

The sections in this test have been carefully designed to sample the main English skills set out in the national curricula for England, Wales, Scotland and Northern Ireland. Specific links to each of these are set out in the following tables.

England

Table 1: Links between sections of the test and relevant aspects of the National Curriculum for England (2014).¹

Phonic Knowledge and Skills

Year 1 Programme of Study: Reading – word reading

Pupils should be taught to:

- apply phonic knowledge and skills as the route to decode words
- read accurately by blending sounds in unfamiliar words containing GPCs that have been taught
- read common exception words
- read words containing taught GPCs and –s, –es, –ing, –ed, –er and –est endings
- read other words of more than one syllable that contain taught GPCs.

Spelling

Year 1 Programme of Study: Writing – transcription

Spelling

Pupils should be taught to:

- spell:
 - words containing each of the 40+ phonemes already taught
 - common exception words
- add prefixes and suffixes:
 - using –ing, –ed, –er and –est where no change is needed in the spelling of root words
 - apply simple spelling rules and guidance recommended for use in year 1.

Grammar and Punctuation

Year 1 Programme of Study: Writing – vocabulary, grammar and punctuation

Pupils should be taught to:

- develop their understanding of the concepts of vocabulary, grammar and punctuation by:
 - beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark
 - using a capital letter for names of people, places, the days of the week, and the personal pronoun ‘I’
 - learning the grammar recommended for use in year 1.

¹ The relevant aspects of the national curriculum in England sampled within this test have been extracted from the Year 1 programme of study for English. The full programme of study requirements can be viewed online at <https://www.gov.uk/government/collections/national-curriculum>

Reading Comprehension

Year 1 Programme of Study: Reading – comprehension

Pupils should be taught to:

- understand both the books they can already read accurately and fluently and those they listen to by:
 - drawing on what they already know or on background information and vocabulary provided by the teacher
 - making inferences on the basis of what is being said and done.

Wales

Table 2: Links between sections of the test and relevant aspects of the Framework for Children’s learning for 3–7 year olds in Wales (2008).²

Phonic Knowledge and Skills

Foundation Phase – Language, Literacy and Communication Skills

Oracy:

- listen to and carry out instructions
- view and listen carefully to a variety of visual and audio-visual stimuli.

Reading:

- understand that written symbols have sound and meaning and develop phonological, graphic and grammatical knowledge, word recognition and contextual understanding.

Writing:

- understand the connections and differences between print and pictures
- recognise the alphabetic nature of writing and discriminate between letters.

Spelling

Foundation Phase – Language, Literacy and Communication Skills

Writing:

- develop their ability to spell common and familiar words in a recognisable way.

Grammar and Punctuation

Foundation Phase – Language, Literacy and Communication Skills

Writing:

- recognise that punctuation is essential to help a reader understand what is written.

² The relevant aspects of the Framework for Children’s learning for 3-7-year-olds in Wales sampled within this test have been extracted from the Foundation Phase Language, Literacy and Communication Skills. The full programme of study requirements can be viewed online at http://wales.gov.uk/topics/educationandskills/earlyyearshome/foundation_phase/foundationphasepractitioners/frameworkchildlearning/?lang=en

Reading Comprehension

Foundation Phase – Language, Literacy and Communication Skills

Oracy:

- listen to and carry out instructions
- view and listen carefully to a variety of visual and audio-visual stimuli
- listen to a variety of stories, traditional folk tales and poems from Wales and around the world.

Reading:

- follow stories read to them and respond as appropriate
- understand that written symbols have sound and meaning and develop phonological, graphic and grammatical knowledge, word recognition and contextual understanding within a balanced and coherent programme
- read with increasing fluency, accuracy, understanding and independence, building on what they already know
- respond appropriately to books, considering what they read in terms of content, ideas, presentation, organisation and the language used.

Table 3: Links between sections of the test and relevant aspects of the National Literacy Framework (2013).³

Phonic Knowledge and Skills

Literacy – Reading across the curriculum Foundation Phase (Year 1)

Locating, selecting and using information – Reading strategies

Learners are able to:

- apply the following reading strategies with increasing independence:
 - phonic strategies to decode words
 - recognition of high-frequency words
 - graphic and syntactic clues.

Spelling

Literacy – Writing across the curriculum Foundation Phase (Year 1)

Writing accurately – Handwriting, Grammar, Punctuation, Spelling

Learners are able to:

- spell some words conventionally, including consonant-vowel-consonant and common diagraphs, e.g. *th*, *ck*
- use spelling strategies such as sound-symbol correspondence and segmenting
- spell high-frequency words correctly.

³ The relevant aspects of the National Literacy and Numeracy Framework sampled within this test have been extracted from *Literacy – Reading across the curriculum Foundation Phase* and *Literacy – Writing across the curriculum Foundation Phase*. These documents can be viewed online at <http://learning.wales.gov.uk/resources/nlnf/?lang=en>

Grammar and Punctuation

Literacy – Writing across the curriculum Foundation Phase (Year 1)

Writing accurately – Handwriting, Grammar, Punctuation, Spelling

Learners are able to:

- use capital letters and full stops with some degree of consistency.

Reading Comprehension

Literacy – Reading across the curriculum Foundation Phase (Year 1)

Locating, selecting and using information – Reading strategies

Learners are able to:

- apply the following reading strategies with increasing independence:
 - phonic strategies to decode words
 - recognition of high-frequency words
 - context clues, e.g. prior knowledge
 - graphic and syntactic clues
 - self-correction, including re-reading and reading ahead
- read suitable texts with accuracy and fluency
- look for clues in the text to understand information.

Responding to what has been read – Comprehension

- identify information related to the subject of a text
- use personal experience to support understanding of texts.

Responding to what has been read – Response and analysis

- explore language, information and events in texts.

Scotland

Table 4: Links between sections of the test and the relevant aspects of the Curriculum for Excellence in Scotland (2009).⁴

Phonic Knowledge and Skills

Literacy and English: – experiences and outcomes

Reading

Tools for reading:

- I can use my knowledge of sight vocabulary, phonics, context clues, punctuation and grammar to read with understanding
- I am learning to select and use strategies before I read, and as I read, to help make the meaning of texts clear.

⁴ The relevant aspects of the Curriculum for Excellence sampled within this test have been extracted from the first curriculum level (to the end of P4) of *Literacy and English: experiences and outcomes*. The Curriculum for Excellence can be viewed online at <http://www.educationscotland.gov.uk/learningteachingandassessment/curriculumareas/languages/litandenglish/eandos/index.asp>

Spelling

Literacy and English: experiences and outcomes

Writing

Tools for writing:

- I can spell the most commonly-used words, using my knowledge of letter patterns and spelling rules.

Grammar and Punctuation

Literacy and English: experiences and outcomes

Writing

Tools for writing:

- I can use appropriate punctuation.

Reading Comprehension

Literacy and English: experiences and outcomes

Listening and talking

Finding and using information:

- As I listen or watch, I can identify the purpose, key words and main ideas of the text, and use information for a specific purpose.

Reading

Tools for reading:

- I can use my knowledge of sight vocabulary, phonics, context clues, punctuation and grammar to read with understanding
- I am learning to select and use strategies before I read, and as I read, to help make the meaning of texts clear.

Finding and using information:

- Using what I know about the features of different types of texts, I can find, select, sort and use information for a specific purpose.

Understanding, analysing and evaluating:

- To show my understanding across different areas of learning, I can identify and consider the purpose and main ideas of a text
- To show my understanding, I can respond to different kinds of questions and other close reading tasks
- I can share my thoughts about characters and/or setting, recognise the writer's message and relate it to my own experiences.

Northern Ireland

Table 5: Links between sections of the test and the relevant aspects of the Northern Ireland Curriculum.⁵

Phonic Knowledge and Skills
Language and Literacy – Foundation Stage
<i>Talking and Listening:</i>
Pupils should be enabled to develop: <ul style="list-style-type: none">• attention and listening skills through:<ul style="list-style-type: none">○ following instructions• phonological awareness through:<ul style="list-style-type: none">○ identifying words in phrases and sentences.
<i>Reading</i>
Pupils should be enabled to: <ul style="list-style-type: none">• read with some independence• use word structure to develop reading• develop auditory discrimination and memory• develop visual discrimination and memory• understand that words are made up of sounds and syllables and that sounds are represented by letters (phoneme/grapheme awareness).
Spelling
<ul style="list-style-type: none">• begin to problem-solve how to write using sound-symbol correspondence as the first strategy.
Grammar and Punctuation
Language and Literacy – Foundation Stage
<i>Reading:</i>
Pupils should be enabled to: <ul style="list-style-type: none">• begin to use capital letters for the pronoun 'I', for names and at the start of a sentence.
Reading Comprehension
Language and Literacy – Foundation Stage
<i>Talking and Listening:</i>
<ul style="list-style-type: none">• attention and listening skills through:<ul style="list-style-type: none">○ listening to a wide range of stories○ following instructions• phonological awareness through:<ul style="list-style-type: none">○ identifying words in phrases and sentences

⁵ The relevant aspects of the Northern Ireland Curriculum sampled within this test have been extracted from the statutory requirements for Language and Literacy in the Foundation Stage. Full details can be viewed online at http://www.nicurriculum.org.uk/docs/foundation_stage/areas_of_learning/statutory_requirements/fs_language_literacy.pdf

Reading:

Pupils should be enabled to:

- read with some independence
- read a range of texts including electronic texts
- use word structure to develop reading
- listen to a range of stories read to them
- use a range of reading cues with increasing independence
- read on sight, some words in a range of meaningful contexts.

Table 6: Links between sections of the test and the relevant aspects of the Language and Literacy in the Foundation Stage: Framework for Literacy Development.⁶

Phonic Knowledge and Skills

Literacy Indicators: Progression in Talking and Listening

Progressing towards Key Stage 1 most children should:

- listen with increasing attentiveness and for longer periods of time
- listen to and carry out more complex instructions

Literacy Indicators: Progression in Reading

Progressing towards Key Stage 1 most children should:

- read and follow simple instructions
- use sound symbol correspondence to read.

Spelling

Progressing towards Key Stage 1 most children should:

- show increased independence when writing words by applying sound symbol correspondence and making analogies.

Grammar and Punctuation

Literacy Indicators: Progression in Writing

Progressing towards Key Stage 1 most children should:

- begin to use capital letters for the pronoun 'I', for names and at the start of a sentence.

Reading Comprehension

Literacy Indicators: Progression in Reading

Progressing towards Key Stage 1 most children should:

- read and follow simple instructions
- begin to recognise specific features of some genres, for example, characters and setting in a story
- use sound symbol correspondence to read
- use more than one cue to cross-check
- use a range of reading cues with increasing independence
- read on sight, some words in a range of meaningful contexts.

⁶ http://www.nicurriculum.org.uk/docs/foundation_stage/areas_of_learning/language_and_literacy/LL_Framework.pdf

Table 7: Links between sections of the test and relevant aspects of Primary Assessment Arrangements for Communication (2012/13).⁷

Phonic Knowledge and Skills
Requirements for Communication – Levels 1 and 2
<i>Talking and Listening</i>
Pupils can: <ul style="list-style-type: none"> • listen for information (L1) • follow short, straightforward instructions (L1) • listen to and carry out a sequence of instructions (L2).
<i>Reading</i>
Pupils can: <ul style="list-style-type: none"> • show understanding of the meaning carried by print (L1) • understand that words are made up of sounds and syllables and that sounds are represented by letters (L1) • use reading strategies (L1) • use a range of reading strategies (L2).
Spelling
Requirements for Communication – Levels 1 and 2
<i>Writing</i>
Pupils can: <ul style="list-style-type: none"> • write words using sound-symbol correspondence (L1) • write familiar words (L1) • spell and write common and familiar words recognisably (L2).
Grammar and Punctuation
Requirements for Communication – Levels 1 and 2
<i>Writing</i>
Pupils can: <ul style="list-style-type: none"> • use basic punctuation (L2).
Reading Comprehension
Requirements for Communication – Levels 1 and 2
<i>Talking and Listening</i>
Pupils can: <ul style="list-style-type: none"> • listen for information (L1) • follow short, straightforward instructions (L1) • listen to and carry out a sequence of instructions (L2).

⁷ The relevant aspects of the Primary Assessment Arrangements for Communication sampled within this test have been extracted from the Levels of Progression in Communication across the curriculum (Levels 1 and 2). Full details can be viewed online at http://www.nicurriculum.org.uk/docs/skills_and_capabilities/cross_curricular_skills/new_levels/Communication/Communication_levels1-5.pdf

Reading

Pupils can:

- show understanding of the meaning carried by print, pictures and images (L1)
- use reading strategies (L1)
- use visual clues to locate information (L1)
- use a range of reading strategies (L2)
- select information for a purpose (L2)
- use visual clues to locate information (L2)
- recognise some forms and features of texts (L2).

Feedback to parents and carers

A report on the individual pupil is available to support feedback to parents or carers. This *Individual report for parents* strips away much of the technical detail that is included in the *Group report for teachers*, simply presenting the pupil's results as English skills bias, reading comprehension bias or balanced profile. A series of statements, tailored for parents, is included to explain what the results mean (in terms of the profile of learning bias demonstrated by the pupil on the test) and how learning may be affected. Recommendations focus on how the parent or carer can work with the school to support the pupil at home. In addition to the *Individual report for parents*, you may wish to provide supporting information, either orally or in writing, explaining the process and outcomes. The following list provides you with guidelines to assist with this communication.

Stress the school's commitment to identifying and addressing the needs of each individual pupil in order to understand and maximise their potential.

Explain that testing with *Progress Test in English 6* is part of the school's regular assessment regime and that all pupils in the year group(s) have been tested.

Explain that there are four component parts to *Progress Test in English 6*, each measuring the child's skills in a different area of English.

You may wish to summarise the specific outcomes and recommendations from the test for that individual pupil (which are also shown on the *Individual report for parents*).

Parents or carers should be reassured that, if they have any questions or concerns or would like any further advice on how best to support their child, then they should contact the school.

A sample letter is provided (Figure 1) to support your communications with parents / carers after testing with *Progress Test in English 6*.

Figure 1: Sample parent / carer feedback letter

Dear Parent or Carer,

In school, we wish to assess all our pupils to see what their needs are and how we can best help them learn and achieve.

As part of this process, your child has completed the *Progress Test in English 6*, which assesses key aspects of English, such as phonic knowledge and skills, spelling, grammar and punctuation, and reading comprehension.

A copy of the *Individual report for parents* is included⁸. This shows your child's results and describes what these mean in terms of the ways in which he/she will learn best and how you can support him/her at home.

[If the report is not included a relevant short extract can be included instead.]

If you have any queries or concerns please contact us.

Yours faithfully,

[School/establishment name]

⁸ If possible, it is helpful to parents to discuss the report with them on a suitable occasion before sending it out.