferences from Year-4-appropriate texts, such as inferring characters' feelings, thoughts and motives from their actions, and makes predictions based on details stated and implied.	She draws inferences from Year-4-appropriate texts, such as inferring characters' feelings, thoughts and motives from their actions, and makes predictions based on details stated and implied.	She draws intelligent inferences from Year-4-appropriate texts, such as inferring characters' feelings, thoughts and motives from their actions, and makes plausible predictions based on details stated and implied.

	Beginning	Meeting	Consolidating
Themes and Conventions	She is beginning to identify themes and conventions demonstrating, through discussion and comment, understanding of their use in and across a range of Year-5-appropriate texts.	She identifies themes and conventions demonstrating, through discussion and comment, understanding of their use in and across a range of Year-5-appropriate texts.	She identifies more themes and conventions demonstrating, through discussion and comment, understanding of their use in and across a wide range of Year-5-appropriate texts.
Summarising	She is beginning to summarise the main ideas in Year-5-appropriate texts, drawn from more than one paragraph, identifying key details that support these ideas.	She summarises the main ideas in Year-5-appropriate texts, drawn from more than one paragraph, identifying key details that support these ideas.	She judiciously summarises the main ideas in Year-5-appropriate texts, drawn from more than one paragraph, identifying key details that support these ideas.
Related Information			
Familiar Texts	She is beginning to demonstrate familiarity with a wide range of Year-5-appropriate myths, legends and traditional stories.	She is increasingly familiar with a wide range of Year-5-appropriate myths, legends and traditional stories.	She is extensively familiar with a wider range and greater number of Year-5-appropriate myths, legends and traditional stories.
Structure and Presentation	She is beginning to identify how structure and presentation contribute to meaning in Year-5-appropriate texts.	She identifies how structure and presentation contribute to meaning in Year-5-appropriate texts.	She identifies more examples of how structure and presentation contribute to meaning in Year-5-appropriate texts.
Literary Language	She is beginning to identify how language contributes to meaning in Year-5-appropriate fiction and non-fiction texts.	She identifies how language contributes to meaning in Year-5-appropriate fiction and non-fiction texts.	She identifies more examples of how language contributes to meaning in Year-5-appropriate fiction and non-fiction texts.
Word Meaning			
Justifying Opinions	She is beginning to provide reasoned justifications for her views about Year-5-appropriate books.	She provides reasoned justifications for her views about Year-5-appropriate books.	She provides increasingly well-reasoned justifications for her views about Year-5-appropriate books.
Demonstrating Understanding	She is beginning to demonstrate understanding of Year-5-appropriate texts, drawing on her own knowledge as well as information and vocabulary provided.	She demonstrates understanding of Year-5-appropriate texts, drawing on her own knowledge as well as information and vocabulary provided.	She demonstrates thorough understanding of Year-5-appropriate texts, drawing on her own knowledge as well as information and vocabulary provided.
Correcting Mistakes	She is beginning to demonstrate her understanding of Year-5-appropriate texts by checking that the text makes sense to her, discussing it and explaining the meaning of words in context.	She demonstrates her understanding of Year-5-appropriate texts by checking that the text makes sense to her, discussing it and explaining the meaning of words in context.	She demonstrates her understanding of Year-5-appropriate texts by consistently checking that the text makes sense to her, discussing it and explaining the meaning of words in context.
Extrapolating Information	She is beginning to draw inferences from Year-5-appropriate texts, such as inferring characters' feelings, thoughts and motives from their actions, and makes predictions based on details stated and implied.	She draws inferences from Year-5-appropriate texts, such as inferring characters' feelings, thoughts and motives from their actions, and makes predictions based on details stated and implied.	She draws intelligent inferences from Year-5-appropriate texts, such as inferring characters' feelings, thoughts and motives from their actions, and makes plausible predictions based on details stated and implied.

Beginning	Meeting	Consolidating
She is beginning to identify themes and conventions demonstrating, through discussion and comment, understanding of their use in and across a wide range of Year-6-appropriate texts.	She identifies themes and conventions demonstrating, through discussion and comment, understanding of their use in and across a wide range of Year-6-appropriate texts.	She identifies more themes and conventions demonstrating, through discussion and comment, advanced understanding of their use in and across a range of texts aimed at older children.
She is beginning to identify key details that support the main ideas in Year-6-appropriate texts, and uses them to summarise content drawn from more than one paragraph.	She identifies key details that support the main ideas in Year-6-appropriate texts, and uses them to summarise content drawn from more than one paragraph.	She confidently identifies key details that support the main ideas in challenging texts, and uses them to judiciously summarise content drawn from more than one paragraph.
She is beginning to identify and explain how information in non-fiction, and sequences of events in narrative fiction, contribute to meaning as a whole.	She identifies and explains how information in non-fiction, and sequences of events in narrative fiction, contribute to meaning as a whole.	She consistently identifies and explains in detail how information in non-fiction, and sequences of events in narrative fiction, contribute to meaning as a whole.
She is beginning to read and demonstrate familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction and fiction from our literary heritage, and books from other cultures and traditions.	She has read and demonstrates familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction and fiction from our literary heritage, and books from other cultures and traditions.	She has read and demonstrates familiarity with a wider range and greater number of books, including myths, legends and traditional stories, modern fiction and fiction from our literary heritage, and books from other cultures and traditions.
She is beginning to explain how structure and presentation can contribute to the meaning of Year-6-appropriate fiction and non-fiction texts.	She explains how structure and presentation can contribute to the meaning of Year-6-appropriate fiction and non-fiction texts.	She uses more examples in explaining how structure and presentation can contribute to the meaning of a wider range of fiction and non-fiction texts.
She is beginning to comment on how language, including figurative language, is used to contribute to meaning in Year-6-appropriate fiction and non-fiction texts.	She comments on how language, including figurative language, is used to contribute to meaning in Year-6-appropriate fiction and non-fiction texts.	She uses more examples in explaining how language, including figurative language, is used to contribute to meaning in a wider range of fiction and non-fiction texts.
She is beginning to express views formed through independent reading and books that are read to her, explaining and justifying personal opinions.	She expresses views formed through independent reading and books that are read to her, explaining and justifying personal opinions.	She expresses intelligent and complex ideas formed through independent reading, and hearing books read, explaining and justifying personal opinions.
She is beginning to demonstrate understanding of Year-6-appropriate texts, drawing on her own knowledge as well as information and vocabulary provided.	She demonstrates understanding of Year-6-appropriate texts, drawing on her own knowledge as well as information and vocabulary provided.	She consistently demonstrates comprehensive understanding of Year-6-appropriate texts, drawing on her own knowledge as well as information and vocabulary provided.
She is beginning to demonstrate her understanding of Year-6-appropriate texts by checking that the text makes sense to her, discussing it and explaining the meaning of words in context.	She demonstrates her understanding of Year-6-appropriate texts by checking that the text makes sense to her, discussing it and explaining the meaning of words in context.	She demonstrates her understanding of Year-6-appropriate texts by consistently checking that the text makes sense to her, discussing it and explaining the meaning of words in context.
She is beginning to draw inferences from Year-6-appropriate texts and justifies them with evidence, explaining predictions she makes based on details stated and implied.	She draws inferences from Year-6-appropriate texts and justifies them with evidence, explaining predictions she makes based on details stated and implied.	She draws intelligent inferences from more challenging texts and justifies them with evidence, giving convincing explanations of the predictions she makes based on details stated and implied.

	Beginning	Meeting	Consolidating
Form	She attempts to write simple sentence-like structures to form short narratives.	She attempts to write simple sentences and sentence-like structures to form short narratives based on fictional and real experiences, and creates simple poems.	She writes for different purposes, when prompted, sometimes maintaining form when writing narratives about experiences, writing about real events and writing poetry.
Drafting	Before writing, she is beginning to plan her sentences by saying out loud what the writing will be about.	Before writing, she plans her sentences by saying out loud what the writing will be about, and uses oral composition to recognise where the sentence begins and ends.	She uses the drafting process to say out loud and plan what the writing will be about, to write down some ideas or key words and to sequence sentences to form short narratives.
Building Vocabulary	She is beginning to use a few new words she has encountered in books that are read to her.	She draws new vocabulary from listening to, and talking about, whole books.	She draws a wider range of new vocabulary from listening to, and talking about, whole books.
Evaluating and Editing	She is beginning to discuss her writing to check that what she has written makes sense.	She re-reads and discusses her writing to check that what she has written makes sense, and makes simple changes where suggested.	She re-reads and discusses her writing to consider and check word choice, grammar, punctuation and spelling, and to make simple changes where appropriate.
Grammatical Terms	She uses some of the grammatical terminology for Year 1 in the National Curriculum document when discussing writing.	She uses the grammatical terminology for Year 1 in the National Curriculum document when discussing and evaluating writing.	She consistently and accurately uses the grammatical terminology for Year 1 in the National Curriculum document when discussing and evaluating writing.
Planning			
Narrative Form			
Paragraphs			
Cohesive Devices			
Presentational Devices			
Use of Tense			

Beginning	Meeting	Consolidating
She is beginning to produce a variety of written pieces for different purposes whilst maintaining form.	She produces a variety of written pieces for different purposes, maintaining form when writing narratives about experiences, writing about real events and writing poetry.	She consistently adopts and maintains an appropriate form throughout longer pieces of writing for different purposes.
She is beginning to use the drafting process to gather and write down ideas and key words, and to encapsulate what is to be said, sentence by sentence.	She uses the drafting process to gather and write down ideas and key words, and to encapsulate what is to be said, sentence by sentence, to compose meaningful narratives.	She uses the drafting process with increasing effectiveness to gather and write down ideas and key words and to encapsulate what is to be said.
She is beginning to draw new vocabulary from reading and discussion of different types of writing.	She draws new vocabulary from reading and discussion of different types of writing.	She draws new vocabulary from a wide range of reading across the curriculum.
She is beginning to discuss her writing to evaluate and check her word choice, grammar, punctuation and spelling, and to make appropriate changes.	She re-reads and discusses her writing to evaluate and check the effective use of word choice, grammar, punctuation and spelling, and to make appropriate additions, revisions and corrections.	In response to discussion or comment, she re-reads and evaluates her writing according to purpose, effectiveness and accuracy of language, and makes corrections and revisions independently.
She uses some of the grammatical terminology for Year 2 in the National Curriculum document when discussing writing.	She uses the grammatical terminology for Year 2 in the National Curriculum document when discussing and evaluating writing.	She consistently and accurately uses the grammatical terminology for Year 2 in the National Curriculum document when discussing and evaluating writing.

	Beginning	Meeting	Consolidating
Form	Her writing is beginning to demonstrate some features appropriate to audience, purpose and context.	Her 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.	Her writing consistently demonstrates features of the given form, with structure, vocabulary and grammar appropriate to audience, purpose and context.
Drafting	She is beginning to use the drafting process to make some choices of grammar and vocabulary, through composing and rehearsing sentences orally.	She uses the drafting process to make some choices of grammar and vocabulary, through composing and rehearsing sentences orally.	She uses the drafting process to make judicious choices of grammar and vocabulary, through composing and rehearsing sentences orally.
Building Vocabulary			
Evaluating and Editing	She is beginning to evaluate the effectiveness of her own and others' writing, sometimes through reading work aloud, to suggest improvements.	She evaluates the effectiveness of her own and others' writing, sometimes through reading work aloud, to suggest improvements to grammar and vocabulary.	She consistently evaluates the effectiveness of her own and others' writing, sometimes through reading work aloud, to suggest appropriate improvements to grammar and vocabulary.
Grammatical Terms	She uses some of the grammatical terminology for Year 3 in the National Curriculum document when discussing writing.	She uses the grammatical terminology for Year 3 in the National Curriculum document when discussing and evaluating writing.	She consistently and accurately uses the grammatical terminology for Year 3 in the National Curriculum document when discussing and evaluating writing.
Planning			
Narrative Form			
Paragraphs	She is beginning to use paragraphs to group related ideas and information.	She uses paragraphs to group related ideas and information.	She uses paragraphs with increasing effectiveness to group related ideas and information.
Cohesive Devices	She is beginning to use conjunctions, adverbs and prepositions.	She uses conjunctions, adverbs and prepositions to express time, place or cause.	She uses conjunctions, adverbs and prepositions accurately to express time, place or cause.
Presentational Devices	She is beginning to use headings and sub-headings to aid presentation.	She uses headings and sub-headings to aid presentation.	She consistently uses headings and sub-headings to aid presentation.
Use of Tense			

Beginning	Meeting	Consolidating
	Her writing demonstrates features of the selected form, as appropriate to audience, purpose and context, drawn from discussion of models of similar writing, and the recording of ideas from her own reading.	Her writing confidently and creatively demonstrates features of the given form, with structure, vocabulary and grammar appropriate to audience, purpose and context.
She is beginning to use the drafting process to make choices of grammar and vocabulary, and to use a range of sentence structures.	She uses the drafting process to make choices of grammar and vocabulary, drawing upon a progressively varied and rich vocabulary and a range of sentence structures.	She uses the drafting process to make judicious choices of grammar and vocabulary, drawing upon a varied and rich vocabulary and a wider range of sentence structures.
She is beginning to evaluate the effectiveness of her own and others' writing to propose changes to grammar and vocabulary.	She evaluates the effectiveness of her own and others' writing to propose changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences.	She consistently evaluates the effectiveness of her own and others' writing to propose judicious changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences.
She uses some of the grammatical terminology for Year 4 in the National Curriculum document when discussing writing.	She uses the grammatical terminology for Year 4 in the National Curriculum document when discussing and evaluating writing.	She consistently and accurately uses the grammatical terminology for Year 4 in the National Curriculum document when discussing and evaluating writing.
In narratives, she is beginning to create settings, characters and plot.	In narratives, she creates settings, characters and plot.	In narratives, she creates increasingly detailed settings, characters and plot.
She is beginning to use paragraphs to organise information and ideas around a theme.	She uses paragraphs to organise information and ideas around a theme.	She uses paragraphs with increasing effectiveness to organise information and ideas around a theme.
She is beginning to use cohesive devices, including choice of tense and adverbials of time, place and number, to link ideas across paragraphs.	She uses cohesive devices, including choice of tense and adverbials of time, place and number, to link ideas across paragraphs.	She uses cohesive devices precisely, including choice of tense and adverbials of time, place and number, to link ideas across paragraphs coherently.
She is beginning to use simple organisational devices, including headings and subheadings, to aid presentation.	She uses simple organisational devices, including headings and subheadings, to aid presentation.	She consistently uses simple organisational devices, including headings and subheadings, to aid presentation.
She is beginning to choose the tense to build cohesion within and across paragraphs.	She chooses the tense to build cohesion within and across paragraphs.	She consistently chooses the appropriate tense to build cohesion within and across paragraphs.

	Beginning	Meeting	Consolidating
Form	She is beginning to identify the audience for and the purpose of her writing and use other similar writing as models for her own.	She identifies the audience for and the purpose of her writing, selecting the appropriate form and using other similar writing as models for her own.	She consistently selects the appropriate form, and uses similar writing as models for her own with increasing effect.
Drafting	She is beginning to use the drafting process to make appropriate choices of grammar and vocabulary, and to précis longer passages.	She uses the drafting process to make appropriate choices of grammar and vocabulary, and to précis longer passages.	She uses the drafting process to make judicious choices of grammar and vocabulary, and to précis longer passages.
Building Vocabulary			
Evaluating and Editing			
Grammatical Terms	She uses some of the grammatical terminology for Year 5 in the National Curriculum document when discussing writing.	She uses the grammatical terminology for Year 5 in the National Curriculum document when discussing and evaluating writing.	She consistently and accurately uses the grammatical terminology for Year 5 in the National Curriculum document when discussing and evaluating writing.
Planning	In planning for narratives, she is beginning to consider how authors have developed characters and settings in what she has read, listened to or seen performed.	In planning for narratives, she considers how authors have developed characters and settings in what she has read, listened to or seen performed.	In planning for narratives, she adapts characters and settings from what she has read, listened to or seen performed.
Narrative Form	In narratives, she is beginning to describe settings, characters, plot and atmosphere.	In narratives, she describes settings, characters, plot and atmosphere.	In narratives, she describes settings, characters, plot and atmosphere with detail and clarity.
Paragraphs		She uses paragraphs appropriately as she develops and expands ideas around a theme.	She uses paragraphs appropriately and effectively as she develops and expands ideas around a theme.
Cohesive Devices		She uses a range of devices to build cohesion within and across paragraphs.	She uses a wider range of devices judiciously to build cohesion within and across paragraphs.
Presentational Devices	She is beginning to use further organisational and presentational devices to structure text and to guide the reader (e.g. headings, bullet points, underlining).	She uses further organisational and presentational devices to structure text and to guide the reader (e.g. headings, bullet points, underlining).	She uses further organisational and presentational devices consistently, to structure text and to guide the reader (e.g. headings, bullet points, underlining).
Use of Tense			

Beginning	Meeting	Consolidating
She is beginning to write for a range of purposes and audiences using models of similar writing, wider reading and research.	She writes for a range of purposes and audiences, selecting and using suitable forms with appropriate features drawn from models of similar writing, wider reading and research.	She writes for a range of purposes and audiences, manipulating and controlling the selected form to achieve the intended effect.
She is beginning to use the drafting process to make appropriate choices of grammar and vocabulary to clarify and enhance meaning, and when required, précises longer passages appropriately.	She uses the drafting process to make appropriate choices of grammar and vocabulary to clarify and enhance meaning, and when required, précises longer passages appropriately.	She uses the drafting process to make judicious choices of grammar and vocabulary to manipulate meaning for the intended effect (including précising longer passages).
She is beginning to use a dictionary and thesaurus to check words.	She uses a dictionary and thesaurus to check spelling, word meaning and appropriateness.	She uses a dictionary and thesaurus with increasing readiness, and effectively checks spelling, word meaning and appropriateness.
She is beginning to evaluate the effectiveness of her own and others' writing and makes appropriate editorial changes to enhance effects and clarify meaning.	She evaluates the effectiveness of her own and others' writing and makes appropriate editorial changes to vocabulary, grammar and punctuation, to enhance effects and clarify meaning.	She evaluates the effectiveness of her own and others' writing and makes judicious editorial changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning.
She uses some of the grammatical terminology for Year 6 in the National Curriculum document when discussing writing.	She uses the grammatical terminology for Year 6 in the National Curriculum document when discussing and evaluating writing.	She consistently and accurately uses the grammatical terminology for Year 6 in the National Curriculum document when discussing and evaluating writing.
In planning for narratives, she is beginning to draw ideas for characters and settings from what she has read, listened to or seen performed.	In planning for narratives, she often draws ideas for characters and settings from what she has read, listened to or seen performed.	In planning for narratives, she adapts and develops characters and settings from a wide range of sources.
In narratives, she is beginning to use her description of settings, characters and atmosphere appropriately, including integration of dialogue, to convey character and advance the action.	In narratives, she uses her description of settings, characters and atmosphere appropriately, including integration of dialogue, to convey character and advance the action.	In narratives, she uses her description of settings, characters and atmosphere judiciously, including integration of dialogue, to convey character and advance the action convincingly.
	She uses paragraphs appropriately to develop and expand some ideas, descriptions, themes or events.	Her writing demonstrates conscious control of paragraphs, which are deliberately shaped to present, withhold, expand, emphasise or develop material to achieve the intended effect.
	She uses a wide range of cohesive devices appropriately to link ideas within and across paragraphs.	Her writing demonstrates the conscious control of overall cohesion through the precise and effective use of a wide range of well-chosen devices.
She is beginning to use a range of organisational and presentational devices, including columns, bullet points and tables, to guide the reader.	She uses a range of organisational and presentational devices, including columns, bullet points and tables, to guide the reader.	She uses a wide range of organisational and presentational devices judiciously (including columns, bullet points and tables) to guide the reader.
She is beginning to choose the appropriate tense to support whole-text cohesion and coherence.	She chooses the appropriate tense to support whole-text cohesion and coherence.	She sustains the correct choice of tense throughout her writing, to ensure whole-text cohesion and coherence.

	Beginning	Meeting	Consolidating
Proper Nouns	She uses capital letters for some names of people, places and days of the week.	She uses capital letters for some proper nouns and for the personal pronoun ''I''.	She uses capital letters for most proper nouns and for the personal pronoun ''I''.
Description	She is beginning to use adjectives for description.	She uses adjectives for description.	She uses adjectives and some expanded noun phrases for description.
Connectives	She is beginning to use ''and'' to join words and clauses.	She uses ''and'' to join words and clauses.	She employs some co-ordination using and/but to join clauses.
Sentences	She is beginning to write some grammatically accurate sentences and to sequence them.	She writes mostly grammatically accurate sentences, and sequences them to form short narratives.	She consistently writes grammatically accurate sentences, and sequences them to form short narratives.
Verbs			
Punctuation	Her writing is beginning to demonstrate some use of capital letters and/or full stops to demarcate sentence boundaries, and some use of question marks and exclamation marks.	Her writing demonstrates some use of capital letters and/or full stops to demarcate sentence boundaries, and some use of question marks and exclamation marks.	She uses capital letters, full stops, question marks or exclamation marks to demarcate most sentences with different functions, and sometimes uses commas to separate items in a list.
Relative Clauses			
Standard English			
Prefixes and Suffixes	She is beginning to understand that the prefix un- can change the meaning of verbs and adjectives.	She understands how the prefix un- changes the meaning of verbs and adjectives.	She uses the prefix un- to change the meaning of verbs and adjectives.

Beginning	Meeting	Consolidating
She is beginning to use capital letters for almost all proper nouns.	She uses capital letters for almost all proper nouns.	She uses capital letters for all proper nouns.
She is beginning to use adjectives, adverbs and expanded noun phrases to describe and specify.	She uses adjectives, adverbs and expanded noun phrases to describe and specify.	She uses adjectives, adverbs and expanded noun phrases to describe and specify, with increasing effect.
She is beginning to use co-ordination (using or/and/but) and subordination (using when/if/that/because).	She uses coordination (using or/and/but) and subordination (using when/if/that/because) appropriately.	She consistently uses coordination (using or/and/but) and subordination (using when/if/that/because) appropriately.
She is beginning to write grammatically accurate sentences with some different forms and functions, such as statements, questions, exclamations and commands.	She writes grammatically accurate sentences with different forms and functions, including statements, questions, exclamations and commands.	She confidently and consistently writes a variety of sentences with a full range of different structures and functions.
She is beginning to use the present and past tense appropriately.	She uses the present and past tense appropriately throughout her writing, including the progressive form to mark actions in progress.	She correctly chooses between the present and past tense, including the progressive form, consistently throughout her writing.
She is beginning to use punctuation correctly (including capital letters, full stops, exclamation and question marks, commas, and apostrophes).	She uses punctuation, almost always correctly (including capital letters, full stops, exclamation and question marks, commas, and apostrophes).	She uses punctuation correctly, including apostrophes for contractions and singular possession in nouns.
She is beginning to use features of written Standard English appropriately.	She uses features of written Standard English appropriately.	Her writing demonstrates confident and consistent use of features of written Standard English.
She is beginning to use some suffixes to form nouns, adjectves and adverbs.	She uses some suffixes to form nouns, adjectves and adverbs.	She consistently forms nouns, adjectves and adverbs using a range of suffixes.

	Beginning	Meeting	Consolidating
Proper Nouns			
Description	She is beginning to use nouns and noun phrases, modified by adjectives and other nouns to add detail.	She uses nouns and noun phrases, modified by adjectives and other nouns to add detail.	She confidently and creatively uses nouns and noun phrases, modified by adjectives and other nouns to add detail.
Connectives	She is beginning to use conjunctions, such as when/if/because/although, to write sentences containing more than one clause.	She uses a range of conjunctions, including when/if/because/although, to write sentences containing more than one clause.	She confidently and consistently uses a range of conjunctions, including when/if/because/although, to write sentences containing more than one clause.
Sentences			
Verbs	She is beginning to use the present perfect form of verbs (e.g. 'He has gone") instead of the simple past (e.g. 'He went") when it is appropriate.	She uses the present perfect form of verbs (e.g. ''She has gone") instead of the simple past (e.g. ''She went") when it is appropriate.	She consistently uses the present perfect form of verbs (e.g. ''She has gone") instead of the simple past (e.g. ''She went") when it is appropriate.
Punctuation	She is beginning to use punctuation, mostly accurately, including some use of inverted commas to indicate direct speech.	She uses punctuation, mostly accurately, including some use of inverted commas to indicate direct speech.	She uses punctuation accurately, including some use of inverted commas to indicate direct speech.
Relative Clauses			
Standard English			
Prefixes and Suffixes	She is beginning to form nouns using a range of prefixes.	She forms nouns using a range of prefixes.	She consistently forms nouns using a range of prefixes.

Beginning	Meeting	Consolidating
She is beginning to use nouns and noun phrases modified by preposition phrases to expand and develop ideas, information and description.	She uses nouns and noun phrases modified by preposition phrases to expand and develop ideas, information and description.	She confidently and creatively uses nouns and noun phrases modified by preposition phrases to expand and develop ideas, information and description.
She is beginning to use a wider range of conjunctions than when/if/because/although.	She extends the range of sentences she writes by using a wider range of conjunctions than when/if/because/although.	She extends the range of sentences she writes by confidently using a wide range of conjunctions
She is beginning to use a range of punctuation accurately, including commas after fronted adverbials, possessive apostrophes for plural nouns, and other punctuation to indicate direct speech.	She uses a range of punctuation, mostly accurately, including commas after fronted adverbials, possessive apostrophes for plural nouns, and other punctuation to indicate direct speech.	She uses a range of punctuation accurately, including commas after fronted adverbials, possessive apostrophes for plural nouns, and other punctuation to indicate direct speech.
She is beginning to use standard English forms for verb inflections instead of local spoken forms.	She uses standard English forms for verb inflections instead of local spoken forms.	She consistently uses standard English forms for verb inflections instead of local spoken forms when appropriate.

	Beginning	Meeting	Consolidating
Proper Nouns			
Description	She is beginning to use expanded noun phrases to convey complicated information.	She uses expanded noun phrases to convey complicated information.	She confidently and precisely uses expanded noun phrases to convey complicated information.
Connectives			
Sentences			
Verbs	She is beginning to indicate degrees of possibility using adverbs, like perhaps/surely, or modal verbs, like might/should/will/must.	She indicates degrees of possibility using adverbs, like perhaps/surely, or modal verbs, like might/should/will/must.	She confidently and accurately indicates degrees of possibility using adverbs, like perhaps/surely, and modal verbs, like might/should/will/must, where appropriate.
Punctuation			
Relative Clauses	She is beginning to use relative clauses using a range of pronouns, to add detail and description.	She uses relative clauses using a range of pronouns, or with an implied relative pronoun, to add detail and description.	She confidently and consistently uses relative clauses using a range of pronouns, or with an implied relative pronoun, to add detail and description.
Standard English			
Prefixes and Suffixes	She is beginning to convert nouns or adjectives into verbs using suffixes, and uses verb prefixes.	She converts nouns or adjectives into verbs using suffixes, and uses verb prefixes.	She consistently uses verb prefixes and converts nouns or adjectives into verbs using suffixes.

Beginning	Meeting	Consolidating
	She uses expanded noun phrases to convey complicated information concisely.	She confidently uses expanded noun phrases with precision to convey complicated information concisely.
She is beginning to use the perfect form of verbs, modal verbs and adverbs, and the passive voice.	She uses the perfect form of verbs to mark relationships of time and cause, modal verbs and adverbs to indicate degrees of possibility, and the passive voice to affect the presentation of information.	Her writing makes assured use of the perfect tense, modal verbs and adverbs, and the passive voice.
She is beginning to use a range of punctuation accurately, including brackets, dashes and commas, colons, hyphens and consistent punctuation of bullet points.	She uses a range of punctuation, mostly accurately, including brackets, dashes and commas, colons, hyphens and consistent punctuation of bullet points.	She uses the full range of punctuation for clarity and emphasis, with more ambitious constructions largely free from errors.
She is beginning to use relative clauses beginning with who, which, where, when, whose, that or with an implied relative pronoun to clarify and explain relationships between ideas.	She uses relative clauses beginning with who, which, where, when, whose, that or with an implied relative pronoun to clarify and explain relationships between ideas.	She consciously controls and manipulates clauses to emphasise relationships between complex ideas or to convey information succinctly.
She is beginning to make different vocabulary and grammatical choices to suit different situations.	She makes appropriate vocabulary and grammatical choices to suit both formal and informal situations.	She makes precise vocabulary and grammatical choices, including use of the subjunctive mood where appropriate, to suit formal and informal situations.
	She uses a range of verb prefixes and converts nouns and adjectives into verbs, and nouns and verbs into adjectives, using a range of suffixes.	She consistently uses a range of verb prefixes and converts nouns and adjectives into verbs, and nouns and verbs into adjectives, using a wide range of suffixes.

	Beginning	Meeting	Consolidating
Transcription	She is beginning to write from memory simple sentences dictated by the teacher.	She writes from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far.	She writes from memory sentences dictated by the teacher that include words using the GPCs and common exception words taught so far.
Applying Phonics	She spells some words containing previously taught phonemes accurately.	She spells most words containing previously taught phonemes accurately.	She can spell all words containing previously taught phonemes accurately.
Spelling Rules	She is beginning to apply some of the spelling rules and guidance listed for Year 1 in the National Curriculum document.	She accurately applies some of the spelling rules and guidance listed for Year 1 in the National Curriculum document, including the prefix un- and suffixes where the root word is unchanged.	She accurately applies the full range of spelling rules and guidance listed for Year 1 in the National Curriculum document, including the prefix un- and suffixes where the root word is unchanged.
Exception Words	She is beginning to spell a few common exception words accurately.	She accurately spells some of the common exception words that have been taught.	She accurately spells most of the common exception words that have been taught.
Word Lists			

Beginning	Meeting	Consolidating
She is beginning to write from memory sentences dictated by the teacher that include words using the GPCs and common exception words taught so far.	She writes from memory sentences dictated by the teacher that include words using the GPCs and common exception words taught so far.	She writes from memory more complex sentences dictated by the teacher that include words using the GPCs and common exception words taught so far.
She is beginning to spell words containing phonemes that can be represented by one or more graphemes accurately, including common homophones and near-homophones.	She spells words containing phonemes that can be represented by one or more graphemes accurately, including common homophones and near-homophones.	She applies her phonic knowledge to spell most words accurately, including more challenging words.
She is beginning to apply the spelling rules and guidance listed for Year 2 in the National Curriculum document.	She usually applies the spelling rules and guidance listed for Year 2 in the National Curriculum document accurately, including some suffixes where the root word is modified.	She accurately applies the full range of spelling rules and guidance listed for Year 2 in the Curriculum document, including those suffixes where the root word is modified.
	She accurately spells most of the common exception words that have been taught.	She accurately spells most of the words she has been taught, including more challenging words.

	Beginning	Meeting	Consolidating
Transcription	She is beginning to write from memory simple sentences dictated by the teacher that include words and punctuation listed for Year 3 in the National Curriculum document.	She writes from memory simple sentences dictated by the teacher that include words and punctuation listed for Year 3 in the National Curriculum document.	She writes from memory more complex sentences dictated by the teacher that include words and punctuation listed for Year 3 in the National Curriculum document.
Applying Phonics			
Spelling Rules	She is beginning to apply some of the spelling rules and patterns listed for Year 3/4 in the National Curriculum document.	She accurately applies some of the the spelling rules and patterns listed for Year 3/4 in the National Curriculum document, including for prefixes and suffixes.	She consistently and accurately applies some of the the spelling rules and patterns listed for Year 3/4 in the National Curriculum document, including all of those listed for prefixes and suffixes.
Exception Words	She is beginning to spell some common homophones, and some other words that are often misspelt, accurately.	She spells some common homophones, and some other words that are often misspelt, accurately, based on what has been taught.	She consistently spells some common homophones, and some other words that are often misspelt, accurately, based on what has been taught.
Word Lists	She is beginning to accurately spell a few of the words listed for Year 3/4 in the National Curriculum document.	She accurately spells some of the words listed for Year 3/4 in the National Curriculum document.	She consistently spells some of the words listed for Year 3/4 in the National Curriculum document accurately.

Beginning	Meeting	Consolidating
She is beginning to write from memory simple sentences dictated by the teacher that include words and punctuation listed for Year 4 in the National Curriculum document.	She writes from memory simple sentences dictated by the teacher that include words and punctuation listed for Year 4 in the National Curriculum document.	She writes from memory more complex sentences dictated by the teacher that include words and punctuation listed for Year 4 in the National Curriculum document.
She is beginning to apply a wide range of the spelling rules and patterns listed for Year 3/4 in the National Curriculum document.	She applies the full range of spelling rules and patterns listed for Year 3/4 in the National Curriculum document, including for prefixes and suffixes.	She consistently and accurately applies the full range of spelling rules and patterns listed for Year 3/4 in the National Curriculum document, including all of those listed for prefixes and suffixes.
	She spells some common homophones, and other words that are often confused or misspelt, accurately, based on what has been taught.	She consistently spells some common homophones, and other words that are often confused or misspelt, accurately, based on what has been taught.
She is beginning to accurately spell the words listed for Year 3/4 in the National Curriculum document.	She accurately spells most of the words listed for Year 3/4 in the National Curriculum document.	She consistently spells most of the words listed for Year 3/4 in the National Curriculum document accurately.

	Beginning	Meeting	Consolidating
Transcription	She is beginning to write from memory simple sentences dictated by the teacher that include words and punctuation listed for Year 5 in the National Curriculum document.	She writes from memory simple sentences dictated by the teacher that include words and punctuation listed for Year 5 in the National Curriculum document.	She writes from memory more complex sentences dictated by the teacher that include words and punctuation listed for Year 5 in the National Curriculum document.
Applying Phonics			
Spelling Rules	She is beginning to apply some of the spelling rules and patterns listed for Year 5/6 in the National Curriculum document.	She accurately applies some of the spelling rules and patterns listed for Year 5/6 in the National Curriculum document.	She consistently and accurately applies most of the the spelling rules and patterns listed for Year 5/6 in the National Curriculum document, including all of those listed for prefixes and suffixes.
Exception Words		She spells most homophones, and other words that are often confused, accurately, and some words with silent letters.	She consistently spells most homophones, and other words that are often confused, accurately, and some words with silent letters.
Word Lists	She is beginning to accurately spell a few of the words listed for Year 5/6 in the National Curriculum document.	She accurately spells some of the words listed for Year 5/6 in the National Curriculum document.	She consistently spells some of the words listed for Year 5/6 in the National Curriculum document accurately.

Beginning	Meeting	Consolidating
She is beginning to write from memory simple sentences dictated by the teacher that include words and punctuation listed for Year 6 in the National Curriculum document.	She writes from memory simple sentences dictated by the teacher that include words and punctuation listed for Year 6 in the National Curriculum document.	She writes from memory more complex sentences dictated by the teacher that include words and punctuation listed for Year 6 in the National Curriculum document.
She is beginning to apply his morphological and etymological knowledge, and the full range of rules and patterns listed for Year 5/6 in the National Curriculum document.	She applies his morphological and etymological knowledge and the full range of rules and patterns listed in the Curriculum for Year 5/6, and understands that some spellings need to be learnt specifically.	She consistently applies his morphological and etymological knowledge, and the full range of patterns, rules and exceptions listed for Year 5/6, to accurately spell more challenging words.
	She accurately spells most words with silent letters, and homophones and other words that are often confused.	She accurately spells most words with silent letters, and homophones and other words that are often confused.
	She accurately spells most words listed for Year 5/6 in the National Curriculum document.	She consistently spells the words listed for Years 5/6 in the National Curriculum document accurately.

	Beginning	Meeting	Consolidating
Effective Handwriting	She accurately forms and orientates some lower case letters, capital letters and digits.	She accurately forms and orientates most lower case letters, capital letters and digits, maintaining some consistency of size throughout her writing.	She accurately forms and orientates lower case letters, capital letters and digits, maintaining consistency of size throughout her writing.
Spacing	She leaves some spaces between words.	She mostly leaves appropriate spaces between words.	She leaves appropriate spaces between words.
Joining Letters			

Beginning	Meeting	Consolidating
She is beginning to write legibly, forming almost all letters and digits accurately, consistently and of the correct size, orientation and relationship to one another.	She writes legibly, forming almost all letters and digits accurately, consistently and with the correct size, orientation and relationship to one another.	She writes legibly, forming all the letters and digits accurately, consistently and with the correct size, orientation and relationship to one another.
She is beginning to space her words appropriately and consistently in relation to the size of the letters.	She mostly spaces her words appropriately and consistently in relation to the size of the letters.	She spaces her words appropriately and consistently in relation to the size of the letters.
She is beginning to form some diagonal and horizontal strokes that can join letters.	She uses some diagonal and horizontal strokes to join letters.	She consistently uses diagonal and horizontal strokes to join letters, with an understanding that some adjacent letters may be best left un-joined.

	Beginning	Meeting	Consolidating
Effective Handwriting		She writes with increasing legibility and consistency.	She writes with increasing legibility, consistency and fluency.
Spacing			
Joining Letters		She uses the diagonal and horizontal strokes that are needed to join letters, and understands which letters, when adjacent to one another, are best left un-joined.	She consistently uses diagonal and horizontal strokes to join letters when appropriate, but understands which particular letters are best left un-joined.

Beginning	Meeting	Consolidating
	She usually writes legibly and fluently, choosing the shape of letters appropriately.	She writes legibly and fluently, choosing the shape of letters appropriately.

	Beginning	Meeting	Consolidating
Effective Handwriting		She often maintains legible, fluent handwriting when writing at increased speed.	She usually maintains legible, fluent handwriting when writing at increased speed.
Spacing			
Joining Letters			

Beginning	Meeting	Consolidating
	She can often sustain legible, fluent handwriting at an efficient speed.	She can consistently sustain legible, fluent handwriting at an efficient speed.
	She usually makes an appropriate choice of letter shape, and whether or not to join particular letters, when writing at an efficient speed.	She consistently makes appropriate choices of letter shape, and whether or not to join particular letters, when writing at an efficient speed.

	Beginning	Meeting	Consolidating
Counting Forwards	She counts forwards to at least 20.	She counts forwards to and across 100, beginning with 0 or 1, or from any given number.	She fluently counts forwards to and across 100, beginning with 0 or 1, or from any given number.
Counting Backwards	She counts backwards from at least 20.	She counts backwards from at least 100, or from any given number within 100.	She fluently counts backwards from at least 100, or from any given number within 100.
Counting in Multiples	She is beginning to count in multiples of 2 and 5, and in multiples of 10 to 100.	She counts in multiples of 2 and 5, and in multiples of 10 to 100.	She fluently counts in multiples of 2 and 5, and in multiples of 10 to 100.
Writing Numbers	She reads and writes numbers to 20 in numerals.	She reads and writes numbers to 100 in numerals.	She consistently reads and writes numbers to 100 in numerals.
Place Value	She is beginning to order numbers from 1 to 20 in ascending and descending order.	She orders numbers from 1 to at least 20 in ascending and descending order.	She accurately orders numbers from 1 to at least 20 in ascending and descending order.
Rounding			
Comparison		She understands the concepts ''more than'', ''less than'' and ''equal to''.	She understands the concepts ''more than'' and ''most'', and ''less/fewer than'' and ''least/fewest''.
Approximation	She is beginning to identify and represent numbers using objects and pictorial representations, including the number line.	She identifies and represents numbers using objects and pictorial representations, including the number line.	She confidently and accurately identifies and represents numbers using objects and pictorial representations, including the number line.
Solving Equations	She is beginning to solve missing number addition problems involving single-digit numbers.	She solves missing number addition problems involving single-digit numbers.	She solves missing number addition problems involving several single-digit numbers confidently.
Algebra			
Problem Solving			

Beginning	Meeting	Consolidating
She is beginning to count forwards in steps of 2 and 5 from 0; and in 10s within 100, starting from any number.	She counts forwards in steps of 2 and 5 from 0; and in 10s within 100, starting from any number.	She fluently counts forwards in steps of 2, 5 and 10, including from different starting points and using numbers beyond 100.
She is beginning to count backwards to 0 in steps of 2 and 5; and in 10s within 100, starting from any number.	She counts backwards to 0 in steps of 2 and 5; and in 10s within 100, starting from any number.	She fluently counts backwards in steps of 2, 5 and 10, including from different starting points and using numbers beyond 100.
She is beginning to count in multiples of 2 and 5, in multiples of 10 to 100 and in multiples of 3 to at least 30.	She counts in multiples of 2 and 5, in multiples of 10 to 100 and in multiples of 3 to at least 30.	She counts in multiples of 2, 3, 5 and 10 fluently.
She is beginning to read and write numbers to at least 100 in numerals.	She reads and writes numbers to at least 100 in numerals, and makes recognisable attempts to write numbers to 100 in words.	She consistently reads and writes numbers to at least 100 in numerals, and makes recognisable attempts to write numbers to 100 in words.
She is beginning to use place value to order numbers up to 100.	She uses place value to compare and order numbers up to 100.	She uses place value to confidently compare and order numbers up to 100.
She is beginning to use "<", ">" and "=" signs in her work.	She sometimes uses "<", ">" and "=" signs correctly.	She consistently uses "<", ">" and "=" signs correctly when comparing numbers and expressions.
She identifies, represents and is beginning to estimate numbers using different representations, including the number line.	She identifies, represents and estimates numbers using different representations, including the number line.	She confidently and accurately identifies, represents and estimates numbers using different representations, including the number line.
She is beginning to solve missing number problems involving at least a two-digit number and a single-digit number or a multiple of 10.	She solves missing number problems involving at least a two-digit number and a single-digit number or a multiple of 10.	She solves missing number problems involving a wider range of numbers confidently.
She is beginning to reason about place value and number facts and use them to solve problems.	She demonstrates reasoning about place value and number facts and uses them to solve problems.	She demonstrates reasoning about place value and number facts and uses them to solve more complex problems.

	Beginning	Meeting	Consolidating
Counting Forwards			
Counting Backwards			
Counting in Multiples	She is beginning to count from 0 in multiples of 2, 3, 4, 5, 8, 10, 50 and 100.	She counts from 0 in multiples of 2, 3, 4, 5, 8, 10, 50 and 100.	She fluently counts in multiples of 2, 3, 4, 5, 8, 10, 50 and 100.
Writing Numbers	She is beginning to read and write numbers to 1,000 in numerals.	She reads and writes numbers to at least 1,000 in numerals.	She fluently reads and writes numbers to at least 1,000 in numerals.
Place Value	She is beginning to use place value to compare and order numbers up to 1,000.	She uses place value to compare and order numbers up to 1,000.	She uses place value to confidently compare and order numbers up to 1,000.
Rounding			
Comparison			
Approximation			
Solving Equations	She is beginning to solve missing number problems involving at least one three-digit number.	She solves missing number problems involving at least a three-digit number and a single digit number, a three digit number and a multiple of 10 or a three-digit number and a multiple of 100.	She solves more complex missing number problems involving three-digit numbers.
Algebra			
Problem Solving	She is beginning to solve number problems and practical problems involving the ideas of number and place value listed in the Year 3 programme of study.	She solves number problems and practical problems involving the ideas of number and place value listed in the Year 3 programme of study.	She solves more complex number problems and practical problems involving the ideas of number and place value listed in the Year 3 programme of study.

Beginning	Meeting	Consolidating
She is beginning to count backwards through 0 to include negative numbers.	She counts backwards through 0 to include negative numbers.	She counts backwards through 0, to include negative numbers, with fluency.
She is beginning to count in multiples of 2, 3, 4, 5, 6, 7, 8, 9, 10, 25, 50, 100 and 1,000.	She counts in multiples of 2, 3, 4, 5, 6, 7, 8, 9, 10, 25, 50, 100 and 1,000.	She counts in multiples of 2, 3, 4, 5, 6, 7, 8, 9, 10, 25, 50, 100 and 1,000 with fluency.
	She reads and writes numbers to at least 10,000 in numerals	She fluently reads and writes numbers to at least 10,000 in numerals.
	She uses place value to compare and order numbers beyond 1,000.	She uses place value to quickly and confidently compare and order numbers beyond 1,000.
She is beginning to round whole numbers to the nearest 10 or 100.	She rounds any whole number to the nearest 10, 100 or 1,000.	She confidently rounds any whole number to the nearest 10, 100 or 1,000.
She is beginning to solve missing number problems that can involve any of the four operations.	She solves missing number problems involving three-digit numbers and any of the four operations.	She solves more complex missing number problems involving three-digit numbers and any of the four operations.
She is beginning to solve number and practical problems that involve the ideas of number and place value listed in the Year 4 programme of study.	She solves number and practical problems that involve the ideas of number and place value listed in the Year 4 programme of study.	She solves more complex number and practical problems that involve the ideas of number and place value listed in the Year 4 programme of study.

	Beginning	Meeting	Consolidating
Counting Forwards			
Counting Backwards	She is beginning to interpret negative numbers in context, and counts forwards and backwards with positive and negative whole numbers including through 0.	She interprets negative numbers in context, and counts forwards and backwards with positive and negative whole numbers including through 0.	She understands and interprets negative numbers in context, fluently counting forwards and backwards with positive and negative whole numbers including through 0.
Counting in Multiples		She counts forwards and backwards in steps of powers of 10 for any given number up to 1,000,000.	She counts forwards and backwards in steps of powers of 10 fluently, using numbers between -1,000,000 and 1,000,000.
Writing Numbers	She is beginning to read and write numbers to 1,000,000 in numerals.	She reads and writes numbers to at least 1,000,000 in numerals.	She fluently reads and writes numbers to at least 1,000,000 in numerals.
Place Value	She is beginning to use place value to order and compare numbers to 1,000,000.	She uses place value to order and compare numbers to at least 1,000,000.	She uses place value to quickly and confidently order and compare numbers to at least 1,000,000.
Rounding		She rounds any whole number up to 1,000,000 to the nearest 10, 100, 1,000, 10,000 or 100,000.	She quickly and confidently rounds any whole number to the nearest 10, 100, 1,000, 10,000 or 100,000.
Comparison			
Approximation			
Solving Equations		She solves missing number problems involving combinations of the four operations.	She solves more complex missing number problems involving combinations of the four operations.
Algebra			
Problem Solving	She is beginning to solve number problems and practical problems that involve the ideas of number of place value listed in the Year 5 programme of study.	She solves number problems and practical problems that involve the ideas of number of place value listed in the Year 5 programme of study.	She solves more complex number problems and practical problems that involve the ideas of number of place value listed in the Year 5 programme of study.

Beginning	Meeting	Consolidating
She is beginning to generate and describe linear number sequences.	She generates and describes linear number sequences.	She generates and describes more complex linear number sequences.
She is beginning to count forwards and backwards with positive and negative whole numbers, and to use negative numbers in context to solve problems.	She counts forwards and backwards with positive and negative whole numbers; and uses negative numbers in practical contexts, and to solve problems, including calculating intervals across 0.	She counts fluently forwards and backwards with positive and negative whole numbers, and solves more complex practical problems, including calculating intervals across 0.
	She reads and writes numbers to at least 10,000,000 in numerals.	She fluently reads and writes any whole number in numerals.
	She uses place value to order and compare numbers to at least 10,000,000.	She uses place value in whole numbers of any size to solve practical problems.
	She rounds any whole number to the nearest 10, 100, 1,000, 10,000 or 100,000.	She quickly and confidently rounds any whole number to the required degree of accuracy.
She is beginning to use approximation to estimate and check answers to calculations and determine, in the context of a problem, levels of accuracy.	She uses approximation to estimate and check answers to calculations and determine, in the context of a problem, levels of accuracy.	She consistently uses approximation to estimate and check answers to calculations and determine, in the context of a problem, levels of accuracy.
She is beginning to solve simple equations involving one or two unknowns.	She solves equations involving one or two unknowns.	She solves more complex equations involving one or two unknowns.
She is beginning to use simple formulae and to express missing number problems algebraically.	She uses simple formulae and expresses missing number problems algebraically.	She uses formulae and expresses more complex missing number problems algebraically.
She is beginning to solve number problems and practical problems that involve the ideas of number and place value listed in the Year 6 programme of study.	She solves number problems and practical problems that involve the ideas of number and place value listed in the Year 6 programme of study.	She solves more complex number problems and practical problems that involve the ideas of number and place value listed in the Year 6 programme of study.

	Beginning	Meeting	Consolidating
Addition Facts	She recalls and uses addition and subtraction facts for all numbers up to 5 and some facts to 10.	She recalls and uses addition and subtraction facts for all numbers up to 10.	She reliably recalls and uses addition and subtraction facts for all numbers up to 10.
Mental Addition	She is beginning to add and subtract numbers mentally, including two single-digit numbers, and a number up to 20 and a single-digit number.	She adds and subtracts numbers mentally, including two single-digit numbers, and a number up to 20 and a single-digit number.	She rapidly adds and subtracts numbers mentally, including two single-digit numbers, and a number up to 20 and a single-digit number.
Calculation	She is beginning to add and subtract one-digit and two-digit numbers to 20 using concrete objects and pictorial representations.	She adds and subtracts one-digit and two-digit numbers to 20, including zero, using concrete objects and pictorial representations.	She adds and subtracts numbers using concrete objects and pictorial representations, including a two-digit number and a single-digit number, and adding three single-digit numbers with a total up to 20.
Complex Problems	She solves one-step problems that involve addition and subtraction.	She solves simple one or two-step problems that involve addition and subtraction.	She solves more complex one or two-step problems that involve addition and subtraction.
Checking Answers			
Estimating Results			
Multiplication Tables	She counts in tens from 0 to answer questions involving multiplication facts for the 10 multiplication table.	She counts in steps of 10 and recalls multiplication facts for the 10 multiplication table to derive division facts and answer questions.	She counts fluently in steps of 10 and rapidly recalls multiplication facts for the 10 multiplication table to derive division facts and answer questions.
Factorisation	She is beginning to recognise even numbers to 10.	She recognises odd and even numbers to 20.	She immediately identifies odd and even numbers to 20.
Multiplication and Division	She is beginning to recall and use doubling and halving facts for numbers up to 10.	She recalls and uses doubling and halving facts for numbers up to 20 and other significant doubles.	She consistently recalls and uses doubling and halving facts for numbers up to 20 and other significant doubles.
Square Numbers			
Written Division			
Written Multiplication			
Problem Solving	She is beginning to solve one-step problems involving multiplication and division by calculating the answer using concrete objects, pictorial representations and arrays with the support of the teacher.	She solves one-step problems involving multiplication and division by calculating the answer using concrete objects, pictorial representations and arrays with the support of the teacher.	She solves one-step problems involving multiplication and division by calculating the answer using concrete objects, pictorial representations and arrays without support.

Beginning	Meeting	Consolidating
She is beginning to recall addition and subtraction facts for all numbers up to 10 reliably, and to use addition and subtraction facts to 20.	She can recall and use addition and subtraction facts for all numbers up to 10 fluently (using these facts to add and subtract multiples of 10 within 100) and is beginning to recall addition and subtraction facts to 20.	She can recall and use addition and subtraction facts to 20 reliably, and derive and use related facts to 100 and beyond.
She adds and subtracts two-digit and three single digit-numbers to 20, including zero.	She adds and subtracts numbers mentally, including: a two-digit number and a single-digit number; a two-digit number and a multiple of 10; two three-digit numbers, not bridging a 10; and adding three single-digit numbers.	She adds and subtracts numbers mentally using appropriate strategies, including: two three-digit numbers; and adding and subtracting several single-digit numbers.
She is beginning to add and subtract numbers using objects, pictorial representations and the written columnar methods including adding two, two-digit numbers, and simple cases of subtracting two-digit numbers.	She adds and subtracts numbers using objects, pictorial representations and the written columnar methods including adding two, two-digit numbers, and simple cases of subtracting two-digit numbers.	She adds and subtracts numbers using objects, pictorial representations and the written columnar method, including adding two and three-digit numbers, and subtracting two-digit numbers.
She is beginning to solve simple two-step problems with addition and subtraction, applying knowledge of mental and written methods.	She solves simple two-step problems with addition and subtraction, applying increasing knowledge of mental and written methods.	She uses addition and subtraction facts to solve more complex problems, such as three-step problems.
She is beginning to recognise the inverse relationship between addition and subtraction.	She recognises the inverse relationship between addition and subtraction and uses this to check calculations.	She understands the inverse relationship between addition and subtraction and uses this whenever necessary to check her calculations.
She is beginning to recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables.	She recalls and uses multiplication and division facts for the 10 multiplication table and is beginning to do the same for the 2 and 5 multiplication tables.	She rapidly recalls and uses multiplication and division facts for the 2, 5 and 10 multiplication tables and counts in 3s to solve multiplication and division problems for the 3 multiplication table.
She is beginning to recognise odd and even numbers to at least 100 and to explain how she knows a particular number is odd or is even.	She recognises odd and even numbers to at least 100 and explains how she knows a particular number is odd or is even.	She immediately recognises whether any given number is odd or even and confidently explains how she knows.
She attempts to solve multiplication and division problems using repeated addition.	She makes connections between multiplication and division by 2 and doubling and halving and uses these to reason about problems and calculations.	She makes connections between place value and multiplication/division by 10 and uses known multiplication and division facts to derive others.
She is beginning to use the division (÷) and equals (=) signs.	She calculates mathematical statements for division from the multiplication tables, writing them using the division (÷) and equals (=) signs.	She can calculate any of the mathematical statements for division from the multiplication tables, and write them precisely using the division (÷) and equals (=) signs.
She is beginning to use the multiplication (x) and equals (=) signs.	She calculates mathematical statements for multiplication within the multiplication tables, writing them using the multiplication (x) and equals (=) signs.	She can calculate any of the mathematical statements for multiplication within the multiplication tables, and write them precisely using the multiplication (x) and equals (=) signs.
She is beginning to solve problems involving multiplication and division using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts.	She solves problems involving multiplication and division using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts.	She solves more complex problems involving multiplication and division using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts.

	Beginning	Meeting	Consolidating
Addition Facts			
Mental Addition	She is beginning to add and subtract numbers mentally, including a three-digit number and a single-digit number, a multiple of 10 or a multiple of 100.	She adds and subtracts numbers mentally, including a three-digit number and a single-digit number, a multiple of 10 or a multiple of 100.	She confidently adds and subtracts numbers mentally, including a three-digit number and a single-digit number, a multiple of 10 or a multiple of 100.
Calculation	She is beginning to add and subtract numbers with up to three digits, using the formal written methods of columnar addition and subtraction.	She adds and subtracts numbers with up to three digits, using the formal written methods of columnar addition and subtraction.	She confidently adds and subtracts numbers with up to three digits, using the formal written methods of columnar addition and subtraction.
Complex Problems	She is beginning to solve problems involving more complex addition and subtraction.	She solves problems involving more complex addition and subtraction.	She solves problems involving more complex addition and subtraction, with increasing confidence.
Checking Answers	She is beginning to recognise the inverse relationships between the four operations.	She recognises the inverse relationships between the four operations and uses them to check calculations.	She understands the inverse relationships between the four operations and uses them whenever necessary to check her calculations.
Estimating Results		She can sometimes give an estimate of the answer to a calculation.	She can sometimes give a plausible estimate of the answer to a calculation.
Multiplication Tables	She is beginning to recall and use multiplication and division facts for the 2, 3, 4, 5, 8 and 10 multiplication tables.	She recalls and uses multiplication and division facts for the 2, 3, 4, 5, 8 and 10 multiplication tables.	She rapidly recalls and uses multiplication and division facts for the 2, 3, 4, 5, 8 and 10 multiplication tables.
Factorisation			
Multiplication and Division			
Square Numbers			
Written Division		She is progressing to formal written methods when writing and calculating mathematical statements for division using division facts from the multiplication tables that he knows.	She writes and calculates mathematical statements for division, using division facts from the multiplication tables that he knows, in a consistent and precise way.
Written Multiplication		She is progressing to formal written methods when writing and calculating mathematical statements for multiplication using the multiplication tables that he knows.	She writes and calculates mathematical statements for multiplication, using the multiplication tables that he knows, in a consistent and precise way.
Problem Solving	She is beginning to solve missing number problems involving multiplication and division.	She solves missing number problems involving multiplication, division and positive integer scaling, including simple correspondence problems.	She solves more complex missing number problems involving multiplication, division, scaling and correspondence.

Beginning	Meeting	Consolidating
She is beginning to add and subtract four-digit numbers.	She adds and subtracts numbers with up to four digits, using the formal written methods of columnar addition and subtraction where appropriate.	She adds and subtracts numbers with up to four digits with confidence, using the formal written methods of columnar addition and subtraction where appropriate.
She is beginning to solve two-step addition and subtraction problems in context, deciding which operations and methods to use and why.	She solves two-step addition and subtraction problems in context, deciding which operations and methods to use and why.	She solves more complex two-step addition and subtraction problems in context, deciding which operations and methods to use and why.
	She recognises the inverse relationships between the four operations and uses them to check more complex calculations.	She understands the inverse relationships between the four operations and uses them whenever necessary to check more complex calculations.
	She can estimate the answer to a calculation.	She can make an accurate estimate of the answer to a calculation.
She is beginning to recall and use multiplication and division facts for multiplication tables up to 12 x 12.	She recalls and uses multiplication and division facts for multiplication tables up to 12 x 12.	She rapidly recalls and uses multiplication and division facts for multiplication tables up to 12 x 12.
She is beginning to recognise factor pairs.	She recognises and uses factor pairs in mental calculations.	She understands factor pairs and uses them confidently in mental calculations.
She is beginning to use place value, known facts and derived facts to multiply and divide mentally.	She uses place value, known facts and derived facts to multiply and divide mentally, including multiplying by 0 and 1, dividing by 1, and multiplying together three numbers.	She uses place value, known facts and derived facts to multiply and divide mentally with confidence, including multiplying by 0 and 1, dividing by 1 and multiplying together three numbers.
She is beginning to use the formal written method of short division.	She divides numbers up to three digits by a one-digit number using the formal written method of short division.	She confidently uses short division with one-digit divisors.
She is beginning to multiply two-digit numbers by a one-digit number using a formal written layout.	She multiplies two-digit and three-digit numbers by a one-digit number using a formal written layout.	She confidently multiplies two-digit and three-digit numbers by a one-digit number using a formal written layout.
She is beginning to solve problems involving the four operations, including harder correspondence problems.	She solves problems involving the four operations, including the distributive law, integer scaling problems and harder correspondence problems.	She solves more complex problems involving the four operations, scaling and correspondence.

	Beginning	Meeting	Consolidating
Addition Facts			
Mental Addition	She is beginning to add and subtract larger numbers mentally.	She adds and subtracts larger numbers mentally.	She adds and subtracts larger numbers mentally with increasing confidence.
Calculation	She is beginning to add and subtract numbers with more than four digits.	She adds and subtracts numbers with more than four digits, using the formal written methods of columnar addition and subtraction where appropriate.	She confidently adds and subtracts numbers with more than four digits, using the formal written methods of columnar addition and subtraction where appropriate.
Complex Problems	She is beginning to solve simple multi-step addition and subtraction problems in context.	She solves simple multi-step addition and subtraction problems in context.	She confidently solves simple multi-step addition and subtraction problems in context.
Checking Answers			
Estimating Results	She is beginning to use rounding to check answers to calculations.	She uses rounding to check answers to calculations and determine, in the context of a problem, levels of accuracy.	She confidently uses rounding to check her answers to calculations and to determine, in the context of a problem, levels of accuracy.
Multiplication Tables	She is beginning to multiply and divide numbers mentally, and mix these operations, drawing upon multiplication and division facts including tables up to 12 x 12.	She multiplies and divides numbers mentally, and mixes these operations, drawing upon multiplication and division facts including tables up to 12 x 12.	She confidently multiplies and divides numbers mentally, and mixes these operations, drawing upon multiplication and division facts including tables up to 12 x 12.
Factorisation	She is beginning to identify multiples and factors, factor pairs of a number, common factors of two numbers and prime numbers.	She identifies multiples and factors, finds all factor pairs of a number, finds common factors of two numbers and recognises some prime numbers.	She understands multiples and factors, confidently finds all the factor pairs of a number and all the common factors of two numbers, and immediately recognises the prime numbers to 19.
Multiplication and Division		She uses her knowledge of place value to multiply and divide whole numbers, and those with up to three decimal places, by 10, 100 and 1,000.	She uses her knowledge of place value to multiply and divide numbers with decimals by 10, 100 and 1,000 with confidence.
Square Numbers	She is beginning to recognise square numbers.	She recognises and uses square numbers.	She reliably recognises square numbers, and uses them confidently.
Written Division		She divides numbers up to four digits by a one-digit number using the formal written method of short division, and understands the significance of any remainders.	She confidently uses short division with one-digit divisors, and understands how remainders arise and their significance.
Written Multiplication	She is beginning to multiply numbers up to four digits by a one or two-digit number using a formal written method.	She multiplies numbers up to four digits by a one or two-digit number using a formal written method, including long multiplication for two-digit numbers.	She confidently multiplies four-digit numbers by two-digit numbers using long multiplication.
Problem Solving	She is beginning to solve problems using her knowledge of factors and multiples, squares and cubes.	She solves problems using her knowledge of factors and multiples, squares and cubes, including problems involving scaling by simple fractions and problems involving simple rates.	She solves more complex problems using her understanding of factors and multiples, squares and cubes, fractions and rates.

Beginning	Meeting	Consolidating
She is beginning to add and subtract increasingly large numbers mentally.	She adds and subtracts mentally with increasingly large numbers.	She can add and subtract with more than two large numbers mentally.
	She adds and subtracts numbers with more than four digits using formal written methods, including some complex cases.	She confidently adds and subtracts numbers with more than four digits using formal written methods, including more complex cases.
She is beginning to solve multi-step addition and subtraction problems in context.	She solves multi-step addition and subtraction problems in context, and is able to explain which operations and methods to use, and why.	She solves more complex multi-step addition and subtraction problems in context, and is able to explain which operations and methods to use, and why.
She is beginning to use estimation to check answers to calculations.	She uses estimation to check answers to calculations and determine, in the context of a problem, appropriate levels of accuracy.	She confidently uses estimation to check her answers to calculations and to determine, in the context of a problem, levels of accuracy.
She is beginning to multiply and divide large numbers mentally, and mix these operations, drawing upon multiplication and division facts including tables up to 12 x 12.	She multiplies and divides large numbers mentally, and mixes these operations, drawing upon multiplication and division facts including tables up to 12 x 12.	She confidently multiplies and divides large numbers mentally, and mixes these operations, drawing upon multiplication and division facts including tables up to 12 x 12.
She is beginning to recognise and use multiples, factors and prime numbers.	She recognises and uses multiples and factors, and prime numbers to at least 19.	She understands and uses multiples, factors and prime numbers, and immediately recognises most of the prime numbers below 100.
	She uses her understanding of place value to multiply and divide numbers with decimals by powers of 10.	She uses her knowledge of place value to multiply and divide numbers with decimals by any power of 10 with confidence.
	She recognises and uses square numbers up to 144.	She reliably recognises square numbers up to 144 and sometimes beyond, and uses them confidently.
She uses short division with one-digit divisors and is beginning to use long division with two-digit divisors.	She divides numbers with up to four digits by a one-digit number using the formal written method, and uses long division with two-digit divisors, interpreting remainders according to the context.	She confidently uses formal written methods to divide by one- and two-digit numbers, interpreting remainders according to the context.
	She multiplies long numbers by a two-digit number using the long multiplication method.	She confidently multiplies long numbers using long multiplication.
She is beginning to use knowledge of the four operations to reason and to solve complex problems.	She uses knowledge of the four operations to reason and to solve complex problems, selecting the appropriate operations and method.	She uses understanding of the four operations to reason and to solve more complex problems, correctly selecting the appropriate operations and method.

	Beginning	Meeting	Consolidating
Recognising Fractions	She is beginning to recognise, find and name a half as one of two equal parts of an object, shape or quantity.	She recognises, finds and names a half as one of two equal parts of an object, shape or quantity.	She recognises, finds and names a half as one of two equal parts and one quarter as one of four equal parts of an object, shape or quantity.
Equivalence			
Factors			
Percentages			
Conversion			
Improper Fractions			
Adding and Subtracting Fractions			
Working with Decimals			
Rounding Decimals			
Multiplying Decimals			
Dividing with Decimals			
Ratio and Proportion			

Beginning	Meeting	Consolidating
She is beginning to recognise, find, name and write fractions of a half and a quarter of a length, shape, set of objects or quantity, and is beginning to find a third of a small set of objects.	She recognises, finds, names and writes fractions of a half and a quarter of a length, shape, set of objects or quantity, and is beginning to find a third of a small set of objects.	She recognises, finds, names and writes fractions 1/2, 1/3, 1/4, 2/4 and 3/4 of a length, shape, set of objects or quantity.
She is beginning to notice the equivalence of 2/4 and 1/2 in practical contexts or when counting in fractions.	She notices the equivalence of 2/4 and 1/2 in practical contexts and when counting in fractions.	She understands the equivalence of 2/4 and 1/2 in practical contexts and when counting in fractions.

	Beginning	Meeting	Consolidating
Recognising Fractions	She is beginning to recognise, find and write simple fractions (unit fractions and non-unit fractions with small denominators) of a set of objects.	She recognises, finds and writes simple fractions (unit fractions and non-unit fractions with small denominators) of a set of objects.	She recognises, finds and writes fractions of a small set of objects.
Equivalence	She recognises, and is beginning to show using diagrams, equivalent fractions with small denominators.	She recognises, and shows using diagrams, equivalent fractions with small denominators.	She recognises, and shows using diagrams, equivalent fractions.
Factors	She is beginning to compare and order unit fractions, and fractions with the same denominators.	She compares and orders unit fractions, and fractions with the same denominators.	She confidently compares and orders unit fractions, and fractions with the same denominators.
Percentages			
Conversion			
Improper Fractions			
Adding and Subtracting Fractions	She is beginning to add and subtract fractions with the same denominator within one whole (for example, 5/7+1/7=6/7).	She adds and subtracts fractions with the same denominator within one whole (for example, 5/7+1/7=6/7).	She confidently adds and subtracts fractions with the same denominator within one whole (for example, 5/7+1/7=6/7).
Working with Decimals	She is beginning to recognise that tenths arise from dividing an object into 10 equal parts and from dividing one-digit numbers or quantities by 10.	She counts up and down in tenths, and recognises that tenths arise from dividing an object into 10 equal parts and from dividing one-digit numbers or quantities by 10.	She counts up and down in tenths fluently, and understands how tenths arise from dividing an object into 10 equal parts and from dividing one-digit numbers or quantities by 10.
Rounding Decimals			
Multiplying Decimals			
Dividing with Decimals			
Ratio and Proportion			

Beginning	Meeting	Consolidating
She is beginning to solve problems involving unit fractions to calculate and divide quantities.	She solves problems involving fractions to calculate quantities, including dividing quantities by non-unit fractions where the result is a whole number.	She solves harder problems involving fractions to calculate quantities, including dividing quantities by non-unit fractions.
She is beginning to recognise, and show using diagrams, families of common equivalent fractions.	She recognises, and shows using diagrams, families of common equivalent fractions.	She recognises, and shows using diagrams, a wide range of families of equivalent fractions.
She is beginning to recognise and write decimal equivalents to 1/4, 1/2 and 3/4.	She recognises and writes decimal equivalents to 1/4, 1/2 and 3/4, and of numbers of tenths or hundredths.	She confidently recognises and writes decimal equivalents to 1/4, 1/2 and 3/4, and of any number of tenths or hundredths.
She is beginning to add and subtract fractions with the same denominator.	She adds and subtracts fractions with the same denominator.	She confidently adds and subtracts fractions with the same denominator.
She is beginning to recognise that hundredths arise from dividing an object into 100 equal parts, and from dividing tenths by 10.	She counts up and down in hundredths, and recognises that hundredths arise from dividing an object into 100 equal parts, and from dividing tenths by 10.	She counts up and down in hundredths fluently, and understands how hundredths arise from dividing an object into 100 equal parts, and from dividing tenths by 10.
She is beginning to round decimals with one decimal place to the nearest whole number.	She rounds decimals with one decimal place to the nearest whole number.	She consistently rounds decimals with one decimal place to the nearest whole number.

	Beginning	Meeting	Consolidating
Recognising Fractions			
Equivalence	She is beginning to solve problems which require knowing percentage and decimal equivalents of 1/2, 1/4, 1/5, 2/5 and 4/5.	She solves problems which require knowing percentage and decimal equivalents of 1/2, 1/4, 1/5, 2/5 and 4/5 and of fractions with denominators of 10 and 25.	She solves more complex problems which require knowing percentage and decimal equivalents of 1/2, 1/4, 1/5, 2/5, 4/5 and of fractions with denominators of multiples of 10 and of 25.
Factors	She is beginning to compare and order fractions whose denominators are all multiples of the same number.	She compares and orders fractions whose denominators are all multiples of the same number.	She confidently compares and orders fractions whose denominators are all multiples of the same number.
Percentages	She recognises the percent symbol (%).	She recognises the percent symbol (%) and knows that 'percent' means 'number of parts per hundred'.	She recognises mixed numbers and improper fractions and confidently converts between them.
Conversion	She is beginning to read and write some decimal numbers as fractions.	She reads and writes decimal numbers as fractions.	She confidently reads and writes decimal numbers as fractions.
Improper Fractions	She is beginning to recognise mixed numbers and improper fractions.	She recognises mixed numbers and improper fractions and converts between them.	She recognises mixed numbers and improper fractions and confidently converts them from either form to the other.
Adding and Subtracting Fractions	She is beginning to add and subtract fractions with denominators that are multiples of the same number.	She adds and subtracts fractions with denominators that are multiples of the same number.	She consistently and accurately adds and subtracts fractions with denominators that are multiples of the same number.
Working with Decimals	She is beginning to read, write, order and compare numbers with up to two decimal places.	She reads, writes, orders and compares numbers with up to three decimal places.	She confidently reads, writes, orders and compares numbers with up to three decimal places.
Rounding Decimals	She is beginning to round decimals with two decimal places to the nearest whole number and to one decimal place.	She rounds decimals with two decimal places to the nearest whole number and to one decimal place.	She accurately rounds decimals with two decimal places to the nearest whole number and to one decimal place.
Multiplying Decimals			
Dividing with Decimals			
Ratio and Proportion			

Beginning	Meeting	Consolidating
She is beginning to calculate fractions and simple percentages of whole numbers and quantities.	She calculates fractions and simple percentages of whole numbers and quantities.	She calculates fractions and percentages of whole numbers and quantities.
She is beginning to recall and use equivalences between some simple fractions, decimals and percentages in different contexts to solve problems.	She recalls and uses equivalences between simple fractions, decimals and percentages in different contexts to solve complex problems.	She recalls and uses equivalences between fractions, decimals and percentages, in different contexts to solve more complex problems.
She is beginning to use common factors to simplify fractions and identify equivalent fractions, and to use common multiples to express fractions in the same denomination.	She uses common factors to simplify fractions and identify equivalent fractions, and uses common multiples to express fractions in the same denomination.	She confidently simplifies fractions, identifies equivalent fractions and expresses fractions in the same denomination, using common factors and common multiples as appropriate.
She is beginning to associate a fraction with division and to calculate decimal equivalents of fractions.	She associates a fraction with division and calculates decimal equivalents of fractions.	She associates a fraction with division and calculates decimal equivalents of more complex fractions.
She is beginning to know when it is appropriate to convert between improper fractions and mixed numbers.	She can calculate with improper fractions and mixed numbers and she converts between them when it is appropriate.	She calculates with improper fractions and mixed numbers confidently, and consistently converts between them when it is appropriate.
She is beginning to add subtract fractions with different denominators and mixed numbers.	She adds and subtracts fractions with different denominators and mixed numbers.	She consistently and accurately adds and subtracts fractions with different denominators and mixed numbers.
She can add and subtract decimal numbers.	She can add and subtract decimal numbers confidently.	She can confidently add and subtract several decimal numbers that have more than three decimal places.
She is beginning to round decimal numbers to a specified number of decimal places.	She can round decimal numbers to a specified number of decimal places.	She consistently rounds decimal numbers to an appropriate number of decimal places when solving problems.
She is beginning to multiply one-digit numbers up to two decimal places by whole numbers.	She multiplies one-digit numbers up to two decimal places by whole numbers.	She multiplies one-digit numbers up to two decimal places by whole numbers with ease.
She is beginning to use written division methods to perform simple calculations where the answer is a decimal number.	She uses written division methods to perform calculations where the answer has up to two decimal places.	She uses written division methods with confidence to perform calculations where the answer is a decimal number.
She is beginning to use simple ratio and proportional reasoning to solve problems.	She uses simple ratio and proportional reasoning to solve problems.	She uses ratio and proportional reasoning to solve problems with ease.

	Beginning	Meeting	Consolidating
Standard Measures	She solves simple measure problems in a practical context using direct comparison and non-standard units.	She measures and is beginning to record and compare lengths, heights, masses/weights, volumes/capacities and times, using standardised units and in the context of solving simple, practical problems.	She measures, records and compares lengths, heights, masses/weights, volumes/capacities and times, using standardised units and in the context of solving simple, practical problems.
Money	She sorts coins and recognises the value of 1p, 2p, 5p, 10p, 20p, £1 and £2 coins.	She recognises and knows the value of different denominations of coins and notes, combines small amounts and is beginning to recognise and use the symbols for pounds (£) and pence (p).	She quickly and accurately recognises and knows the value of different denominations of coins and notes, combines small amounts and is beginning to recognise and use the symbols for pounds (£) and pence (p).
Telling Time	She tells the time to the hour.	She tells the time to half past the hour, turns the hands of a geared clock to show these times and draws hands on a clock face to show o'clock times.	She consistently tells the time to half past the hour, turns the hands of a geared clock to show these times and accurately draws hands on a clock face to show o'clock times.
Calculating with Time	She is beginning to sequence the events of a day in chronological order using appropriate language such as before, after, next, morning, afternoon.	She sequences the events of a day in chronological order using appropriate language such as before, after, next, morning, afternoon.	She sequences the events of several days in chronological order using appropriate language.
Area and Volume			
Estimating Area			
Perimeter			

Beginning	Meeting	Consolidating
She is beginning to choose and use appropriate standard units to estimate, compare, order and measure height/length in any direction (m/cm), mass (kg/g), temperature (°C) and capacity (litres/ml).	She chooses and uses appropriate standard units to estimate, compare, order and measure height/length in any direction (m/cm), mass (kg/g), temperature (°C) and capacity (litres/ml).	She chooses and uses appropriate standard units to estimate, compare, order and measure height/length, mass, temperature and capacity, when solving more complex problems.
She is beginning to use the 'f' and 'p' symbols, combine amounts to make particular values, solve problems involving change and find different combinations of coins that equal the same amounts.	She uses the symbols for pounds (£) and pence (p), combines amounts to make particular values, solves simple problems involving change and finds different combinations of coins that equal the same amounts.	She uses the pounds (£) and pence (p) symbols and finds all possible combinations of coins to equal a given amount, or how to pay a given amount using the fewest possible coins.
She is beginning to recognise, tell and write the times o'clock, half past and quarter past, and to recognise quarter to the hour, drawing hands on a clock to show the time on the hour and at half past.	She recognises, tells and writes the times o'clock, half past and quarter past, and is beginning to recognise quarter to the hour, drawing hands on a clock to show the time on the hour and at half past.	She tells and writes the time to 5 minutes and draws hands on a clock face to show these times.
She is beginning to compare and order intervals of time when solving problems.	She compares and orders intervals of time when solving problems.	She compares and orders intervals of time, knowing that there are 60 minutes in an hour and 24 hours in a day, and uses these facts to solve problems.

	Beginning	Meeting	Consolidating
Standard Measures	She is beginning to measure, compare, add and subtract lengths, masses and volumes/capacities.	She measures, compares, adds and subtracts lengths, masses and volumes/capacities.	She measures, compares, adds and subtracts lengths, masses and volumes/capacities when solving more complex problems.
Money	She is beginning to add and subtract amounts of money using pounds ('£') and pence ('p') together in practical contexts, such as to give change.	She adds and subtracts amounts of money using pounds ('£') and pence ('p') together in practical contexts, such as to give change.	She adds and subtracts amounts of money using pounds ('£') and pence ('p') together in more complex practical contexts.
Telling Time	She is beginning to tell and write the time from an analogue clock, including using Roman numerals from I to XII, and 12-hour and 24-hour digital clocks.	She tells and writes the time from an analogue clock, including using Roman numerals from I to XII, and 12-hour and 24-hour digital clocks.	She tells and writes the time from an analogue clock, including using Roman numerals from I to XII, and 12-hour and 24-hour digital clocks, with increasing consistency.
Calculating with Time	She is beginning to learn the number of seconds in a minute and the number of days in each month, year and leap year, and to compare the durations of events.	She knows the number of seconds in a minute and the number of days in each month, year and leap year, and compares the durations of events.	She quickly recalls the number of seconds in a minute and the number of days in each month, year and leap year, and compares the durations of events to solve problems.
Area and Volume			
Estimating Area			
Perimeter	She is beginning to measure the perimeter of simple 2-D shapes.	She measures the perimeter of simple 2-D shapes.	She consistently and accurately measures the perimeter of simple 2-D shapes.

Beginning	Meeting	Consolidating
She is beginning to convert between units of measure, e.g. kilometres to metres.	She converts between units of measure, e.g. kilometres to metres.	She converts between different units of measure, e.g. kilometres to metres and hours to minutes, when solving more complex problems.
She is beginning to estimate, compare and calculate amounts of money in pounds and pence.	She estimates, compares and calculates amounts of money in pounds and pence.	She quickly and accurately estimates, compares and calculates amounts of money in pounds and pence.
She is beginning to read, write and convert time between analogue and digital 12- and 24-hour clocks.	She reads, writes and converts time between analogue and digital 12- and 24-hour clocks.	She quickly and consistently reads, writes and converts time between analogue and digital 12- and 24-hour clocks.
She is beginning to solve problems involving converting from hours to minutes, minutes to seconds, years to months and weeks to days.	She solves problems involving converting from hours to minutes, minutes to seconds, years to months and weeks to days.	She solves problems involving converting from hours to minutes, minutes to seconds, years to months and weeks to days quickly and consistently.
She is beginning to find the area of rectilinear shapes by counting squares.	She finds the area of rectilinear shapes by counting squares.	She consistently finds the area of rectilinear shapes by counting squares.
She is beginning to measure and calculate the perimeter of simple rectilinear shapes in centimetres and metres.	She measures and calculates the perimeter of simple rectilinear shapes in centimetres and metres.	She consistently and accurately measures and calculates the perimeter of simple rectilinear shapes in centimetres and metres.

	Beginning	Meeting	Consolidating
Standard Measures	She is beginning to convert between different units of metric measure (e.g. kilometres and metres, centimetres and metres, centimetres and millimetres, grams and kilograms, litres and millilitres).	She converts between different units of metric measure (e.g. kilometres and metres, centimetres and metres, centimetres and millimetres, grams and kilograms, litres and millilitres).	She converts between different units of metric measure (e.g. kilometres and metres, centimetres and metres, centimetres and millimetres, grams and kilograms, litres and millilitres) when solving more complex problems.
Money	She is beginning to use all four operations to solve problems involving money.	She uses all four operations to solve problems involving money.	She uses all four operations to solve more complex problems involving money.
Telling Time			
Calculating with Time	She is beginning to solve complex problems involving converting between units of time.	She solves complex problems involving converting between units of time.	She solves complex problems involving converting between units of time quickly and consistently.
Area and Volume	She is beginning to calculate the area of rectangles using standard units (i.e. cm² and m²).	She calculates the area of rectangles using standard units (i.e. cm² and m²).	She calculates and compares the area of squares and other rectangles including using standard units, square centimetres (cm²) and square metres (m²).
Estimating Area	She is beginning to estimate the area of irregular shapes.	She estimates the area of irregular shapes.	She estimates the area of a wide range of irregular shapes.
Perimeter	She is beginning to measure and calculate the perimeter of composite rectilinear shapes in centimetres and metres.	She measures and calculates the perimeter of composite rectilinear shapes in centimetres and metres.	She consistently and accurately measures and calculates the perimeter of composite rectilinear shapes in centimetres and metres.

Beginning	Meeting	Consolidating
She is beginning to solve problems involving using, reading, writing and converting between standard metric units of measure.	She solves problems involving using, reading, writing and converting between standard metric units of measure.	She solves more complex problems involving using, reading, writing and converting between standard metric units of measure.
	She reads, writes and converts time between analogue clocks (including clock faces with Roman numerals) and 12- and 24-hour digital clocks, using am and pm where necessary.	She quickly and consistently reads, writes and converts time between analogue clocks (including clock faces with Roman numerals) and 12- and 24-hour digital clocks, using am and pm where necessary.
She is beginning to solve more complex problems involving converting units of time, including problems involving the duration of events.	She solves more complex problems involving converting units of time, including problems involving the duration of events.	She solves more complex problems involving converting units of time, including problems involving the duration of events, quickly and consistently.
She is beginning to calculate the area of squares and rectangles and the volume of cubes and cuboids, using standard units (i.e. cm², m², cm³ and m³) and extending to other units.	She calculates the area of squares and rectangles and the volume of cubes and cuboids, using standard units (i.e. cm², m², cm³ and m³) and extending to other units.	She calculates the area of a wider range of 2D and 3D shapes, using standard units (i.e. cm², m², cm³ and m³) and extending to other units.
She is beginning to estimate the area of complex irregular shapes.	She estimates the area of irregular shapes by counting squares.	She estimates the area of a wider range of more complex irregular shapes.
	She measures and calculates the perimeter of composite rectilinear shapes in centimetres and metres, and recognises that shapes with the same areas can have different perimeters and vice versa.	She measures and calculates the perimeter of composite rectilinear shapes, and uses this information to solve problems involving area and perimeter.

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	Beginning	Meeting	Consolidating
2-D Shape	She is beginning to recognise and name some common 2-D shapes, such as squares, circles and triangles.	She recognises and names common 2-D shapes, including rectangles, squares, circles and triangles.	She recognises, names and describes the properties of common 2-D shapes including rectangles, squares, circles, triangles, pentagons and hexagons.
3-D Shape	She is beginning to recognise and name common 3-D shapes, e.g. cuboids (including cubes), pyramids and spheres.	She recognises and names common 3-D shapes, including cuboids, pyramids and spheres.	She recognises, names and describes the properties of common 3-D shapes including cuboids, pyramids, cones and spheres.
Constructing Shapes			
Symmetry			
Patterns and Sequences			
Angles			
Movement and Rotation	She describes position, direction and movement for whole and half turns.	She describes position, direction and movement, including whole, half, quarter and three-quarter turns.	She describes position, direction and movement, including whole, half, quarter and three-quarter turns, consistently and accurately.
Coordinates			
Scale Factor			
Problem Solving			

Beginning	Meeting	Consolidating
She is beginning to compare and sort common 2-D shapes and everyday objects, on the basis of their geometric properties, including vertices and sides.	She compares and sorts common 2-D shapes and everyday objects on the basis of their geometric properties, including vertices and sides.	She compares and sorts common 2-D shapes and common objects using more than one criterion, identifying and describing their properties.
She is beginning to compare and sort common 3-D shapes and everyday objects, on the basis of their geometric properties including vertices, edges and faces, and is starting to identify 2-D shapes on the surface of 3-D shapes.	She compares and sorts common 3-D shapes and everyday objects, on the basis of their geometric properties including vertices, edges and faces, and can identify 2-D shapes on the surface of 3-D shapes.	She compares and sorts common 3-D shapes and common objects, using more than one criterion, identifying and describing their properties, including 2-D shapes on the surface of 3-D shapes.
She is beginning to identify vertical lines of symmetry in 2-D shapes.	She identifies vertical lines of symmetry in 2-D shapes.	She identifies vertical lines of symmetry in a wider range of 2-D shapes.
She is beginning to order and arrange mathematical objects in patterns and sequences.	She orders and arranges combinations of mathematical objects in patterns and sequences.	She orders and arranges combinations of mathematical objects in more complex patterns and sequences.
She is beginning to use mathematical vocabulary to describe position, direction and movement, including movement in a straight line and right-angled turns.	She uses mathematical vocabulary to describe position, direction and movement, including movement in a straight line and right-angled turns.	She uses mathematical vocabulary to describe position, direction and movement, including movement in a straight line and turns greater or less than a right angle.

	Beginning	Meeting	Consolidating
2-D Shape			
3-D Shape		She recognises 3-D shapes in different orientations and describes them.	She recognises a wider range of 3-D shapes in different orientations and describes them precisely.
Constructing Shapes	She is beginning to draw 2-D shapes and to make 3-D shapes using modelling materials.	She draws 2-D shapes and makes 3-D shapes using modelling materials.	She draws 2-D shapes and makes 3-D shapes using modelling materials, both with increasing accuracy.
Symmetry			
Patterns and Sequences			
Angles		She recognises angles as properties of a shape, and as descriptions of turns.	She understands how an angle can be both a property of a shape and a measure of a turn.
Movement and Rotation	She is beginning to identify right angles and recognise their connection with half-turns and complete turns.	She identifies right angles, noticing that two right angles make a half-turn, three make three quarters of a turn and four a complete turn.	She understands clearly why two right angles make a half-turn, three make three quarters of a turn and four a complete turn.
Coordinates			
Scale Factor			
Problem Solving			

Beginning	Meeting	Consolidating
	She compares and classifies 2-D geometric shapes, including quadrilaterals and triangles, based on their properties and sizes.	She compares and classifies a wider range of 2-D geometric shapes, based on their properties and sizes.
She is beginning to identify lines of symmetry in 2-D shapes presented in different orientations.	She identifies lines of symmetry in 2-D shapes presented in different orientations.	She identifies lines of symmetry in a wider range of 2-D shapes presented in different orientations.
She is beginning to identify acute and obtuse angles.	She identifies acute and obtuse angles and compares and orders angles up to 180° by size.	She identifies acute, obtuse and reflex angles and compares and orders angles up to 360° by size.
She is beginning to describe movements between positions as translations of a given unit to the left/right and up/down.	She describes movements between positions as translations of a given unit to the left/right and up/down.	She understands how all movements between positions can be described as translations of a given unit to the left/right and up/down.
She is beginning to describe positions on a 2-D grid as coordinates in the first quadrant.	She describes positions on a 2-D grid as coordinates in the first quadrant, and plots specified points and draws sides to complete a given polygon.	She understands positions on a 2-D grid as coordinates in the first quadrant and can draw a polygon from any coordinates specified there.

	Beginning	Meeting	Consolidating
2-D Shape	She is beginning to distinguish between regular and irregular polygons.	She distinguishes between regular and irregular polygons based on reasoning about equal sides and angles.	She consistently identifies regular and irregular polygons using the correct reasoning.
3-D Shape	She is beginning to identify simple 3-D shapes from 2-D representations.	She identifies 3-D shapes, including cubes and other cuboids, from 2-D representations.	She identifies a wider range of 3-D shapes from 2-D representations.
Constructing Shapes	She is beginning to draw given angles, and to measure them in degrees.	She draws given angles and measures them in degrees.	She draws given angles and measures them in degrees, both with increasing accuracy.
Symmetry			
Patterns and Sequences			
Angles		She knows that angles at a point total 360° and that angles at a point on a straight line total 180°.	She understands clearly that angles at a point are one whole turn totalling 360°, and that angles at a point on a straight line are half a turn totalling 180°.
Movement and Rotation			
Coordinates	She is beginning to identify, describe and represent the position of a shape following a reflection or translation.	She identifies, describes and represents the position of a shape following a reflection or translation, using the appropriate language, and knows that the shape has not changed.	She represents the position of a shape following a reflection or translation, and consistently describes it using precise language.
Scale Factor			
Problem Solving	She is beginning to use the properties of rectangles to deduce facts about them.	She uses the properties of rectangles to deduce facts about them, and to find missing lengths and angles.	She uses the properties of rectangles to deduce facts about them, and can consistently find missing lengths and angles.

Beginning	Meeting	Consolidating
She is beginning to compare and classify a wider range of 2-D geometric shapes based on their properties and sizes.	She compares and classifies a wider range of 2-D geometric shapes based on their properties and sizes, and illustrates and describes parts of circles including radius, diameter and circumference.	She consistently compares and classifies a wider range of 2-D geometric shapes using the correct reasoning, and correctly describes all the parts of a circle.
She is beginning to compare and classify a wider range of 3-D geometric shapes based on their properties and sizes.	She compares and classifies a wider range of 3-D geometric shapes based on their properties and sizes.	She consistently compares and classifies a wider range of 3-D geometric shapes using the correct reasoning.
She is beginning to build simple 3-D shapes (including using nets and other 2-D representations) and draw 2-D shapes using given lengths and angles.	She builds simple 3-D shapes (including from nets and other 2-D representations) and draws 2-D shapes using given lengths and angles, both with increasing accuracy.	She builds complex 3-D shapes (including from nets and other 2-D representations) and accurately draws a wide range of 2-D shapes using given lengths and angles.
	She recognises angles where lines meet at a point, angles where lines meet at a point on a straight line, and opposite angles where lines intersect.	She consistently recognises angles where lines meet at a point, angles where lines meet at a point on a straight line, and opposite angles where lines intersect.
She is beginning to describe positions on the full coordinate plane and draw simple shapes there.	She draws simple shapes on the full coordinate plane and translates them within the first quadrant.	She draws and translates simple shapes on the full coordinate plane, and reflects them in the axes.
She is beginning to solve simple problems involving similar shapes where the scale factor is known or can be found.	She solves problems involving similar shapes where the scale factor is known or can be found.	She solves more complex problems involving similar shapes and scale factors.
She is beginning to find missing angles in triangles, quadrilaterals and regular polygons.	She solves problems involving missing angles in triangles, quadrilaterals and regular polygons.	She solves more complex problems involving missing angles in triangles, quadrilaterals and regular polygons.

	Beginning	Meeting	Consolidating
Interpreting Representations			
Constructing Representations			
Comparing Data			

Beginning	Meeting	Consolidating
She is beginning to interpret simple pictograms (where the symbol is worth one unit), tally charts and block diagrams.	She interprets simple pictograms (where the symbol is worth one unit), tally charts, block diagrams and simple tables.	She interprets pictograms (where the symbol is worth more than one unit), block diagrams and more complex tables.
She is beginning to construct simple pictograms (where the symbol is worth one unit), tally charts and block diagrams.	She constructs simple pictograms (where the symbol is worth one unit), tally charts, block diagrams and simple tables.	She constructs pictograms (where the symbol is worth more than one unit), block diagrams and more complex tables.
She is beginning to ask and answer simple questions that require counting the number of objects in a category.	She asks and answers simple questions of data that requires him to sort the categories by quantity, totalling and comparing simple categorical data.	She uses 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.

	Beginning	Meeting	Consolidating
Interpreting Representations	She is beginning to interpret data using bar charts, pictograms and tables.	She interprets data using bar charts, pictograms and tables.	She interprets data using bar charts, pictograms and tables with increasing accuracy.
Constructing Representations	She is beginning to present data using bar charts, pictograms and tables.	She presents data using bar charts, pictograms and tables.	She presents data using bar charts, pictograms and tables with increasing accuracy.
Comparing Data	She is beginning to solve one-step and two-step questions using information presented in scaled bar charts, pictograms and tables.	She solves one-step and two-step questions using information presented in scaled bar charts, pictograms and tables.	She solves more complex one-step and two-step questions using information presented in scaled bar charts, pictograms and tables.

Beginning	Meeting	Consolidating
She is beginning to interpret discrete and continuous data presented graphically, including bar charts and time graphs.	She interprets discrete and continuous data presented graphically, including bar charts and time graphs.	She interprets discrete and continuous data presented graphically, including bar charts and time graphs, with increasing accuracy.
She is beginning to present discrete and continuous data using appropriate graphical methods, including bar charts and time graphs.	She presents discrete and continuous data using appropriate graphical methods, including bar charts and time graphs.	She presents discrete and continuous data using appropriate graphical methods, including bar charts and time graphs, with increasing accuracy.
She is beginning to solve comparison, sum and difference problems using information presented in bar charts, pictograms, tables and other graphs.	She solves comparison, sum and difference problems using information presented in bar charts, pictograms, tables and other graphs.	She solves more complex comparison, sum and difference problems using information presented in bar charts, pictograms, tables and other graphs.

	Beginning	Meeting	Consolidating
Interpreting Representations	She is beginning to read and interpret information in tables, including timetables, and uses them to solve problems.	She reads and interprets information in tables, including timetables, and uses them to solve problems.	She reads and interprets information in tables, including timetables, and uses them to solve more complex problems.
Constructing Representations	She is beginning to complete information in tables, including timetables.	She completes information in tables, including timetables.	She completes information in tables, including timetables, with increasing accuracy.
Comparing Data	She is beginning to solve comparison, sum and difference problems using information presented in a line graph.	She solves comparison, sum and difference problems using information presented in a line graph.	She solves more complex comparison, sum and difference problems using information presented in a line graph.

Beginning	Meeting	Consolidating
She is beginning to interpret line graphs, tables, bar charts and pie charts, and use them to solve problems.	She interprets line graphs, tables, bar charts and pie charts, and uses them to solve problems.	She accurately interprets line graphs, tables, bar charts and pie charts, and uses them to solve more complex problems.
She is beginning to present and complete information in tables, bar charts and line graphs.	She presents and completes information in tables, bar charts and line graphs.	She accurately presents and completes information in more complex tables, bar charts and line graphs.
She is beginning to calculate and interpret the mean as an average for simple sets of discrete data in different contexts.	She calculates and interprets the mean as an average for simple sets of discrete data in different contexts.	She calculates and interprets the mean as an average for more complex sets of discrete data in different contexts.

	Beginning	Meeting	Consolidating
Framing Questions	She is beginning to ask a few simple questions about what she notices.	She asks a few simple questions about what she notices.	She frequently asks simple questions about what she notices.
Planning Enquiries	She is beginning to recognise that her questions about what she notices can be answered.	She recognises that her questions about what she notices can be answered.	She consistently recognises that her questions about what she notices can be answered.
Observing	She is beginning to observe things closely.	She observes things closely.	She consistently observes things closely.
Classifying	She is beginning to identify things in the natural and humanly-constructed world.	She identifies things in the natural and humanly-constructed world.	She consistently and accurately identifies things in the natural and humanly-constructed world.
Measuring			
Testing	She is beginning to perform a simple test.	She performs a simple test.	She performs a simple test with increasing accuracy and precision.
Gathering Observations	She is beginning to gather and record some simple data.	She gathers and records some simple data.	She gathers and records some simple data with increasing precision.
Presenting Work			
Scientific Evidence			
Drawing Conclusions	She is beginning to use one or two basic observations and ideas to suggest an answer to a question.	She uses one or two basic observations and ideas to suggest an answer to a question.	She uses one or two basic observations and ideas to suggest a convincing answer to a question.
Presenting Conclusions			

Beginning	Meeting	Consolidating
She is beginning to ask a range of simple questions about what she notices.	She asks a range of simple questions about what she notices.	She asks a wider range of simple questions about what she notices.
She is beginning to recognise that her questions about what she notices can be answered in different ways.	She recognises that her questions about what she notices can be answered in different ways.	She consistently recognises that her questions about what she notices can be answered in different ways.
She is beginning to observe things closely, using simple equipment.	She observes things closely, using simple equipment.	She consistently observes things closely, using simple equipment.
She is beginning to identify and classify things in the natural and humanly-constructed world.	She identifies and classifies things in the natural and humanly-constructed world.	She consistently and accurately identifies and classifies things in the natural and humanly-constructed world.
She is beginning to perform a range of simple tests.	She performs a range of simple tests.	She performs a wider range of simple tests.
She is beginning to gather and record data to help in answering questions.	She gathers and records data to help in answering questions.	She gathers and records data with increasing precision, to help in answering questions.
She is beginning to use a range of observations and ideas to suggest answers to questions.	She uses a range of observations and ideas to suggest answers to questions.	She uses a wider range of observations and ideas to suggest increasingly convincing answers to questions.

	Beginning	Meeting	Consolidating
Framing Questions	She is beginning to ask questions about what she notices.	She asks questions about what she notices.	She frequently asks questions about what she notices.
Planning Enquiries	She is beginning to use scientific enquiry to answer her questions about what she notices.	She uses scientific enquiry to answer her questions about what she notices.	She consistently uses scientific enquiry to answer her questions about what she notices.
Observing	She is beginning to observe things closely, using a range of equipment.	She observes things closely, using a range of equipment.	She consistently observes things closely, using a range of equipment.
Classifying	She is beginning to identify differences, similarities or changes relating to things in the natural and humanly-constructed world.	She identifies differences, similarities or changes relating to things in the natural and humanly-constructed world.	She consistently and accurately identifies differences, similarities or changes relating to things in the natural and humanly-constructed world.
Measuring	She is beginning to take measurements using standard units and simple equipment.	She takes measurements using standard units and simple equipment.	She consistently takes accurate measurements using standard units and simple equipment.
Testing	She is beginning to set up simple practical enquiries and tests.	She sets up simple practical enquiries and tests.	She sets up simple practical enquiries and tests, with a growing awareness of how to make them fair.
Gathering Observations	She is beginning to gather, record and classify data to help in answering questions.	She gathers, records and classifies data to help in answering questions.	She gathers, records and classifies data with increasing precision, to help in answering questions.
Presenting Work	She is beginning to record and present findings using simple scientific language and representations.	She records and presents findings using simple scientific language and a few different representations.	She records and presents findings using simple scientific language and a range of different representations.
Scientific Evidence	She is beginning to use simple evidence to answer questions or to support her findings.	She sometimes uses simple evidence to answer questions or to support her findings.	She uses simple evidence to answer questions or to support her findings.
Drawing Conclusions	She is beginning to use test results to draw simple conclusions and make simple predictions.	She uses test results to draw simple conclusions and make simple predictions.	She consistently uses test results to draw simple conclusions and make simple predictions.
Presenting Conclusions	She is beginning to report on findings from enquiries, including oral and written explanations.	She reports on findings from enquiries, including oral and written explanations.	She reports on findings from enquiries, including oral and written explanations, with increasing confidence and accuracy.

Beginning	Meeting	Consolidating
She is beginning to ask relevant questions about what she notices.	She asks relevant questions about what she notices.	She frequently asks relevant scientific questions about what she notices.
She is beginning to use different types of scientific enquiries to answer her questions about what she notices.	She uses different types of scientific enquiries to answer her questions about what she notices.	She consistently uses different types of scientific enquiries to answer her questions about what she notices.
She is beginning to make systematic and careful observations using a range of equipment.	She makes systematic and careful observations using a range of equipment.	She consistently makes systematic and careful observations using a wide range of equipment.
She is beginning to identify differences, similarities or changes related to simple scientific ideas and processes.	She identifies differences, similarities or changes related to simple scientific ideas and processes.	She consistently and accurately identifies differences, similarities or changes related to more complex scientific ideas and processes.
She is beginning to take accurate measurements where appropriate, using standard units and a range of equipment, including thermometers and data loggers.	She takes accurate measurements where appropriate, using standard units and a range of equipment, including thermometers and data loggers.	She consistently takes accurate measurements where appropriate, using standard units and a range of equipment, including thermometers and data loggers.
She is beginning to set up simple practical enquiries, comparative and fair tests.	She sets up simple practical enquiries, comparative and fair tests.	She consistently sets up simple practical enquiries, comparative and fair tests.
She is beginning to gather, record and classify data in a variety of ways to help in answering questions.	She gathers, records and classifies data in a variety of ways to help in answering questions.	She gathers, records and classifies data in a wider variety of ways, and with accuracy and precision, to help in answering more complex questions.
She is beginning to record and present findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables.	She records and presents findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables.	She records and presents findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables, with increasing accuracy and precision.
She is beginning to use straightforward scientific evidence to answer questions or to support her findings.	She uses straightforward scientific evidence to answer questions or to support her findings.	She uses more complex scientific evidence to answer questions and to support her findings.
She is beginning to use test results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions.	She uses test results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions.	She uses test results to draw conclusions, make predictions about further investigations, suggest improvements and raise further questions.
She is beginning to report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions.	She reports on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions.	She reports on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions, with increasing confidence and accuracy.

	Beginning	Meeting	Consolidating
Framing Questions			
Planning Enquiries	He is beginning to plan different types of scientific enquiries to answer questions.	He plans different types of scientific enquiries to answer questions.	He consistently plans different types of scientific enquiries to answer questions.
Observing			
Classifying			
Measuring	She is beginning to take accurate and precise measurements, using a range of scientific equipment.	She takes accurate and precise measurements, using a range of scientific equipment.	She consistently takes accurate and precise measurements, using a range of scientific equipment.
Testing	She is beginning to use test results to ask further questions.	She uses test results to ask further questions.	She uses test results to ask further scientific questions.
Gathering Observations			
Presenting Work	She is beginning to record data and results using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs.	She records data and results using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs.	She records data and results using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs, with increasing precision.
Scientific Evidence	She is beginning to identify opinions and facts that have been used to support or refute ideas or arguments.	She identifies opinions and facts that have been used to support or refute ideas or arguments.	She consistently identifies opinions and facts that have been used to support or refute ideas or arguments.
Drawing Conclusions			
Presenting Conclusions	She is beginning to report and present findings from enquiries, including conclusions, in oral and written forms such as displays and other presentations.	She reports and presents findings from enquiries, including conclusions, in oral and written forms such as displays and other presentations.	She confidently and accurately reports and presents findings from enquiries, including conclusions, in oral and written forms such as displays and other presentations.

Beginning	Meeting	Consolidating
She is beginning to plan different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary.	She plans different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary.	She plans a wider range of scientific enquiries to answer more complex questions, including recognising and controlling variables where necessary.
She is beginning to take measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate.	She takes measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate.	She consistently takes accurate and precise measurements, using a wide range of scientific equipment and taking repeat readings when appropriate.
She is beginning to use test results to set up further enquiries, comparative and fair tests.	She uses test results to set up further enquiries, comparative and fair tests.	She uses test results to set up more relevant further enquiries, comparative and fair tests.
She is beginning to record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs.	She records data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs.	She accurately and precisely records data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs.
She is beginning to identify scientific evidence that has been used to support or refute ideas or arguments.	She identifies scientific evidence that has been used to support or refute ideas or arguments.	She consistently identifies scientific evidence that has been used to support or refute complex ideas and arguments.
She is beginning to explain the results of his enquiries, presenting conclusions, causal relationships and the degree of trust in his results in oral and written forms.	She explains the results of his enquiries, presenting conclusions, causal relationships and the degree of trust in his results in oral and written forms.	She explains the results of his enquiries accurately, presenting conclusions, causal relationships and the degree of trust in his results confidently in oral and written forms.

	Beginning	Developing	Meeting
Cooking and Nutrition	She is beginning to understand the basic principles of a healthy and varied diet.	She is developing the ability to use the basic principles of a healthy and varied diet to prepare dishes.	She uses the basic principles of a healthy and varied diet to prepare dishes.
Sourcing of Food	She is beginning to understand where some foods come from.	She is developing her understanding of where some foods come from.	She understands where food comes from.
Product Development	She is beginning to design products for herself and other users.	She designs products for herself and other users based on design criteria.	She designs purposeful, functional, appealing products for herself and other users based on design criteria.
Product Design	She is beginning to communicate her ideas through talking and drawing.	She generates and communicates her ideas through talking and drawing.	She generates, develops, models and communicates her ideas through talking, drawing, templates, mock-ups and ICT.
Product Evaluation	She is beginning to explore and evaluate existing products.	She explores and evaluates a range of existing products.	She explores and evaluates a range of existing products, and evaluates her own ideas and products against design criteria.
Selecting Tools	She is beginning to select tools and equipment to perform practical tasks.	She can sometimes select from a range of tools and equipment to perform practical tasks.	She selects from a range of tools and equipment to perform practical tasks.
Using Tools	She is beginning to use a few tools and pieces of equipment.	She uses some tools and equipment.	She uses a range of tools and equipment to perform practical tasks.
Properties of Materials	She is beginning to select materials and components according to their characteristics.	She selects from and uses some materials and components, according to their characteristics.	She selects from and uses a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics.
Understanding Structures	She is beginning to build structures and explore how they can be made stronger.	She builds structures and explores how they can be made stronger.	She builds structures, exploring how they can be made stronger, stiffer and more stable.
Historical Understanding			
Mechanical Systems	She is beginning to explore mechanisms.	She explores the use of mechanisms.	She explores and uses mechanisms in her products.
Electrical Systems			
Programmable Systems			

Lower Key Stage 2		Upper Key Stage 2	
Beginning	**Meeting**	**Beginning**	**Meeting**
She is beginning to understand and apply the principles of a healthy and varied diet to prepare and cook a few predominantly savoury dishes.	She understands and applies the principles of a healthy and varied diet to prepare and cook a variety of predominantly savoury dishes.	She is beginning to understand and apply the principles of a healthy and varied diet to prepare and cook a variety of predominantly savoury dishes, using a few different cooking techniques.	She understands and applies the principles of a healthy and varied diet to prepare and cook a variety of predominantly savoury dishes, using a range of cooking techniques.
She is beginning to understand how some ingredients are farmed.	She understands how some ingredients are farmed.	She is beginning to understand seasonality and where and how some ingredients are grown, reared, caught and processed.	She understands seasonality, and knows where and how a variety of ingredients are grown, reared, caught and processed.
She is beginning to use research and develop design criteria to inform the design of products.	She uses research and develops design criteria to inform the design of functional products that are fit for purpose.	She is beginning to use research and develop design criteria to inform the design of functional and appealing products for particular individuals or groups.	She uses research and develops design criteria to inform the design of innovative, functional and appealing products for particular individuals or groups.
She is beginning to generate, develop, model and communicate her ideas through discussion, annotated sketches, templates, mock-ups and ICT.	She generates, develops, models and communicates her ideas through discussion, annotated sketches, templates, mock-ups and ICT.	She is beginning to generate, develop, model and communicate her ideas through discussion, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design.	She generates, develops, models and communicates her ideas through discussion, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design.
She is beginning to investigate a range of existing products and to evaluate her ideas and products against her own design criteria.	She investigates a range of existing products and evaluates her ideas and products against her own design criteria.	She is beginning to investigate and analyse a range of existing products, to evaluate her ideas and products against her own design criteria and to consider the views of others to improve her work.	She investigates and analyses a range of existing products, evaluates her own ideas and products against her own design criteria and considers the views of others to improve her work.
She is beginning to select from a wider range of tools and equipment to perform practical tasks.	She selects from a wider range of tools and equipment to perform practical tasks.	She is beginning to make more appropriate selections from a wider range of tools and equipment to perform practical tasks.	She makes an appropriate selection from a wider range of tools and equipment to perform practical tasks.
She is beginning to use a wider range of tools and equipment to perform practical tasks.	She uses a wider range of tools and equipment to perform practical tasks.	She is beginning to use a wider range of tools and equipment to perform practical tasks accurately.	She uses a wider range of tools and equipment to perform practical tasks accurately.
She is beginning to select and use materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities.	She selects and uses materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities.		She selects from and uses a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities.
She is beginning to apply her understanding of how to strengthen, stiffen and reinforce simple structures.	She applies her understanding of how to strengthen, stiffen and reinforce simple structures.	She is beginning to apply her understanding of how to strengthen, stiffen and reinforce more complex structures.	She applies her understanding of how to strengthen, stiffen and reinforce more complex structures.
She is beginning to learn about a few key events and individuals that have shaped the world with design and technology.	She understands a few key events and individuals that have shaped the world with design and technology.		She understands more of the key events and individuals that have shaped the world with design and technology.
She is beginning to explore and use mechanical systems in her products.	She explores and uses mechanical systems in her products.	She is beginning to understand and use mechanical systems in her products.	She understands and uses mechanical systems in her products.
She is beginning to use simple electrical devices in her products.	She uses simple electrical systems and devices in her products.	She is beginning to understand and use electrical systems in her products.	She understands and uses electrical systems in her products.
She is beginning to monitor and control simple devices.	She applies her understanding of computing to program, monitor and control simple devices.	She is beginning to apply her understanding of computing to monitor and control her products.	She applies her understanding of computing to program, monitor and control her products.

	Beginning	Developing	Meeting
Algorithms	She is beginning to understand what algorithms are.	She understands what algorithms are.	She understands that algorithms are implemented as programs on digital devices.
Logical Reasoning	She is beginning to predict the behaviour of simple programs.	She predicts the behaviour of simple programs.	She uses logical reasoning to predict the behaviour of simple programs.
Creating Programs	She is beginning to create simple programs.	She creates simple programs.	She creates and debugs simple programs.
Using Software	She is beginning to organise, store and retrieve digital content.	She uses technology purposefully to organise, store and retrieve digital content.	She uses technology purposefully to create, organise, store, manipulate and retrieve digital content.
Elements of Programs	She is beginning to understand programs as instructions.	She understands that programs are lists of instructions.	She understands that programs execute by following precise and unambiguous instructions.
Problem Solving			
Organising and Searching			
Uses of Technology	She is learning about some uses of information technology beyond school.		She recognises common uses of information technology beyond school.
Safety and Responsibility	She is beginning to use technology safely and respectfully.	She uses technology safely and respectfully.	She uses technology safely and respectfully, keeping personal information private and knowing where to go to report concerns.

Lower Key Stage 2		Upper Key Stage 2	
Beginning	**Meeting**	**Beginning**	**Meeting**
She is beginning to reason about how some simple algorithms work.	She uses logical reasoning to explain how some simple algorithms work.	She is beginning to reason about errors in algorithms and programs.	She uses logical reasoning to detect and correct errors in algorithms and programs.
She is beginning to write and debug programs that accomplish specific goals.	She designs, writes and debugs programs that accomplish specific goals.	She is beginning to design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems.	She designs, writes and debugs programs that accomplish specific goals, including controlling or simulating physical systems.
She is beginning to select and use a variety of software and services to create programs, systems and content.	She selects and uses a variety of software and services to design and create programs, systems and content that accomplish given goals.	She is beginning to select, use and combine a variety of software and services on a range of digital devices to create a range of programs, systems and content.	She selects, uses and combines a variety of software and services on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals.
She is beginning to use selection or repetition to modify sequence in her programs.	She uses sequence, selection and repetition in programs.	She is beginning to input, use, and output variables in her programs.	She uses variables in programs, and works with various forms of input and output.
She is beginning to realise that problems can be solved by breaking them down into smaller parts.	She understands that problems can be solved by breaking them down into smaller parts.	She is beginning to solve problems by decomposing them into smaller parts.	She solves problems by decomposing them into smaller parts.
She is beginning to use search technologies effectively.	She uses search technologies effectively and appreciates how results are selected and ranked.	She is beginning to evaluate digital content.	She is discerning in evaluating digital content.
	She understands that computer networks, including the internet, can provide multiple services, such as the world wide web.	She is beginnning to understand some of the opportunities that computer networks, including the internet, offer for communication and collaboration.	She understands the opportunities that computer networks, including the internet, offer for communication and collaboration.
She is beginning to use technology safely, responsibly and respectfully.	She uses technology safely, responsibly and respectfully.		She uses technology safely, responsibly and respectfully, recognising acceptable and unacceptable behaviour.

	Beginning	Developing	Meeting
Chronology	She is beginning to understand that some events in history happened before others.	She understands that events in history occured in a sequential order.	She knows where the people and events she studies fit within a chronological framework.
Historical Terms	She is beginning to use everyday historical terms.	She uses everyday historical terms where appropriate.	She uses a wide vocabulary of everyday historical terms.
Contrasts and Trends	She is beginning to learn about ways of life in the past.	She knows about ways of life in different periods.	She identifies similarities and differences between ways of life in different periods.
Historical Questions	She is beginning to ask questions about key features of events.	She asks and answers questions that show she has some knowledge of key features of events.	She asks and answers questions to show that she knows and understands key features of events.
Using Sources	She is beginning to look for key features of events in stories and in other sources.	She chooses and uses parts of stories, and other sources, to show she has some knowledge of key features of events.	She chooses and uses parts of stories, and other sources, to show that she knows and understands key features of events.
Interpretations of History	She is beginning to understand how we find out about the past.	She understands some of the ways in which we find out about the past.	She understands some of the ways in which we find out about the past and can identify different ways in which it is represented.

Lower Key Stage 2		Upper Key Stage 2	
Beginning	Meeting	Beginning	Meeting
She is beginning to fit the British, local and world history she is studying into a chronological framework.	She is developing a chronologically-secure knowledge of British, local and world history.	She is beginning to establish a chronologically-secure knowledge and understanding of British, local and world history.	She continues to develop a chronologically-secure knowledge and understanding of British, local and world history.
She is beginning to use historical terms.	She is learning to use a range of historical terms.	She is beginning to use historical terms appropriately.	She is developing the appropriate use of historical terms.
She is beginning to note connections, contrasts and trends over time.	She notes connections, contrasts and trends over time.	She is beginning to note connections, contrasts, trends over time and narratives across the periods she studies.	She notes connections, contrasts and trends over time, establishing clear narratives across the periods she studies.
She is beginning to address questions about change, similarity and difference.	She addresses questions about change, cause, similarity and difference, and significance.	She is beginning to address and devise questions about change, cause, similarity and difference, and significance.	She regularly addresses and sometimes devises historically-valid questions about change, cause, similarity and difference, and significance.
She is beginning to select and organise historical information.	She constructs informed responses to historical questions by selecting and organising historical information.	She is beginning to construct informed responses to historical questions that involve selection and organisation of historical information.	She constructs informed responses to historical questions that involve thoughtful selection and organisation of relevant historical information.
	She understands that our knowledge of the past is constructed from a range of sources.	She is beginning to understand how our knowledge of the past is constructed from a range of sources.	She understands how our knowledge of the past is constructed from a range of sources.

	Beginning	Developing	Meeting
Weather Patterns	She is beginning to notice that the weather changes.	She knows that the weather changes according to the season.	She identifies seasonal and daily weather patterns in the United Kingdom.
Contrasting Places	She is beginning to learn about the human and physical geography of a small area in the United Kingdom.	She can describe the human and physical geography of a small area of the United Kingdom.	She describes the human and physical geography of a small area of the United Kingdom and of a small area in a contrasting non-European country.
The United Kingdom	She is beginning to name and locate the countries of the United Kingdom.	She can name and locate the four countries of the United Kingdom.	She can name and locate the four countries of the United Kingdom, and its surrounding seas.
Geographical Characteristics	She is beginning to learn a few things about the countries and capital citites of the United Kingdom.	She identifies some characteristcs of the countries and capital cities of the United Kingdom.	She identifies characteristcs of the four countries and capital cities of the United Kingdom and its surrounding seas.
The World	She is beginning to learn that the world is made up of continents and oceans.	She can name most of the world's continents and oceans.	She can name the world's seven continents and five oceans.
Geographical Vocabulary	She is beginning to learn some basic geographical vocabulary.	She uses some basic geographical vocabulary to refer to key physical and human features.	She uses basic geographical vocabulary to refer to key physical and human features.
Maps and Globes	She is beginning to use aerial photographs and plan perspectives to recognise a few basic human and physical features.	She uses aerial photographs and plan perspectives to recognise basic human and physical features.	She uses aerial photographs and plan perspectives to recognise landmarks and basic human and physical features.
Map Skills	She is beginning to use locational language to describe the position of features on a map.	She uses locational language to describe the position of features on a map.	She uses locational and directional language to describe the location of features on a map.
Fieldwork Skills	She is beginning to use simple observational skills to study the geography of her school and its grounds.	She uses simple observational skills to study the geography of her school and its grounds.	She uses simple fieldwork and observational skills to study the geography of her school and its grounds and the key human and physical features of the surrounding environment.
Latitude and Longitude	She is learning to identify the poles.	She can identify the location of the North and South Poles.	She can identify the location of the Equator and the North and South Poles.
Physical Geography			
Human Geography			

Beginning	Meeting	Beginning	Meeting
She is beginning to identify a few geographical similarities and differences in the human and physical geography of a small area of the United Kingdom and of a small area in a contrasting non-European country.	She identifies the geographical similarities and differences in the human and physical geography of a small area of the United Kingdom and of a small area in a contrasting non-European country.	She is beginning to understand a few geographical similarities and differences of the human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America.	She understands the geographical similarities and differences of the human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America.
She is beginning to locate some of the capital cities of the four countries of the United Kingdom.	She can locate the capital cities of the four countries of the United Kingdom, and its surrounding seas.	She is beginning to locate some of the United Kingdom's counties and cities, geographical regions and key topographical features.	She can locate the United Kingdom's counties and cities, geographical regions and key topographical features.
She identifies a few human and physical characteristics of cities and regions in the United Kingdom.	She identifies the human and physical characteristics of cities and regions of the United Kingdom.	She is beginning to understand a few human and physical characteristics of cities and regions of the United Kingdom and the world.	She understands the human and physical characteristics of cities and regions of the United Kingdom and the world.
She is beginning to locate some of the world's environmental regions.	She can locate the world's environmental regions.	She is beginning to locate some of the world's environmental regions and major cities.	She can locate the world's environmental regions and major cities.
She is beginning to identify a few features of countries located on maps, atlases, globes and digital mapping.	She identifies the features of countries located on maps, atlases, globes and digital mapping.	She is beginning to describe a few features of countries located on maps, atlases, globes amd digital mapping.	She describes the features of countries located on maps, atlases, globes and digital mapping.
She is beginning to use the four points of a compass, four figure grid references, symbols and keys.	She uses the four points of a compass, four-figure grid references, symbols and keys to build her knowledge of the United Kingdom and the wider world.	She is beginning to use the eight points of a compass, six-figure grid references, symbols and keys.	She uses the eight points of a compass, six-figure grid references, symbols and keys to build her knowledge of the United Kingdom and the wider world.
She is beginning to devise a simple map, based on a known area.	She can devise a simple map, based on a known area, and use basic symbols in a key.	She is beginning to use fieldwork to observe, measure, record and present a few of the human and physical features in the local area using a range of methods.	She uses fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.
She is beginning to understand that there are hot and cold areas of the world.	She can identify the location of hot and cold areas of the world in relation to the Equator and the North and South Poles.	She is beginning to identify the position of some key lines of latitude and longitude.	She can identify the position of key lines of latitude and longitude and their significance, including time zones.
She is beginning to describe some key patterns and processes affecting the physical environment.	She can describe key patterns and processes affecting the physical environment.	She is beginning to understand how and why patterns and processes affect the physical environment.	She understands how and why patterns and processes affect the physical environment.
She is beginning to describe some key patterns and processes affecting the human environment.	She can describe key patterns and processes in the human environment.	She is beginning to understand how and why patterns and processes affect the human environment.	She understands how and why patterns and processes affect the human environment.

	Beginning	Developing	Meeting
Designing and Making	She is beginning to use materials creatively to make products.	She uses a range of materials creatively to make products.	She uses a range of materials creatively to design and make products.
Exploring Ideas	She is beginning to use drawing and painting to share her ideas.	She uses drawing and painting to develop and share her ideas.	She uses drawing, painting and sculpture to develop and share her ideas, experiences and imagination.
Technique	She is beginning to develop some art and design techniques.	She is developing some art and design techniques.	She is developing a wide range of art and design techniques, including using colour, pattern, texture, line, shape, form and space.
Influential Artists	She is beginning to learn about the work of artists.	She knows about the work of a range of artists, craft makers and designers.	She knows about the work of a range of artists, craft makers and designers, and makes links to her own work.
Comparing Disciplines	She is becoming aware of the differences and similarities between different practices and disciplines.	She increasingly recognises the differences and similarities between different practices and disciplines.	She describes the differences and similarities between different practices and disciplines.
Observing and Recording			

Beginning	Meeting	Beginning	Meeting
She is beginning to work with creativity and experimentation.	She continues to develop her work with creativity and experimentation.	She is beginning to work with creativity, experimentation and some awareness of different kinds of art, craft and design.	She continues to develop her work with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.
She is beginning to improve her art and design techniques, including painting and drawing.	She is improving her art and design techniques, including drawing and painting.	She is beginning to improve her art and design techniques, including drawing, painting and sculpture.	She is improving her mastery of art and design techniques, including drawing, painting and sculpture with a range of materials.
She is beginning to learn about great artists, architects and designers in history.	She knows about great artists, architects and designers in history.	She is beginning to learn about great artists, architects and designers in history, and to make links to her own work.	She knows about great artists, architects and designers in history, and makes links to her own work.
She is beginning to create sketch books to record her observations.	She creates sketch books to record her observations.	She is beginning to create sketch books to record her observations and to use them to review and revisit ideas.	She creates sketch books to record her observations and uses them to review and revisit ideas.

	Beginning	Developing	Meeting
Singing	She is beginning to sing songs and speak chants and rhymes.	She sings songs and speaks chants and rhymes.	She sings songs and speaks chants and rhymes expressively and creatively.
Playing Instruments	She is beginning to play tuned and untuned instruments.	She plays some tuned and untuned instruments.	She plays some tuned and untuned instruments musically.
Listening			
Composition	She is beginning to experiment with sounds.	She experiments with, creates, selects and combines sounds.	She experiments with, creates, selects and combines sounds using the inter-related dimensions of music.
Musical Notation			
Musical Appreciation	She is beginning to listen to a range of high-quality live and recorded music.	She listens with concentration to a range of high-quality live and recorded music.	She listens with concentration and understanding to a range of high-quality live and recorded music.
Music History			

Beginning	Meeting	Beginning	Meeting
She is beginning to sing in solo and ensemble contexts.	She sings in solo and ensemble contexts with accuracy and expression.	She is beginning to perform in solo and ensemble contexts, using her voice with some accuracy, fluency, control and expression.	She performs in solo and ensemble contexts, using her voice with increasing accuracy, fluency, control and expression.
She is beginning to play musical instruments in solo and ensemble contexts.	She plays musical instruments in solo and ensemble contexts with accuracy and expression.	She is beginning to perform in solo and ensemble contexts, playing musical instruments with some accuracy, fluency, control and expression.	She performs in solo and ensemble contexts, playing musical instruments with increasing accuracy, fluency, control and expression.
She is beginning to listen to sounds with attention to detail.	She listens to sounds with attention to detail.	She is beginning to listen to sounds with attention to detail and recall them using aural memory.	She listens with attention to detail and recalls sounds with increasing aural memory.
She is beginning to improvise using the inter-related dimensions of music.	She improvises using the inter-related dimensions of music.	She is beginning to improvise and compose music using the inter-related dimensions of music.	She improvises and composes music for a range of purposes using the inter-related dimensions of music.
She is beginning to understand some musical notations.	She understands staff and other musical notations.	She is beginning to understand and use staff and other musical notations.	She understands and uses staff and other musical notations.
She is beginning to appreciate a range of high-quality music.	She appreciates a range of high-quality music from great composers and musicians.	She is beginning to appreciate and understand a range of high-quality music drawn from different traditions and from great composers and musicians.	She appreciates and understands a wide range of high-quality music drawn from different traditions and from great composers and musicians.
	She has learnt some key things about the history of music.		She is developing an understanding of the history of music.

	Beginning	Developing	Meeting
Combining Movements	She is beginning to perform basic movements like running, jumping, throwing and catching.	She performs basic movements including running, jumping, throwing and catching.	She has mastered basic movements including running, jumping, throwing and catching.
Technique	She is beginning to develop balance and co-ordination.	She is developing balance, agility and co-ordination.	She is developing balance, agility and co-ordination, and is beginning to apply these in a range of activities.
Tactics	She is beginning to attack and defend in competitive games.	She attacks and defends in competitive games.	She is developing simple tactics for attacking and defending in competitive games.
Dance	She is beginning to perform dances using a few simple movements.	She is developing the ability to perform dances using simple movement patterns.	She performs dances using simple movement patterns.
Swimming	She is beginning to swim a short distance.	She can swim competently for at least 10 metres.	She swims competently and confidently over a distance of at least 25 metres.
Water Safety			
Adventurous Activities			
Measuring Performance			

Beginning	Meeting	Beginning	Meeting
She is beginning to use some basic movements, such as running, jumping, throwing and catching, in combination.	She uses some basic movements, such as running, jumping, throwing and catching, in combination.	She is beginning to use running, jumping, throwing and catching in combination.	She uses running, jumping, throwing and catching in combination.
She is beginning to develop flexibility, strength and balance.	She is developing flexibility, strength and balance.	She is beginning to develop flexibility, strength, technique, control and balance.	She is developing flexibility, strength, technique, control and balance.
She is beginnng to apply a few basic principles to attacking and defending in competitive games.	She applies a few basic principles to attacking and defending in competitive games.	She is beginnng to apply basic principles to attacking and defending in competitive games.	She applies a range of principles to attacking and defending in competitive games.
She is beginning to perform dances using a few movement patterns.	She performs dances using a few movement patterns.		She performs dances using a wider range of movement patterns.
She is beginning to use more than one stroke for swimming.	She uses a range of strokes for swimming.	She is beginning to use a range of swimming strokes effectively.	She uses a range of swimming strokes effectively.
She is beginning to perform a safe self-rescue in the pool.	She performs a safe self-rescue in the pool.	She is beginning to perform a safe self-rescue in water.	She performs a safe self-rescue in water.
	She sometimes collaborates in a team in outdoor activities.		She collaborates in a team as part of outdoor and adventurous activity challenges.
She is beginning to compare current performances with previous ones.	She compares her current performances with previous ones.	She is beginning to compare her current performances with previous ones, demonstrating improvement in her personal bests.	She compares her current performances with previous ones, demonstrating improvement in her personal bests.

	Beginning	Meeting
Conversation	She is beginning to listen attentively to the language when spoken and show understanding by joining in and responding.	She listens attentively to the language when spoken and shows understanding by joining in and responding.
Songs and Rhymes	She is beginning to explore the patterns and sounds of the language through songs and rhymes.	She explores the patterns and sounds of the language through songs and rhymes.
Pronounciation		
Speaking	She is beginning to describe people, places, things and actions orally.	She describes people, places, things and actions orally.
Reading	She is beginning to link the spelling and meaning of words.	She links the spelling and meaning of words.
Vocabulary	She is beginning to understand new words she finds in familiar written material, occasionally using a dictionary.	She is developing her ability to understand new words she finds in familiar written material, including using a dictionary.
Literature	She is beginning to understand a few stories and poems that are read to her.	She understands some stories and poems that are read to her.
Writing	She is beginning to write phrases from memory.	She writes phrases from memory.
Grammar	She is beginning to understand a few grammatical features of the language.	She understands some basic grammatical features of the language.

Beginning	Meeting
She is beginning to ask and answer questions, express and respond to opinions and seek clarification and help.	She engages in conversations, asks and answers questions, expresses and responds to opinions and seeks clarification and help.
She is beginning to use pronunciation and intonation to help others understand her when she is reading aloud or using familiar language.	She is developing accurate pronunciation and intonation so that others can understand her when she is reading aloud or using familiar language.
She is beginning to speak in sentences, using familiar vocabulary, phrases and basic language structures.	She speaks in sentences, using familiar vocabulary, phrases and basic language structures, and speaks to a range of audiences.
She is beginning to show understanding of the words, phrases and simple writing she reads.	She carefully reads, and shows understanding of, words, phrases and simple writing.
She is beginning to broaden her vocabulary, occasionally using a dictionary to look up new words she finds.	She is broadening her vocabulary, including by using a dictionary to look up new words she finds.
She is beginning to understand stories and poems that are read to her.	She understands stories and poems that are read to her.
She is beginning to write sentences to describe people, places, things, actions and ideas.	She writes sentences to describe people, places, things, actions and ideas, expressing herself clearly.
She is beginning to understand some key features and patterns of the language and how they compare with English.	She understands key features and patterns of the language, how to apply these to build sentences and how they compare with English.