**Record of Attainment - Language and Literacy**

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| **Pupil Name:**  | **Year Group:**  | **Age:** |
| **Assessor:** | **Role:** | **Date:** |
|  |  |
| **Colour coding:** | **PKSS 1** | **PKSS 2** | **PKSS 3** | **PKSS 4** | **PKSS 5(Y1)** | **PKSS 6 (Y2)** | **NCY3** | **NCY4** |
|  |  |  |  |  |  |  |
| **Key:** | **x** | no |  | **x√** | emerging |  | **√** | secure |

 (Assessment tools to support the assessment process are noted in brackets)

 **(Assessment Tool. 1)**

| **Language and Reading Comprehension** | **Level** | **x** | **√x** | **√** | **Date Achieved** |
| --- | --- | --- | --- | --- | --- |
| **In a familiar story or rhyme read to them by an adult:** |
| Can indicate correctly pictures of characters and objects when sharing a familiar book with an adult. | **PKSS1** |  |  |  |  |
| Can use pictures to answer basic naming questions. | **PKSS1** |  |  |  |  |
| Can join in with the refrain/repeat some words/rhyming words with prompts. | **PKSS1** |  |  |  |  |
| Can join in with the refrain/repeat some words/rhyming words without prompts. | **PKSS2** |  |  |  |  |
| Can answer more detailed literal questions about a story. | **PKSS2** |  |  |  |  |
| Can answer simple recall questions without using pictures. | **PKSS3** |  |  |  |  |
| Can sequence and retell key events using pictures. | **PKSS3** |  |  |  |  |
| Can retell some of the story (without pictures) and talk about the events, linking to their own experiences. | **PKSS4** |  |  |  |  |
| Can make simple inferences. | **PKSS5** |  |  |  |  |
| **In a book they can read themselves fluently:** |
| Can self-correct their reading when it doesn’t make sense. | **PKSS6** |  |  |  |  |
| Can retell a story that they read to you. | **PKSS6** |  |  |  |  |
| Can answer a range of questions including inference questions about what they have read. | **PKSS6** |  |  |  |  |
| **In a wide range of books, poetry and non-fiction texts that they can listen to and/or read themselves:** |
| Can predict what might happen next. | **Y3** |  |  |  |  |
| Can improve their understanding of what they have read through asking questions. | **Y3** |  |  |  |  |
| Can draw inferences from their reading and justify their inferences with evidence. | **Y3** |  |  |  |  |
| Can identify themes, conventions and main ideas and summarise these. | **Y3** |  |  |  |  |
| Can discuss words/phrases that capture the reader’s interest/imagination. | **Y3** |  |  |  |  |
| Can retrieve and record information from non-fiction texts. | **Y3** |  |  |  |  |
| Can use dictionaries to check meaning of words they have read. | **Y3** |  |  |  |  |
| Can justify their viewpoint of what they have read with support. | **Y3** |  |  |  |  |
| Can justify their viewpoint of what they have read independently. | **Y4** |  |  |  |  |

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| **Phonological Awareness Skills** | **Level** | **x** | **x√** | **√** | **Date Achieved** |
| Can tell you the number of words in a sentence given verbally. | **PKSS2** |  |  |  |  |
| Can tell you how may sounds in a word given verbally. | **PKSS2** |  |  |  |  |
| Can find pictures of words or objects that begin with a given letter. | **PKSS2** |  |  |  |  |
| Can blend sounds given verbally to make a word.  | **PKSS2** |  |  |  |  |
| Can tell you how may sounds are in a word given verbally.  | **PKSS2** |  |  |  |  |
| Can say the beginning sound in a word given verbally. | **PKSS2** |  |  |  |  |
| Can say the middle sound in a word given verbally. | **PKSS2** |  |  |  |  |
| Can say the end sound in a word given verbally. | **PKSS2** |  |  |  |  |
| Can count the beats (syllables) in words. | **PKSS2** |  |  |  |  |

 **(Assessment Tool. 2)**

**(Assessment Tools 3,4,5)**

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| **Reading – Word Level Skills** | **Level** | **x** | **√x** | **√** | **Date Achieved** |
| Can say a single sound for 10+ graphemes  | **PKSS2** |  |  |  |  |
| Can read words by blending sounds with known graphemes, with help from their teacher.  | **PKSS2** |  |  |  |  |
| Can say a single sound for 20+ graphemes  | **PKSS3** |  |  |  |  |
| Can read accurately by blending the sounds in words with two and three known graphemes  | **PKSS3** |  |  |  |  |
| Can say sounds for 40+ graphemes, including one grapheme for each of the 40+ phonemes  | **PKSS4** |  |  |  |  |
| Can read accurately by blending the sounds in words with up to five known graphemes  | **PKSS4** |  |  |  |  |
| Can read some common exception words  | **PKSS4** |  |  |  |  |
| Can read aloud books that are consistent with their phonic knowledge, without guessing words from pictures or the context of the sentence.  | **PKSS4** |  |  |  |  |
| Can read accurately by blending the sounds in words that contain the common graphemes for all 40+ phonemes  | **PKSS5** |  |  |  |  |
| Can read accurately some words of two or more syllables that contain the same grapheme-phoneme correspondences  | **PKSS5** |  |  |  |  |
| Can read many common exception words  | **PKSS5** |  |  |  |  |
| Can read accurately most words of two or more syllables  | **PKSS6** |  |  |  |  |
| Can read most words containing common suffixes  | **PKSS6** |  |  |  |  |
| Can read most common exception words  | **PKSS6** |  |  |  |  |
| Can apply their growing knowledge of root words, prefixes and suffixes both to read aloud and to understand the meaning of new words they meet | **Y3** |  |  |  |  |
| Can read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word (Words from spelling list Year 3 and 4) | **Y3** |  |  |  |  |

**(assessment tools 3,6,7)**

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| **Pencil /Fine motor control/Transcription** | **Level** | **x** | **√x** | **√** | **Date** |
| Can make simple marks | **PKSS1** |  |  |  |  |
| Can draw simple shapes | **PKSS1** |  |  |  |  |
| Can over write their name | **PKSS1** |  |  |  |  |
| Can hold the pencil correctly | **PKSS2** |  |  |  |  |
| Can copy words under a model | **PKSS2** |  |  |  |  |
| Can draw a picture of a person  |  |  |  |  |  |
| Can form correctly 10 – 19 lower case letters correctly | **PKSS2** |  |  |  |  |
| Can form correctly 20 – 39 lower case letters correctly | **PKSS3** |  |  |  |  |
| Can form most lower case letters correctly | **PKSS4** |  |  |  |  |
| Can form all capital letters correctly  | **PKSS4** |  |  |  |  |
| Their writing is legible | **PKSS4** |  |  |  |  |
| The letters are the correct size / orientation? | **PKSS5** |  |  |  |  |
| They use appropriate spacing in between words? | **PKSS5** |  |  |  |  |
| Can use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined | **Y3** |  |  |  |  |
| Increase the legibility, consistency and quality of their handwriting | **Y3** |  |  |  |  |

**(assessment tools 3,4,6,9)**

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| **Transcription- Spelling** | **Level** | **x** | **√x** | **√** | **Date** |
| Identify or write 10 – 19 graphemes from sound prompts | **PKSS2** |  |  |  |  |
| Can spell CV and CVC words with known graphemes | **PKSS2** |  |  |  |  |
| Can write their full name? | **PKSS2** |  |  |  |  |
| Identify or write 20 - 39 graphemes from sound prompts | **PKSS3** |  |  |  |  |
| Can spell CVCC, CCVC (consonant clusters and consonant digraphs) | **PKSS4** |  |  |  |  |
| Can spell common suffixes | **PKSS4** |  |  |  |  |
| Can make phonetically plausible attempts to spell unfamiliar words | **PKSS4** |  |  |  |  |
| Can spell a few common exception words (at least 5) | **PKSS4** |  |  |  |  |
| Identify or write 40+ graphemes from sound prompts | **PKSS4** |  |  |  |  |
| Can spell some common exception words (at least 10) | **PKSS5** |  |  |  |  |
| Can spell many common exception words (at least 40) | **PKSS6** |  |  |  |  |
| Can add suffixes beginning with vowel letters to words of more than one syllable | **Y3** |  |  |  |  |
| Can add prefixes **un, dis, mis, in** in words | **Y3** |  |  |  |  |
| Can add suffix **ation, ly**, to common words and know the spelling rules for some exceptions | **Y3** |  |  |  |  |
| Can spell words with endings of **sure, ture** and **er** | **Y3** |  |  |  |  |
| Can spell words with **tian, sion, ssion, cian** | **Y3** |  |  |  |  |
| Can spell words with the possession apostrophe | **Y3** |  |  |  |  |
| Can spell homophones and near homophones | **Y3** |  |  |  |  |
| Can spell words from the year 3/ 4 word list | **Y3** |  |  |  |  |

**(assessment tools 7,8,9)**

| **Writing Composition** | **Level** | **x** | **√x** | **√** | **Date achieved** |
| --- | --- | --- | --- | --- | --- |
| Can complete a simple sentence about a picture (verbally) | **PKSS2** |  |  |  |  |
| Can compose sentences from a picture prompt (verbally) | **PKSS2** |  |  |  |  |
| Their verbal sentences are grammatically correct. | **PKSS2** |  |  |  |  |
| They can remember their sentence to write. | **PKSS4** |  |  |  |  |
| They can write their sentence correctly. | **PKSS4** |  |  |  |  |
| If not spelt correctly, is it legible. | **PKSS4** |  |  |  |  |
| They can compose a sequence of sentences for a scribe about their weekend. | **PKSS5** |  |  |  |  |
| They can use punctuation: full stop & capital letters (*assess from dictation*) | **PKSS5** |  |  |  |  |
| Can use simple descriptive language and vocabulary | **PKSS5** |  |  |  |  |
| Can join clauses with **and, or, but, when, if, that, because** | **PKSS6** |  |  |  |  |
| Their written sentences are grammatically correct | **PKSS6** |  |  |  |  |
| They can use punctuation: (assess from dictation) | **PKSS6** |  |  |  |  |
| . ? |  |  |  |  |
| . ? , ! | **Y3** |  |  |  |  |
| . ? , ! … ‘ “ ” | **Y3** |  |  |  |  |
| . ? , ! … ‘ “ ” : ; () - | **Y3** |  |  |  |  |
| Can organise writing into paragraphs around a theme | **Y3** |  |  |  |  |
| Can extend the range of sentences with **more than one clause** by using a wider range of conjunctions, including: **when, if, because, although**. | **Y3** |  |  |  |  |
| Can use the present form of verbs in contrast to the past tense | **Y3** |  |  |  |  |
| Can choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition | **Y3** |  |  |  |  |
| Can use conjunctions, adverbs and prepositions to express time and cause | **Y3** |  |  |  |  |
| Can use commas after fronted adverbials | **Y3** |  |  |  |  |
| In narratives, they can create settings, characters and plot | **Y3** |  |  |  |  |
| In non-narrative material, they can use simple organisational devices for example, headings and sub-headings | **Y3** |  |  |  |  |
| Are able to evaluate and edit their writing by assessing the effectiveness of their own and others’ writing and suggesting improvements | **Y3** |  |  |  |  |
| Can evaluate and edit their writing proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences | **Y3** |  |  |  |  |