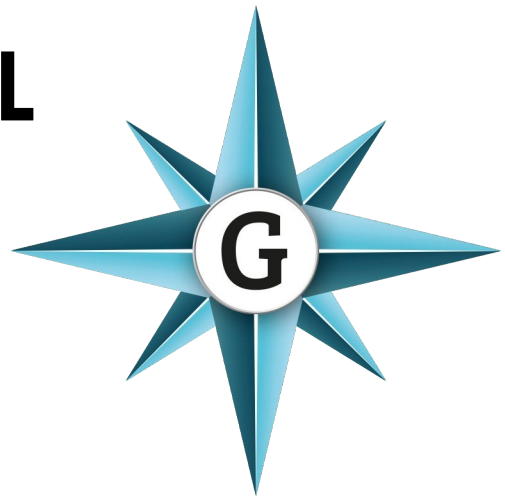


# **GLEBE SCHOOL**

Provision KS3/4

# **HANDBOOK**



This handbook is designed to provide parents and carers with information on the different stages that their child is working at in each subject area within our curriculum. The subject stages explain the skills and knowledge that your child has and how to achieve the next stage of understanding. Throughout the handbook, there are a range of qualifications (usually studied in Years 10-11) which meet all our pupils' needs and these are highlighted in each subject area.

**Entry Levels** help pupils build skills, increase knowledge and boost confidence. Each Entry Level qualification is available at three sub-levels; 1, 2 and 3, with Entry Level 3 being the highest level.

**Functional Skills** relate to real-life situations that support our pupils with life skills in English, Mathematics, Information & Communication Technology (ICT). Pupils can study at either Entry Level 1, 2 or 3, Level 1 or Level 2 depending on prior attainment.

**BTECs/Vocational/Cambridge Nationals** have a more practical and vocational approach, involving learning through work-related contexts. The emphasis is on building a portfolio of evidence through assessment, though some courses may contain a short exam. They can be taken at Entry Level 1, 2 or 3, Level 1 or Level 2 and are graded as Pass, Merit or Distinction, depending on prior attainment.

**GCSEs** are subjects that are examined at the end of a two-year course. In a few GCSE subjects, some practical assessments are used alongside exams, to assess particular skills. They can gain a GCSE qualification from 1-3 and a GCSE pass from 4-9.

The equivalency chart below allows a comparison of grades for the different qualifications.

### GRADE EQUIVALENCIES

Previous GCSE grades	Current GCSE grade	Vocational Qualifications BTEC/NCFE/Cambridge Nationals	Functional Skills		
		<b>Level 2</b>	<b>Level 2</b>		
<b>A*</b>	<b>9</b>	Distinction*	Distinction		
	<b>8</b>				
<b>A</b>	<b>7</b>			Distinction	Pass
	<b>6</b>				
<b>B</b>	<b>5</b> Strong Pass			Merit	
	<b>4</b>			Pass	
<b>C</b>					
		<b>Level 1</b>	<b>Level 1</b>		
<b>D</b>	<b>3</b>	Distinction	Distinction		
	<b>2</b>				
	<b>1</b>				
<b>E</b>		Merit	Merit		
<b>F</b>		Pass	Pass		
<b>G</b>		Pass	Pass		
<b>U</b>	<b>U</b>	Not Yet Achieved (NYA)			

# ENGLISH Stages

The Grapheme-Phoneme List & Spelling Lists can be found after the **English Stages** in this handbook

## READING

## WRITING

## LISTENING

## SPEAKING

### A

- I can look at books and pictures, turning pages with support
- I can make a range of sounds
- I can use visual and tactile cues (e.g. a visual timetable)
- I can follow daily routines with support
- I am interested in books and rhymes and may have a favourite
- I can participate in small adult led group activities
- I can find an item to show what I want
- I can look at a computer screen or whiteboard

N/A

- I can greet known people
- I can remember a learned response over increasing periods of time and may anticipate known events I can respond to options and choices with actions or gestures (e.g. by nodding)

- I am beginning to communicate intentionally
- I can seek attention through eye contact, gesture or action
- I can request events or activities (e.g. pointing to key objects or people)
- I can explore materials (e.g. reaching out and feeling objects as tactile cues to events)
- I can observe the results of my own actions (e.g. listening to my own vocalisation)

### B

- I can pick up a book, open it and turn pages (not always in sequence)
- I can look at pictures independently
- I can watch whilst an adult points or talks about a picture
- I can hold a book the right way up
- I may know where to find a book in the classroom
- I may get excited to see a known or favourite book
- I can recognise familiar characters
- I have some favourite stories, rhymes or songs
- I can repeat an action to observe effects

- I can make a mark or a symbol using my preferred method of communication

- I demonstrate an understanding of at least 50 words, including the names of familiar objects
- I can respond appropriately to simple questions which contain one key word, sign or symbol in familiar situations (e.g. "Get your coat")

- I repeat, copy and imitate between 10 and 50 single words, signs or phrases, or use a repertoire of objects of reference and symbols
- I use single words, signs and symbols for familiar objects (e.g. cup, biscuit) and to communicate about events and feelings (e.g. likes and dislikes)

### C

- I can correctly indicate pictures of characters and objects in response to questions
- I can show anticipation about what is going to happen (e.g. by turning the page)
- I can join in with some actions
- I can repeat some words, rhymes and phrases when prompted

- I can trace shapes
- I can trace straight line patterns
- I can copy shapes
- I can copy straight line patterns
- I can draw lines or shapes on a small or large scale
- I can say an appropriate word to complete a sentence when the adult pauses (e.g. "We're going to the... zoo/park/beach/shop")

- I can respond appropriately to questions about familiar or immediate events or experiences (e.g. "Where is the ball?")
- I can follow requests or instructions containing at least two key words, signs or symbols (e.g. "put the spoon in the dish")

- I can combine two key signs or concepts
- I can combine single words, signs or symbols to communicate meaning to a range of listeners (e.g. "more drink")
- I attempt to repair misunderstandings without changing the words used (e.g. by repeating a word with a different intonation or facial expression)
- I have a vocabulary of over 50 words

### D

- I can say the sound for up to 10 graphemes on the Grapheme-Phoneme List
- I am beginning to read words by blending sounds with known graphemes, with help from an adult
- In a familiar story/rhyme (being read to me by an adult one-to-one or in a small group I can:
  - demonstrate understanding e.g. by answering questions, such as "Where is he/she/it?", "What is this?"
  - sometimes join in with predictable phrases or refrains

- I can copy some letters
- I can copy a caption
- I can copy a label
- I can copy my name

- I can respond to others in a small group situation (e.g. taking turns appropriately in a game such as 'pass the parcel')
- I can follow requests or instructions with three key words, signs or symbols (e.g. "Give me the little red book")

- I can initiate and maintain short conversations using my preferred medium of communication
- I can ask simple questions to obtain information (e.g. "Where's the cat?")
- I can use prepositions such as 'in' or 'on', and pronouns, such as 'my' or 'it', correctly

### E

- I can say the sound for 10 to 15 graphemes on the Grapheme-Phoneme List
- I can read words by blending sounds with known graphemes, with help from an adult
- In a familiar story/rhyme (being read to me by an adult one-to-one or in a small group, I can:
  - demonstrate understanding e.g. by answering questions, such as "Where is he/she/it?", "What is this?"
  - join in with predictable phrases or refrains

- I can form some letters that can be read by a familiar adult
- On hearing the matching sound, I can identify and write the grapheme for 10 phonemes from the Grapheme-Phoneme List.
- I can write letters from left to right

- I can listen, attend to and follow stories for short stretches of time
- I can respond to questions from adults and their peers about experiences, events and stories (e.g. "Where has the boy gone?")

- I can use phrases with up to three key words, signs or symbols to communicate simple ideas, events or stories to others (e.g. "I want a big chocolate muffin")
- I can use regular plurals correctly
- I can communicate ideas about present, past and future events and experiences using simple phrases and statements
- I can contribute appropriately one-to-one and in small group discussions and role-play
- I can use the conjunction 'and' to link ideas or add new information beyond what is asked

### F

- I can say the sound for up to 20 graphemes on the Grapheme-Phoneme List
- I am beginning to read accurately by blending the sounds in words with two and 3 known graphemes
- In a familiar story/rhyme being read to me by an adult one-to-one or in a small group, I am:
  - beginning to respond to questions that require simple recall
  - beginning to recount a short sequence of events (e.g. by sequencing images or manipulating objects)

- I can form letters that can be read by a familiar adult
- On hearing the matching sound, I can identify and write the grapheme for 15 phonemes from the Grapheme-Phoneme List.
- I can write letters from left to right
- I can write a clause to complete a sentence that is said aloud (e.g. "When we went to the beach... we ate ice-cream/I played in the sand/it was hot")

- I can take part in a role-play with confidence
- I can listen attentively
- I can respond appropriately to why or how questions (e.g. "Why does a bird make a nest?")

- I can link up to four key words, signs, or symbols in communicating about my own experiences or in telling familiar stories, both in groups and one-to-one (e.g. "The hairy giant shouted at Finn")
- I can use an extensive vocabulary to convey meaning to the listener
- I can use possessives (e.g. "Ahmet's coat")
- I can take part in role play with confidence
- I can use conjunctions that suggest cause (e.g. "'cos" to link ideas)

### G

- I can say the sound for 20 to 30 graphemes on the Grapheme-Phoneme List
- I can read accurately by blending the sounds in words with two and three known graphemes
- In a familiar story/rhyme being read to me by an adult one-to-one or in a small group, I can:
  - respond to simple recall questions
  - recount a short sequence of events

- I can write a caption using the graphemes I know
- I can make up a phrase to express my thoughts about a story or an experience
- I can identify the grapheme for 20 phonemes from the Grapheme-Phoneme List, on hearing the matching sound
- I can write the grapheme for 20 phonemes from the Grapheme-Phoneme List, on hearing the matching sound

- I can listen to longer stories and can remember much of what happens
- I can listen to a conversation with an adult or friend and continue it for several turns
- I can listen with increased attention to sounds
- I can understand a question or instruction that has two parts
- When an adult or peer starts a conversation with me, I can continue it for several turns

- I can use longer sentences of four to six words
- I can recall and talk about significant events, adding detail when prompted
- I can talk about familiar stories and tell a long story using visual resources
- I can start conversations with an adult or friend
- With support, I am beginning to use talk to solve problems, talk about stories and activities
- I am beginning to use a wider range of vocabulary

	READING	WRITING	LISTENING	SPEAKING
<b>G</b> Cont.	Please see previous page	<ul style="list-style-type: none"> <li>I can spell words by identifying the phonemes (sounds) and representing the phonemes with graphemes (e.g. in, cat, pot)</li> </ul>	Please see previous page	<ul style="list-style-type: none"> <li>I can use a series of simple sentences to describe an event</li> <li>I am beginning to take part in longer conversations during structured play</li> <li>I can use talk to express my opinions and feelings</li> <li>I am beginning to use future and past tense correctly</li> <li>I can understand instructions or questions with two parts</li> <li>I am beginning to answer 'why' questions with support</li> </ul>
<b>H</b>	<ul style="list-style-type: none"> <li>I can say the sound for up to 40 graphemes on the <u>Grapheme-Phoneme List</u></li> <li>I can read accurately by blending the sounds in words with up to four known graphemes</li> <li>I can read 10 to 15 words from <u>Spelling List 1A</u></li> <li>I am beginning to read aloud books that are consistent with my phonic knowledge, without guessing words from pictures or the context of the sentence</li> <li>In a familiar story/rhyme (being read to me by an adult one-to-one or in a small group), I can talk and retell events in the story</li> </ul>	<ul style="list-style-type: none"> <li>I can write a caption using the graphemes I know</li> <li>I can write a short phrase using the graphemes I know</li> <li>I can make up a phrase to express my thoughts about a story or an experience</li> <li>I can make up a short sentence to express my thoughts about a story or an experience</li> <li>I can write the grapheme for 30 phonemes from the <u>Grapheme-Phoneme List</u>, on hearing the matching sound</li> <li>I can write the grapheme for 30 phonemes from the <u>Grapheme-Phoneme List</u>, on hearing the matching sound</li> <li>I can spell words by identifying the phonemes (sounds) and representing the phonemes with graphemes (e.g. in, cat, pot)</li> </ul>	<ul style="list-style-type: none"> <li>I can understand how to listen carefully and why listening is important</li> <li>I can listen to and talk about stories to build familiarity and understanding</li> <li>I can listen carefully to rhymes and songs, paying attention to how they sound</li> <li>I can listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary</li> <li>When an adult or peer starts a conversation with me, I can listen and continue it for many turns</li> </ul>	<ul style="list-style-type: none"> <li>I am beginning to share my thoughts using well-formed sentences and can describe events in detail</li> <li>I can retell a story using repetition of key phrases from a text and in my own words, with support</li> <li>I am beginning to use talk in a range of situations</li> <li>I can connect ideas or actions to another using connectives, e.g. but</li> <li>I can share ideas through conversation, storytelling and role-play, with support</li> <li>I can participate in small group, class, and one-to-one discussions</li> <li>I can offer my own ideas and explanations about why things might happen</li> <li>I can express my ideas and feelings about experiences using rich language</li> <li>I can use past, present and future tenses with modelling and support from an adult</li> <li>I use new vocabulary in different contexts, such as phrases from favourite stories</li> </ul>
<b>I</b>	<ul style="list-style-type: none"> <li>I can say the sound for all the graphemes on the <u>Grapheme-Phoneme List</u></li> <li>I can read accurately by blending the sounds in words with up to five known graphemes</li> <li>I can read half of the words from <u>Spelling List 1A</u></li> <li>I can read aloud books that are consistent with my phonic knowledge</li> <li>In a familiar story/rhyme (being read to me by an adult one-to-one or in a small group), I can talk and retell events in the story and link them to my own experiences</li> </ul>	<ul style="list-style-type: none"> <li>I can make up a sentence and say it aloud, after discussion with a teacher</li> <li>I can write down a sentence that I have rehearsed</li> <li>I can form most lower-case letters correctly</li> <li>On hearing the matching sound, I can identify and write the grapheme for all the phonemes from the <u>Grapheme-Phoneme List</u></li> <li>I can spell words by identifying the phonemes and representing phonemes with graphemes, including words with consonant clusters and simple digraphs</li> <li>I can spell 5 words from <u>Spelling List 1A</u></li> </ul>	<ul style="list-style-type: none"> <li>I can listen attentively and respond to what I hear with relevant questions, comments and actions when being read to and during group or class discussions</li> <li>I can make comments about what I have heard and ask questions to clarify my understanding</li> <li>I can hold a conversation when engaged in back-and-forth exchanges with a teacher or peer</li> <li>I can give focused attention to what the teacher says, responding appropriately even when engaged in an activity</li> <li>I can show an ability to follow instructions involving several ideas or actions</li> <li>I can demonstrate understanding of what has been read to me by retelling stories and narratives in my own words</li> <li>I can participate in small group, class and one-to-one discussions, offering my own ideas, using recently introduced vocabulary</li> </ul>	<ul style="list-style-type: none"> <li>I can share my thoughts in well-formed sentences and consistently describe events in detail</li> <li>I can retell a story using repetition of key phrases from a text and in my own words</li> <li>I can use talk in a range of situations</li> <li>I can connect ideas or actions to another using connectives, e.g. but</li> <li>I can share ideas through conversation, storytelling and role-play</li> <li>I can participate in small groups, class and one-to-one discussions</li> <li>I can offer my own ideas and explanations about why things might happen, using new vocabulary</li> <li>I can express my ideas and feelings about experiences using rich language and speaking in full sentences</li> <li>I can use past, present and future tenses with modelling and support from an adult</li> <li>I can use new vocabulary in different contexts, such as phrases from favourite stories</li> <li>I show interest in learning new information by asking questions to find out more</li> </ul>
<b>J</b>	<ul style="list-style-type: none"> <li>I can blend sounds in unfamiliar words</li> <li>I can give the correct sound to all 40+ graphemes</li> <li>I can read words containing -s, -es, -ing, -ed, and -est endings</li> <li>I can read words with contractions</li> <li>I can read texts that are consistent with my developing phonic knowledge</li> <li>I can re-read texts to build up fluency and confidence</li> <li>I can link what I have read or heard to my own experiences</li> <li>I can discuss word meanings and link new meanings to those already known</li> <li>I can check that a text makes sense to me as I read and self-correct</li> <li>I can predict what might happen</li> <li>I can begin to make simple inferences</li> </ul>	<ul style="list-style-type: none"> <li>I can write sentences to create short narratives and non-fiction texts</li> <li>I can re-read my writing to check it makes sense</li> <li>I can use adjectives to describe, simple sentence structures and "and" to link sentences</li> <li>I have an awareness of capital letters, full stops, question marks, exclamation marks and finger spaces</li> <li>I can spell words containing taught phonemes with accuracy</li> <li>I can spell over 50% of the words on <u>Spelling List 1A</u></li> <li>I can add 's' or 'es' on to a plural word</li> <li>I can add -ing, -ed, -er, or -est to a word (with no change to the root word)</li> <li>I can write lower case and capital letters in the correct direction</li> </ul>	<ul style="list-style-type: none"> <li>I can listen to others in a range of situations and usually respond appropriately</li> <li>I can understand instructions with more than one point in many situations</li> <li>I can recognise when it is my turn to speak in a discussion</li> <li>I can recognise that different people will have different responses and that these are just as valuable as my own opinions and ideas</li> <li>I can listen and discuss a wide range of fiction, non-fiction and poetry</li> <li>I can retell a familiar story in increasing detail</li> <li>I can discuss the significance of titles and events</li> <li>I can join in discussions about a text, take turns and listen to what others say</li> </ul>	<ul style="list-style-type: none"> <li>I can speak clearly, in a way that is easy to understand</li> <li>I can speak in front of larger audiences</li> <li>I know when it is my turn to speak in a small group presentation, performance or a discussion</li> <li>I can take part in a simple role-play of a known story</li> <li>I can use appropriate vocabulary to describe my immediate world and feelings</li> <li>I can think of alternatives for simple vocabulary choices</li> <li>I can organise my thoughts into sentences before expressing them</li> <li>I can describe my immediate world and environment</li> <li>I can retell simple stories and recount aloud</li> <li>I can recognise that different people will have different responses, which are as valid as my own</li> </ul>
<b>K</b> Entry Level 1 E1	<ul style="list-style-type: none"> <li>I can read accurately most words of two or more syllables</li> <li>I can read many words containing common suffixes (-ment, -ness, -ful, -less, -ly)</li> <li>I can read over 75% of the words from <u>Spelling List 1A and 1B</u></li> <li>I can read most words without overt segmenting and blending</li> </ul>	<ul style="list-style-type: none"> <li>I can write a simple narrative about a personal experience or another person</li> <li>I can write about real events, recording these simply and clearly</li> <li>I can use capital letters, full stops and question marks mostly correctly</li> <li>I can use some co-ordinating and subordinating conjunctions</li> </ul>	<ul style="list-style-type: none"> <li>I can listen carefully and respond with increasing appropriateness to what has been said (e.g. make a helpful contribution when speaking in a small reading group)</li> <li>I can fully understand instructions with more than one point in many situations</li> <li>I can independently seek clarification when a message is not clear</li> <li>I can attempt to follow instructions before seeking assistance</li> <li>I can remain focused on a discussion when not directly involved and be able to recall the main points when questioned</li> </ul>	<ul style="list-style-type: none"> <li>I can speak confidently within a group of peers so that my message is clear</li> <li>I can practise and rehearse reading sentences and stories aloud</li> <li>I can take on a different role in a drama or role-play and discuss the characters' feelings</li> <li>I can recognise that sometimes speakers talk differently and discuss the reasons why this might happen</li> <li>I can start to use subject-specific vocabulary to explain, describe and add detail</li> </ul>

	READING	WRITING	LISTENING	SPEAKING
<p><b>K</b> Cont.</p>	<ul style="list-style-type: none"> <li>I can sound out most unfamiliar words accurately, without undue hesitation</li> <li>In a book I can already read fluently:                             <ul style="list-style-type: none"> <li>I can check it makes sense, correcting any inaccurate reading</li> <li>I can answer questions and make some inferences</li> <li>I can explain what has happened so far</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>I can use my phonic knowledge to make plausible attempts at spelling</li> <li>I can spell most of the words on <i>Spelling List 1A and 1B</i></li> <li>I can form capital letters and lower-case letters the correct size in relation to each other</li> <li>I can use spacing between words that reflects the size of the letters</li> </ul>	<p>Please see previous page</p>	<ul style="list-style-type: none"> <li>I can suggest words or phrases appropriate to the topic being discussed</li> <li>I am starting to vary my language according to the situation, between formal and informal</li> <li>I usually speak in grammatically correct sentences</li> <li>I can talk about myself clearly and confidently</li> <li>I can verbally recount experiences with some added interesting details</li> <li>I can offer ideas based on what has been heard</li> <li>I can give enough detail in my explanations to hold the interest of the other participant(s) in a discussion</li> <li>I can engage in meaningful discussions that relate to different topic areas</li> </ul>
<p><b>L</b> Entry Level 1 E1</p>	<ul style="list-style-type: none"> <li>I can use my phonic knowledge to decode quickly and accurately</li> <li>With support, I can apply my growing knowledge of root words, prefixes and suffixes to begin to read aloud</li> <li>I can read up to 10 words from <i>Glebe Spelling List 2</i></li> <li>I am beginning to retrieve information from non-fiction</li> <li>I am beginning to use intonation when reading aloud</li> <li>I am beginning to recognise features in texts</li> <li>I can ask and answer questions about the books I have read</li> <li>I am beginning to answer simple inference questions based on characters' feelings and thoughts</li> <li>I can check that a text makes sense to me and discuss my understanding</li> <li>I am beginning to explain the meaning of words in context</li> </ul>	<ul style="list-style-type: none"> <li>I can rehearse ideas for writing</li> <li>I can record my ideas using a modelled planning format</li> <li>I can proofread my work and make simple improvements with guidance</li> <li>I can make more ambitious word choices, with support</li> <li>I can stay in the correct tense when writing</li> <li>I can use full stops, capital letters, question marks and exclamation marks</li> <li>I can use commas for lists and apostrophes for possession/contractions</li> <li>I am beginning to use inverted commas for direct speech</li> <li>I can use a range of simple conjunctions</li> <li>I can spell some words with prefixes and suffixes correctly</li> </ul>	<ul style="list-style-type: none"> <li>I am beginning to listen carefully in a range of different contexts and usually respond appropriately to both adults and peers</li> <li>I am beginning to follow instructions in a range of unfamiliar situations</li> <li>I am beginning to recognise when help is needed and to ask for specific additional information to clarify instructions</li> <li>I am beginning to take account of the viewpoints of others when participating in discussions</li> </ul>	<ul style="list-style-type: none"> <li>I can rehearse reading sentences and stories aloud</li> <li>I can speak regularly in front of small audiences</li> <li>In role-play, I am beginning to show an understanding of a character's emotions through my word choice</li> <li>I usually use vocabulary that is appropriate to the topic and/or audience</li> <li>I can recognise powerful vocabulary in stories/texts that I read or hear</li> <li>I am starting to discuss topics that are unfamiliar to my own direct experience</li> <li>I am beginning to organise what I say so that it has a clear purpose</li> <li>I am beginning to give descriptions with added details to engage listeners</li> <li>I can remain focused on a discussion when not directly involved and recall the main points</li> </ul>
<p><b>M</b> Entry Level 1 E1</p>	<ul style="list-style-type: none"> <li>I can use my phonic knowledge to decode quickly and accurately</li> <li>I can apply my growing knowledge of root words, prefixes and suffixes to begin to read aloud</li> <li>I can read up to twenty words from <i>Glebe Spelling List 2</i></li> <li>I am beginning to retrieve and record information from non-fiction</li> <li>I am beginning to use appropriate intonation and volume when reading aloud</li> <li>I can recognise and discuss the different features in a variety of texts</li> <li>I can discuss an authors' choice of words and phrases for effect</li> <li>I can ask and answer questions about the books I have read</li> <li>I can answer simple inference questions based on characters' feelings, thoughts and motives</li> <li>I can check that a text makes sense to me and discuss my understanding</li> <li>I can explain the meaning of words in context</li> </ul>	<ul style="list-style-type: none"> <li>I can demonstrate an understanding of purpose and audience</li> <li>I can proofread my work and the work of others, with increasing accuracy</li> <li>I can make deliberate word choices to add in detail</li> <li>I am beginning to create settings, character and plot in narratives</li> <li>I am beginning to use paragraphs</li> <li>I use a range of punctuation in writing</li> <li>I use inverted commas for some direct speech</li> <li>I use 'a' or 'an' correctly most of the time</li> <li>I can spell many words with prefixes and suffixes correctly</li> <li>I can spell some of the words from <i>Glebe Spelling List 2</i> correctly</li> <li>I am beginning to spell homophones correctly</li> </ul>	<ul style="list-style-type: none"> <li>I can listen carefully in a range of different contexts and usually respond appropriately to both adults and peers</li> <li>I can follow instructions in a range of unfamiliar situations</li> <li>I can recognise when help is needed and to ask for specific additional information to clarify instructions</li> <li>I can take account of the viewpoints of others when participating in discussions</li> </ul>	<ul style="list-style-type: none"> <li>I can rehearse reading sentences and stories aloud, taking feedback from adults and peers</li> <li>I can speak regularly in front of small and larger audiences</li> <li>In role-play, I show an understanding of a character's emotions through my word choice</li> <li>I can use vocabulary that is appropriate to the topic and/or audience</li> <li>I can recognise powerful vocabulary in stories/texts that I read or listen to and begin to try to use these words/phrases in my own talk</li> <li>I can discuss topics that are unfamiliar to my own direct experience</li> <li>I can organise what I say so that it has a clear purpose</li> <li>I am beginning to give descriptions, recounts and narrative retellings with added details</li> <li>I can engage in discussions, making relevant points or asking relevant questions</li> <li>I can take account of the viewpoints of others when participating in discussions</li> </ul>
<p><b>N</b> Entry Level 2 E2</p>	<ul style="list-style-type: none"> <li>I can usually read fluently, decoding longer words with support, testing out different pronunciations</li> <li>I can apply my growing knowledge of root words, prefixes and suffixes, to read aloud</li> <li>I can read half of the words from <i>Glebe Spelling List 2</i></li> <li>I am beginning to read with an awareness of audience</li> <li>I am beginning to read texts that are structured in different ways</li> <li>I am beginning to use appropriate terminology when discussing texts</li> <li>I am beginning to predict what might happen in a book from details stated and implied</li> <li>I am beginning to draw simple inferences with evidence, such as inferring characters' feelings</li> <li>I can retrieve and record information from non-fiction</li> </ul>	<ul style="list-style-type: none"> <li>I sometimes use consistent and appropriate structures in non-fiction texts</li> <li>I can write a narrative with a beginning, middle, end and clear plot</li> <li>I can create more detailed settings, characters and plots in narratives</li> <li>I can organise my writing into paragraphs around a theme</li> <li>I can maintain accurate tense in a piece of writing</li> <li>I can use Standard English verb inflections mostly accurately</li> <li>I can use inverted commas at the beginning and end of direct speech</li> <li>I am beginning to expand some noun phrases e.g. the <b>strict</b> teacher with <b>curly</b> hair</li> <li>I can use some fronted adverbials</li> <li>I spell most words with prefixes and suffixes correctly</li> <li>I can spell many of the words from <i>Glebe Spelling List 2</i> correctly</li> <li>I can spell homophones correctly</li> </ul>	<ul style="list-style-type: none"> <li>I can listen carefully in a range of different contexts and usually respond appropriately to both adults and peers</li> <li>I can follow multi-step instructions that are repeated several times</li> <li>I can ask for additional information to clarify instructions</li> <li>I am beginning to ask for specific additional information or viewpoints from other participants during a discussion</li> </ul>	<ul style="list-style-type: none"> <li>I am beginning to use intonation when reading aloud to emphasise punctuation</li> <li>I can practise and rehearse sentences and stories, taking feedback from peers and adults</li> <li>I can take on a specific role in drama/role-play activities and am beginning to stay in character during a discussion</li> <li>I am beginning to use interesting adjectives, adverbial phrases and extended noun phrases in speech</li> <li>I am beginning to know and use language that is acceptable in formal and informal situations</li> <li>I can recognise powerful vocabulary in stories/texts that I read and am beginning to build these words or phrases into my own talk in an appropriate way</li> <li>I can give descriptions with specific details to actively engage listeners</li> <li>I am starting to be able to debate issues and make my opinions on topics clear and to adapt my ideas in response to new information</li> <li>I can engage in discussions, make relevant points and ask for additional information or viewpoints from other participants</li> <li>I can engage in meaningful discussion in all areas of the curriculum</li> </ul>



## READING

## WRITING

## LISTENING

## SPEAKING

O

Entry Level 2  
E2

- I can usually read fluently, decoding longer words with support
- I can apply my growing knowledge of root words, prefixes and suffixes to read aloud and to understand the meaning of new words I meet
- I can read 75% of the words from [Glebe Spelling List 2](#)
- I can read with an awareness of audience
- I can read texts that are structured in different ways for a range of purposes and participate in discussions about them
- I can use appropriate terminology when discussing texts
- I can predict what might happen in a book from details stated and implied
- I can draw simple inferences with evidence, such as inferring characters' feelings
- I can retrieve and record information from non-fiction using conventions such as indexes, contents pages and glossaries

- I can use a consistent and appropriate structure in non-fiction texts
- I can write a narrative with a beginning, middle, end and plot
- I can create more detailed settings, characters and plots in narratives to engage the reader
- I can consistently organise my writing into paragraphs around a theme
- I can use all the punctuation taught at previous Glebe Stages, including for direct speech
- I can use Standard English verb inflections accurately
- I can expand noun phrases e.g. the **strict** teacher with **curly** hair
- I can use fronted adverbials, usually with a comma afterwards
- I spell words with prefixes and suffixes correctly
- I can spell all of the words from [Glebe Spelling List 2](#) correctly

- I can consistently listen carefully in a range of different contexts and usually respond appropriately to both adults and peers
- I can follow multi-step instructions, with some repetition
- I can ask for additional information to clarify instructions in a variety of situations
- I can ask for specific additional information or viewpoints from other participants during a discussion

- I can use intonation when reading aloud to emphasise punctuation
- I can practise and rehearse sentences and stories, taking feedback from peers and adults
- I can take on a specific role in drama/role-play activities and can stay in character during a discussion
- I can discuss the language choices of other speakers in different situations
- I regularly use interesting adjectives, adverbial phrases and extended noun phrases in speech
- I know and use language that is acceptable in formal and informal situations
- I can recognise powerful vocabulary in stories/texts that I read and build these words or phrases into my own talk in an appropriate way
- I can give descriptions, recounts and narrative retellings with specific details to actively engage listeners
- I can debate issues and make my opinions on topics clear
- I can adapt my ideas in response to new information
- I can engage in discussions, make relevant points and ask for additional information or viewpoints from other participants
- I can engage in meaningful discussion in all areas of the curriculum
- I am beginning to challenge opinions with respect

P

Entry Level 2  
E2

- I can read most words fluently and attempt to decode any unfamiliar words with increasing speed and skill
- With support, I can apply my growing knowledge of root words, prefixes and suffixes to read aloud
- I can read half of the words on [Glebe Spelling List 3](#)
- I can show an awareness of audience when reading aloud using intonation and tone
- I am beginning to recommend texts to peers, based on personal choice
- I am beginning to read a wide range of genres and identifying the characteristics of text types
- I am beginning to discuss vocabulary used by the author to create effect
- I am beginning to identify the main ideas drawn from more than one paragraph and summarise them
- I am beginning to draw inferences from characters' feelings, thoughts and motives
- I am beginning to justify predictions with evidence from the text
- I can use my knowledge of texts and organisational devices to retrieve and record information from fiction and non-fiction
- I am beginning to evaluate an author's use of language

- I can write for a range of purposes and audiences
- I can select appropriate grammar and vocabulary to match the purpose and audience of my writing
- I can describe settings, characters and atmosphere with increasing awareness of the reader
- I am beginning to use dialogue to convey a character and advance the action in a narrative
- I can use organisational and presentational devices that are relevant to the text type
- I can create paragraphs that are suitably linked
- I am beginning to use commas to clarify meaning or to avoid ambiguity
- I am beginning to use devices to build cohesion in my writing
- I am beginning to use relative clauses in writing
- I can spell some verb prefixes, some complex homophones and some words from [Glebe Spelling List 3](#) correctly
- I am beginning to convert nouns or adjectives into verbs using suffixes

- I can listen carefully, making timely contributions and asking questions that are responsive to others' ideas and views (e.g. participate in a collaborative project where I can listen to the ideas of others and adapt these to meet the needs of the group)
- I can follow a variety of multi-step instructions, with some repetition
- I can develop, agree to and evaluate rules for effective discussion
- I can follow my own rules in small groups and whole-class conversations
- I am beginning to engage in longer and sustained discussions about a range of topics
- I am beginning to ask questions, offer suggestions, challenge ideas and give opinions in order to take an active part in discussions

- I am beginning to narrate stories with intonation and expression
- I am beginning to use feedback from peers and teachers to improve my performances
- I am beginning to combine vocabulary choices, gestures and body movement to take on and maintain the role of a character
- I regularly use interesting adjectives, adverbial phrases and extended noun phrases in speech
- I know and use language that is acceptable in formal and informal situations with increasing confidence
- I can recognise powerful vocabulary in stories/texts that I read and build these words or phrases into my own speech in an appropriate way
- I am beginning to plan and present information clearly with ambitious added detail and description for the listener
- I am beginning to participate in debates/arguments and use relevant details to support my opinions and adding humour where appropriate
- I am beginning to develop, agree and evaluate rules for effective discussion
- I am beginning to follow my own rules for effective discussion, in small-group and whole-class discussion
- I am beginning to engage in longer and sustained discussions about a range of topics
- I can ask questions, offer suggestions, challenge ideas and give opinions in order to take an active part in discussions

Q

Entry Level 3  
E3

- I can read most words fluently and attempt to decode any unfamiliar words with increasing speed and skill, recognising their meaning through contextual clues
- I can apply my growing knowledge of root words, prefixes and suffixes to read aloud
- I can read 75% of the words on [Glebe Spelling List 3](#)
- I can show an awareness of audience when reading aloud using intonation, tone, volume and action
- I can recommend texts to peers, based on personal choice
- I can read a wide range of genres, identifying the characteristics of text types and differences between text types
- I can discuss vocabulary used by the author to create effect
- I can identify the main ideas drawn from more than one paragraph and summarise them
- I can draw inferences from characters' feelings, thoughts and motives
- I can justify predictions with evidence from the text
- I can use my knowledge of texts and organisational devices to retrieve, record and discuss information from fiction and non-fiction
- I can evaluate an author's use of language and explain how it has created an impact on the reader

- I can write for a range of purposes and audience
- I can describe settings, characters and atmosphere to engage the reader
- I can use dialogue to convey a character and advance the action in a narrative
- I can use organisational and presentational devices that are relevant to the text type e.g. headings, bullet points, underlining, etc.
- I can create paragraphs that are suitably linked
- I can proofread my work and make necessary corrections or improvements
- I can use commas to clarify meaning or to avoid ambiguity
- I can use devices to build cohesion in my writing
- I can use relative clauses in my writing
- I can use brackets, dashes or commas to indicate parenthesis
- I can spell many verb prefixes, many complex homophones and many words from [Glebe Spelling List 3](#) correctly
- I can convert nouns or adjectives into verbs using suffixes

- I can consistently listen carefully, making timely contributions and asking questions that are responsive to others' ideas and views (e.g. participate in a collaborative project where they listen to the ideas of others and adapt these to meet the needs of the group)
- I can follow a variety of multi-step instructions, with minimal repetition
- I can develop, agree to and evaluate rules for effective discussion
- I can follow my own rules in small groups and whole-class conversations
- I can engage in longer and sustained discussions about a range of topics
- I can ask questions, offer suggestions, challenge ideas and give opinions in order to take an active part in discussions

- I can narrate stories with intonation and expression
- I can use feedback from peers and teachers to improve my performances
- I can combine vocabulary choices, gestures and body movement to take on and maintain the role of a character
- I regularly use interesting adjectives, adverbial phrases and extended noun phrases in speech
- I know and use language that is acceptable in formal and informal situations with increasing confidence
- I can recognise powerful vocabulary in stories/texts that I read and build these words or phrases into my own talk in an appropriate way
- I can plan and present information clearly with ambitious added detail and description for the listener
- I can participate in debates/arguments and use relevant details to support my opinions, and adding humour where appropriate
- I can develop, agree and evaluate rules for effective discussion
- I can follow my own rules for effective discussion, in small-group and whole-class discussion
- I can engage in longer and sustained discussions about a range of topics
- I can ask questions, offer suggestions, challenge ideas and give opinions in order to take an active part in discussions

## READING

## WRITING

## LISTENING

## SPEAKING

### R

Entry Level 3  
E3

- I can read fluently, decoding unfamiliar words with increasing speed and skill, recognising meaning through contextual clues
- I can read all of the words on Glebe Spelling List 3
- I am beginning to adapt my intonation, tone and volume to suit the purpose and audience when reading aloud
- I am beginning to make comparisons within and across books
- I am beginning to read a wide range of genres with different structures and purposes for pleasure
- I am beginning to explain how language (including figurative language), structure and presentation can contribute to the meaning of a text
- I can ask questions about a text
- I can draw inferences and infer characters' feelings, thoughts and motives from their actions
- I can make predictions based on details stated and implied
- I can distinguish between statements of fact and opinion
- With support, I can retrieve, record and present information from texts to other readers in informal notes and formal presentations
- I can participate in discussions about books that are read to me and those I can read for myself

- I can write for a wide range of purposes, using paragraphs to organise ideas
- I can describe settings and characters
- I can use capital letters and full stops mostly correctly
- I can use question marks and commas for lists mostly correctly
- I can use apostrophes for contractions mostly correctly
- I can spell most words from Glebe Spelling List 2 and 3 correctly
- I can write legibly

- I am beginning to make improvements based on constructive feedback on my listening skills
- I can follow multi-step instructions in a wide range of context with minimal repetition
- I can maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments with confidence
- I can offer an alternative explanation when other participant(s) do not understand

- I can participate in a range of different performances, role play exercises and improvisations
- I can gain, maintain and monitor the interests of listener(s)
- I am beginning to select and use appropriate registers for effective communication
- I am beginning to use relevant strategies to build my vocabulary
- I speak audibly and fluently
- I can use a broad, deep and rich vocabulary
- I can communicate across a range of contexts and to a range of audiences
- I can refer back to my original thoughts when my opinion has changed and give reasons for my change of focus
- I can maintain attention and participate actively in collaborate conversations
- I can consider and evaluate different viewpoints, adding my own interpretations and building on the contributions of others
- I am beginning to offer alternative explanations when other participant(s) do not understand

### S

Entry Level 3  
E3

- I can read fluently, decoding unfamiliar words with increasing speed and skill, recognising meaning through contextual clues
- I can read the root words, prefixes and suffixes studied at previous Glebe Stages
- I can read all of the words on Glebe Spelling List 3
- I can adapt my intonation, tone and volume to suit the purpose and audience when reading aloud
- I can make comparisons within and across books
- I can read a wide range of genres with different structures and purposes for pleasure, identifying themes and conventions between different text types
- I can explain how language (including figurative language), structure and presentation can contribute to the meaning of a text
- I can draw inferences and infer characters' feelings, thoughts and motives from their actions, justifying inferences with evidence
- I can make predictions based on details given and implied with evidence from the text
- I can distinguish independently between statements of fact and opinion
- I can retrieve, record and present information from texts to other readers in informal notes and formal presentations
- I can participate in discussions about books that are read to me and those I can read for myself

- I can write effectively for a range of purposes and audiences, selecting language that shows a good awareness of the reader
- I can describe settings, characters and atmosphere in narratives
- I can integrate dialogue in narratives to convey character and advance the action
- I can usually select vocabulary and grammatical structures that reflect what the writing requires and doing this mostly appropriately
- I can use a range of devices to build cohesion within and across paragraphs
- I can use verb tenses consistently and correctly throughout my writing
- I can use the range of punctuation taught at previous Glebe Stages mostly correctly
- I can spell many of the words from Glebe Spelling List 3 correctly
- I can use a dictionary to check the spelling of uncommon or ambitious vocabulary, when prompted

- I can make improvements based on constructive feedback on my listening skills
- I can follow multi-step instructions in a wide range of contexts
- I can consistently maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments with confidence
- I can offer an alternative explanation when other participant(s) do not understand in a variety of contexts

- I can participate confidently in a range of different performances, role play exercises and improvisations
- I can gain, maintain and monitor the interest of listener(s)
- I can select and use appropriate registers for effective communication
- I can use relevant strategies to build my vocabulary
- I can speak audibly and fluently, with a full command of Standard English
- I can use a broad, deep and rich vocabulary to discuss concepts and a wide range of topics
- I can communicate confidently across a range of context and to a range of audiences
- I can refer back to my original thoughts when my opinion has changed and give reasons for my change of focus
- I can maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments with confidence
- I can consider and evaluate different viewpoints, adding my own interpretations and building on the contributions of others
- I can offer alternative explanations when other participant(s) do not understand

# ENGLISH Stages

The Grapheme-Phoneme List & Spelling Lists can be found after the **English Stages** in this handbook

## READING

## WRITING

## LISTENING

## SPEAKING

### T

GCSE 1  
Emerging

- I can read a wide range of challenging texts with fluency and understanding
- I can confidently perform texts
- I can discuss, compare and evaluate a wide range of genres, including myths, legends, traditional stories, modern fiction, fiction from our literary heritages and books from other cultures and traditions
- I can recognise themes in what I read
- I can compare characters, settings and themes within a text
- I can consider different accounts of the same event
- I am beginning to analyse the use of language, including figurative language, and how it is used for effect
- I am beginning to discuss how characters change and develop through texts by drawing inferences
- I can draw out key information and summarise the main ideas in a text
- I can distinguish independently between statements of fact and opinion, providing a reason for my views
- I can participate in discussions about books that are read to me, books I read myself, building on my own and others' ideas

- I can consistently write effectively for a range of purposes and audiences, selecting language that shows a good awareness of the reader
- I can consistently describe settings, characters and atmosphere in narratives
- I can confidently integrate dialogue in narratives to convey character and advance the action
- I can frequently select vocabulary and grammatical structures that reflect what the writing requires and doing this mostly appropriately
- I can use a wide range of devices to build cohesion within and across paragraphs
- I can use verb tenses consistently and correctly throughout my writing
- I can use the range of punctuation taught at previous Glebe Stages correctly
- I can spell most of the words from [Glebe Spelling List 3](#) correctly
- I can use a dictionary to check the spelling of uncommon or ambitious vocabulary

- I can listen carefully during discussions, contributing and asking questions that are responsive to others' ideas and views
- I listen in a range of different situations
- I can actively listen with confidence and concentration for longer periods in an increasing range of contexts, some of which are unfamiliar even when of little personal interest
- I am able to identify and take notes summarising the main points of an account or key points in a discussion
- I can take account of other people's views in the way that I respond to them

- I am confident in adapting talk for a wider range of audiences and purposes
- I can use standard English in a wider range of contexts
- I am secure in using an increasing range of techniques to engage the audience – varying tone of voice, questioning and direct address
- I can organise my talk by sequencing points logically and include an introduction and conclusion
- I can articulate and justify answers, arguments and opinions
- I can use time, resources and group members efficiently by distributing tasks, checking progress and following alternative plans
- I am secure in a number of roles within a group and in using some accompanying language
- I am beginning to evaluate my own contributions to the group commenting constructively on strengths and areas to improve
- I can discuss and evaluate how authors use language, including figurative language, considering the impact of the reader
- I can use a varied range of sentence structures

### U

GCSE 1  
Developing

- Demonstrated when responding to unseen texts under exam conditions**
- I can pick out the main points in a text
  - I can use some evidence from texts to back up my views
  - I can recognise the main topic of a text
  - I can say why one word is better than another
  - I can notice the way sentences are written
  - I can make a limited comment on the relationship between texts
  - I know when and where texts were written

- I can consistently write effectively for a wide range of purposes and audiences, selecting language that shows a strong awareness of the reader
- I can consistently describe settings, characters and atmosphere in narratives, using rich vocabulary and varied sentence structures
- I can confidently integrate dialogue in narratives to convey character and advance the action, showing flair
- I can consistently select vocabulary and grammatical structures that reflect what the writing requires
- I can use a wide range of devices to build cohesion within and across paragraphs, in a wide range of contexts
- I can use a wide range of verb tenses consistently and correctly throughout my writing
- I can use the range of punctuation taught at previous Glebe Stages consistently
- I can spell all of the words from [Glebe Spelling List 3](#) correctly
- I can confidently use a dictionary to check the spelling of uncommon or ambitious vocabulary

- I can listen attentively in a wide range of contexts and recognise the different conventions in formal and informal situations
- I can listen confidently in class discussions developing my own ideas
- I can listen to others with respect and patience before making my contribution, often adapting my own ideas
- I can listen confidently in formal situations
- I can understand the speaker's intentions and make inferences from speech in a variety of contexts
- I can recognise the effect of specific features of speech and the skills or strategies used by speakers

- I am beginning to adapt vocabulary, grammar, and non-verbal features in ways well matched to audience, purpose, and context
- I can use standard English in most formal situations to suit the listener and the purpose
- I can vary my expression depending on the situation and make the listener interested in what I am saying
- I pay attention in discussions and can ask appropriate questions to develop others' ideas and confidence, with support
- I can take account of other people's views in the way that I respond to them
- I am beginning to show an insight into texts and issues through deliberate choices of speech, gesture, and movement, beginning to sustain and adapt different roles and scenarios
- I am beginning to offer alternative explanations when other participant(s) do not understand

### V

GCSE 1  
Secure

- Demonstrated when responding to unseen texts under exam conditions**
- I can choose key ideas and information from texts
  - I can use evidence from texts to back up my views
  - I can explain why a writer might have chosen particular words
  - I can suggest possible effects on the reader of particular words and styles of sentences
  - I can comment on the relationship between texts
  - I can comment on where and when texts were written
  - I can notice how one text might have been influenced by another text or by the writer's culture

- Demonstrated in independent writing, under exam conditions**
- Fluency and ideas; audience, purpose, form
  - Use and develop relevant ideas
  - Use a range of techniques to add interest, including some rhetorical devices and dialogue
  - Maintain a clear sense of purpose
  - Write in a variety of forms
  - Use a style that engages the reader
  - Text organisation
  - Link paragraphs
  - Write engaging openings and endings
  - Explain ideas by developing detail
  - SPAG
  - Spelling of frequently used vocabulary is usually accurate
  - Punctuation is used with some control, which helps convey meaning
  - Sentences are increasingly accurate in structure and help to shape meaning, but run-on sentences and/or simple, short sentences are common
  - Ideas are often expressed clearly

- I can often adapt my own ideas and ask questions that are responsive to others' ideas and views
- I can make contributions that take account of others' views
- I can listen to others with respect and patience before making my contribution
- I can recognise significant details, identify implied and explicit meanings that develop the speakers' meanings in different ways
- I can reflect on my individual strengths as a contributor to group talk
- I can identify points and opportunities for development

- I can adapt vocabulary, grammar, and non-verbal features in ways well matched to audience, purpose, and context
- I can confidently use standard English in most formal situations to suit the listener and the purpose
- I can vary my expression depending on the situation and make the listener interested in what I am saying
- I pay attention in discussions and can ask appropriate questions to develop others' ideas and confidence
- I can take account of other people's views in the way that I respond to them
- I can show an insight into texts and issues through deliberate choices of speech, gesture and movement, beginning to sustain and adapt different roles and scenarios
- I can offer alternative explanations when other participant(s) do not understand

### W

GCSE 2



## READING

## WRITING

## LISTENING

## SPEAKING

**X**  
GCSE 3

### Demonstrated when responding to unseen texts under exam conditions

- I can sum up most of the main points in a text
- I can use quotations to support my views
- I can comment on the significance of particular words and sentence styles
- I can comment on the effects of particular words/styles of sentences on the reader
- I can make some relevant comment on the relationship between texts
- I can consider the significance of when and where a text was written
- I can compare similar texts by different writers

### Demonstrated in independent writing, under exam conditions

- Fluency and ideas; audience, purpose, form
- Use some original and interesting ideas
- Express and explain opinions, attitudes or feelings in detail
- Persuade the reader
- Adapt the conventions of a particular form to purpose
- Use formal styles when appropriate
- Text organisation
- Vary paragraphs and link them in varied ways for effect
- Link openings and endings
- Use pronouns and connectives across paragraphs to build cohesion
- SPAG
- Spelling of adventurous vocabulary is mostly accurate
- Punctuation devices are usually used with control and to create effects
- Sentences are accurately structured, with sound control of expression and meaning
- Expression is mostly clear

- I can listen and respond showing an understanding of others' ideas
- I can respond positively to what I hear, including helpful requests for explanation and further detail
- I can listen to and then make specific, relevant contributions to a discussion
- I can allow others to express ideas or points of view that may differ from their own and respond appropriately
- I can engage with complex material making perceptive responses, showing awareness of the speaker's aims and extending meanings
- I can adopt group roles and responsibilities independently, drawing ideas together and promoting effective discussion
- I can critically appraise my own performance
- I can compare, contrast and synthesise what I hear in different contexts, distinguishing between implied and explicit meanings and between key ideas, detail and illustration and make judgements about speakers' intentions

- I can adapt talk to the demands of different contexts with increasing confidence
- I can engage the listener through a variety of vocabulary and expression
- I can consider and evaluate different viewpoints, attending to and building on the contributions of others
- I can explore complex ideas and feelings in a range of ways, both succinct and extended
- I can maintain generally controlled and effective organisation of talk to guide the listener
- I can adapt vocabulary, grammar and non-verbal features to meet an increasing range of demands
- I can engage with complex material making perceptive responses, showing awareness of the speaker's aims and extending meanings
- I can adopt group roles and responsibilities independently, drawing ideas together and promoting effective discussion
- I can demonstrate empathy and understanding through flexible choices of speech, gesture and movement, adapting roles convincingly to explore ideas and issues
- I can analyse meaning and impact of spoken language variation, exploring significant details in own and others' language
- I can use fluent sustained standard English in a range of familiar and unfamiliar contexts
- I can adapt talk to the demands of different contexts with increasing confidence
- I can engage the listener through a variety of vocabulary and expression
- I can consider and evaluate different viewpoints

**Y**  
GCSE 4

### Demonstrated when responding to unseen texts under exam conditions

- I can summarise the main points in a text
- I can use suitable evidence to support my views
- I can explore the significance of particular words and sentences
- I can explore the effects of particular words/styles of sentences on the reader
- I can make a relevant comment on the relationship between texts
- I can appreciate the significance of when and where a text was written
- I can explore the influence one text might have had on another

### Demonstrated in independent writing, under exam conditions

- Fluency and ideas; audience, purpose, form
- Develop ideas into a coherent piece of writing
- Convince the reader with a range of devices
- Use more than one viewpoint for interest
- Exploit and blend the conventions of a form to suit purpose
- Use a range of styles to suit the intended effect of the task
- Text organisation
- Sequence ideas in paragraphs to give impact
- Use structure to surprise or influence the reader
- Control ideas to create an effect and lead to a focused ending
- SPAG
- Spelling of adventurous vocabulary is almost always accurate
- Punctuation devices are often used with control and to create effects
- Sentences are increasingly varied and accurate in their structure
- Expression is increasingly coherent

- I can listen closely and attentively, engaging with what I have heard through perceptive responses
- I can make significant contributions that move discussions forward
- I can engage with others' ideas and feelings, recognising obvious bias or prejudice, with reference to precise detail
- I can reflect on my own skills as a listener to others
- I can compare and evaluate different interpretations
- I can evaluate others' ideas and conflicting ideas
- I can respond to and interrogate what is said and how delivery relates to the speaker's viewpoint, shaping direction and content of talk with well-judged contributions

- I am confident speaking in all situations, even those that are new to me
- I can use vocabulary precisely and creatively to interest my listeners
- I can organise my speech to communicate clearly
- I can make significant contributions to discussions
- I am able to evaluate other peoples' ideas and conflicting ideas
- I can use fluent sustained standard English for a variety of purposes, varying and adapting formality appropriately
- I can select and match talk to different demands
- I can compare and evaluate different interpretations
- I can contribute significantly to leading, supporting and sustaining discussion in a group

**Z**  
GCSE 5

### Demonstrated when responding to unseen texts under exam conditions

- I can summarise, select and analyse ideas and information
- I can make detailed references to texts
- I can analyse the implications of particular words and sentences
- I can evaluate the effects on the reader of particular words and styles of sentences
- I can show a detailed awareness of the relationship between texts
- I can analyse the significance of when and where a text was written
- I can define and analyse the influence one text might have had on another

### Demonstrated in independent writing, under exam conditions

- Fluency and ideas; audience, purpose, form
- Develop ideas into a suitable task
- Use rhetorical devices convincingly
- Influence the reader
- Use form to convince the reader
- Adapt the style to purpose and audience
- Text organisation
- Consciously sequence ideas/paragraphs to structure writing
- Use a range of linking devices to control structure
- Control the opening to establish an appropriate tone or mood
- SPAG
- Spelling of increasingly adventurous vocabulary is almost always accurate
- Increasingly ambitious punctuation devices are usually used with control and often to create effects
- Sentences are varied and accurate in their structure and increasingly used to impact the reader
- Expression is almost always coherent

- I am beginning to challenge, develop and respond to what I hear in thoughtful and considerate ways, seeking clarification through apt questions
- I can show some analysis and reflection on others' ideas to clarify issues and assumptions and develop the discussion
- I can start to identify useful outcomes and help structure discussion through purposeful contributions
- I can show perceptive understanding of varied, complex speech, sustaining concentrated listening and responding with flexibility to develop ideas
- I can make a range of contributions that show I have listened perceptively and am sensitive to the development of discussions

- I can maintain and develop my communication purposefully in a range of contexts
- I can structure my speech carefully and use a wide range of apt vocabulary, intonation and emphasis
- I can constantly show that I have listened perceptively
- I can follow how discussions develop
- I can take a leading role in discussions
- I can use fluent sustained standard English confidently for a variety of purposes, varying and adapting formality appropriately
- I can select and use structures, styles and register appropriately, adapting flexibly to a range of contexts
- I can vary my vocabulary and expression confidently for a range of purposes and audiences
- I can initiate and sustain discussions, taking into account a variety of contributions
- I can make influential and authoritative contributions to discussions, taking on a range of roles
- I can use an assured and fluent use of standard English in a range of situations and for a variety of purposes adapting formality as necessary to achieve deliberate and planned effects

## Grapheme-Phoneme List

Grapheme/Phoneme/Example Word	Grapheme/Phoneme/Example Word
a /æ/ cat	a /ɑ:/ father
ar /ɑ:/ arm	a-e /eɪ/ came
b /b/ bad	ai /eɪ/ bait
c /k/ can	air /eə/ hair
ch /tʃ/ check	au /ɔ:/ launch
ck /k/ lock	aw /ɔ:/ raw
d /d/ dog	ay /eɪ/ say
e /ɛ/ hen	c /s/ cell
ee /i:/ see	ch /k/ school
f /f/ if	ch /ʃ/ chef
g /g/ gum	e /i:/ she
h /h/ hot	ea /ɛ/ head
i /ɪ/ hit	ea /i:/ sea
j /dʒ/ jug	e-e /i:/ these
k /k/ keep	er /ɜ:/ fern
l /l/ leg	er /ə/ farmer
ll /l/ hill	ew /u:/ stew
m /m/ man	g /dʒ/ gem
n /n/ pan	i /aɪ/ mind
ng /ŋ/ sing	i-e /aɪ/ fine
o /ɒ/ hot	ie /aɪ/ pie
oi /ɔɪ/ coin	ie /i:/ chief
oo /u:/ room	igh /aɪ/ high
oo /u/ book	ir /ɜ:/ girl
or /ɔ:/ born	o /əʊ/ cold
p /p/ pet	oa /əʊ/ boat
qu /k//w/ quit	o-e /əʊ/ cone
r /r/ red	ou /aʊ/ out
s /s/ sit	ou /u:/ you
s /z/ hens	ou /əʊ/ mould
sh /ʃ/ shed	ow /aʊ/ cow
ss /s/ miss	ow /əʊ/ blow
t /t/ tan	oy /ɔɪ/ boy
th /θ/ moth	ph /f/ photo
th /ð/ this	s /z/ hens
u /ʌ/ or /u/ cup	u /j//u:/ unit
v /v/ vet	ue /u:/ blue
w /w/ wet	ue /j//u:/ cue
x /k//s/ mix	u-e /u:/ brute
y /j/ yes	u-e /j//u:/ huge
z /z/ zip	ur /ɜ:/ turn
zz /z/ buzz	wh /w/ when

## Spelling list - 1A

the	A	Do	to	today	of	said
says	are	were	was	is	his	has
I	you	your	they	be	he	she
me	she	we	no	go	so	by
my	here	there	where	love	come	some
one	once	ask	friend	school	put	push
pull	full	house	our			

## Spelling list - 1B

door	floor	Poor	because	find	kind	mind
behind	child	children	wild	climb	most	only
both	old	cold	bold	hold	told	every
everybody	even	great	break	steak	pretty	beautiful
after	fast	last	past	father	class	grass
past	plant	path	bath	hour	move	prove
improve	sure	sugar	eye	could	should	would
who	whole	any	many	clothes	busy	people
water	again	half	money	Mr	Mrs	parents
Christmas						

## Spelling list 2

accident	breath	complete	eighth	group	island	notice	possess	regular	therefore
accidentally	breathe	consider	enough	guard	knowledge	occasion	possession	reign	though
actual	build	continue	exercise	guide	learn	occasionally	possible	remember	thought
actually	busy	decide	experience	heard	length	often	potatoes	sentence	through
address	business	describe	experiment	heart	library	opposite	pressure	separate	toward
although	calendar	different	extreme	height	material	ordinary	probably	special	towards
answer	caught	difficult	famous	history	medicine	particular	promise	straight	various
appear	centre	disappear	favourite	imagine	mention	peculiar	purpose	strange	weight
arrive	century	early	February	increase	minute	perhaps	quarter	strength	woman
believe	certain	earth	fruit	important	natural	popular	question	suppose	women
bicycle	circle	eight	grammar	interest	naughty	position	recent	surprise	

## Spelling list 3

accommodate	average	conscious	dictionary	explanation	immediately	neighbour	programme	shoulder	thorough
accompany	awkward	controversy	disastrous	familiar	individual	nuisance	pronunciation	signature	twelfth
according	bargain	convenience	embarrass	foreign	interfere	occupy	queue	sincere	variety
achieve	bruise	correspond	environment	forty	interrupt	occur	recognise	sincerely	vegetable
aggressive	category	critic	equip	frequently	language	opportunity	recommend	soldier	vehicle
amateur	cemetery	criticise	equipment	government	leisure	parliament	relevant	stomach	yacht
ancient	committee	curiosity	equipped	guarantee	lightning	persuade	restaurant	sufficient	
apparent	communicate	definite	especially	harass	marvellous	physical	rhyme	suggest	
appreciate	community	desperate	exaggerate	hindrance	mischievous	prejudice	rhythm	symbol	
attached	competition	determined	excellent	identity	muscle	privilege	sacrifice	system	
available	conscience	develop	existence	immediate	necessary	profession	secretary	temperature	

# MATHS Stages

	NUMBER	GEOMETRY
<b>E</b> Emerging	<p>The Learner can:</p> <ul style="list-style-type: none"> <li>Recognise numerals 1 to 5 and some numerals of personal significance</li> <li>Count up to three or four objects by saying one number name for each item</li> <li>Select the correct numeral to represent 1 to 10 objects</li> <li>Estimate how many objects they can see and check by counting them</li> <li>Use the language of 'more' and 'fewer' to compare two sets of objects</li> <li>Find the total number of items in two groups by counting all of them</li> <li>Find one more or one less from a group of up to five, then ten objects</li> <li>In practical activities and discussion, begin to use the vocabulary involved in adding and subtracting</li> </ul>	<p>The Learner can:</p> <ul style="list-style-type: none"> <li>Begin to use mathematical names for 'solid' 3D shapes and 'flat' 2-D shapes, and mathematical terms to describe shapes</li> <li>Describe their relative position such as 'behind' or 'next to'</li> </ul>
<b>F</b> Developing	<p>The Learner can:</p> <ul style="list-style-type: none"> <li>Count reliably with numbers from one to 20</li> <li>Place numbers in order and say which number is one more or one less than a given number</li> <li>Use quantities and objects, add and subtract two single-digit numbers and count on or back to find the answer</li> <li>Solve problems, including doubling, halving and sharing</li> </ul>	<p>The Learner can:</p> <ul style="list-style-type: none"> <li>Use everyday language to talk about capacity and position, to compare quantities and objects and to solve problems</li> <li>Recognise, create and describe patterns</li> </ul>

MEASUREMENT
<p>The Learner can:</p> <ul style="list-style-type: none"> <li>Order two or three items by length or height / weight or capacity</li> <li>Use everyday language related to time and money</li> <li>Order and sequence familiar events</li> <li>Measure short periods of time in simple ways</li> </ul>
<p>The Learner can:</p> <ul style="list-style-type: none"> <li>Use everyday language to talk about size, weight, capacity, time and money to compare quantities and objects and to solve problems</li> </ul>

ENTRY LEVEL	NUMBER
<b>H</b> Entry Level 1 E1	<p>The Learner can:</p> <ul style="list-style-type: none"> <li>Sort, count &amp; represent objects</li> <li>Count, read and write forwards or backwards from any number 0 to 20 in numerals and words</li> <li>Count one more, one less</li> <li>Compare groups of objects using language such as equal, more/greater, less/fewer</li> <li>Introduce &lt;, &gt; and = symbols</li> <li>Order groups of objects and numbers</li> <li>Use ordinal numbers (1st, 2nd, 3rd ...)</li> <li>Understand the addition and subtraction symbols</li> <li>Find and compare number bonds for numbers within 10</li> <li>Use addition – adding together / more</li> <li>Use subtraction – taking away, how many left? Counting back, finding the difference, crossing out</li> <li>Understand fact families – the 8 facts</li> </ul>
<b>I</b> Entry Level 1 E1	<p>The Learner can:</p> <ul style="list-style-type: none"> <li>Represent numbers to 50</li> <li>Compare and order objects and numbers within 50</li> <li>Count in multiples of 2s and 5s</li> <li>Add by counting on and making 10</li> <li>Find and make number bonds</li> <li>Use subtraction – not crossing 10 and crossing 10</li> </ul>

GEOMETRY
<p>The Learner can:</p> <ul style="list-style-type: none"> <li>Recognise, name and sort 3-D shapes</li> <li>Recognise, name and sort 2-D shapes</li> <li>Recognise patterns with 3-D and 2-D shapes</li> </ul>
<p>The Learner can:</p> <ul style="list-style-type: none"> <li>Compare lengths and heights</li> <li>Measure length</li> <li>Begin to understand weight and mass</li> <li>Measure and compare mass</li> <li>Introduce capacity and volume</li> <li>Measure and compare capacity and volume</li> </ul>

	NUMBER	GEOMETRY
<b>J</b> Entry Level 1 E1	<p>The Learner can:</p> <ul style="list-style-type: none"> <li>Count forwards and backwards within 100</li> <li>Partition, compare and order numbers</li> <li>Count in 2s, 5s and 10s</li> <li>Make equal groups by grouping or sharing</li> <li>Add equal groups</li> <li>Make arrays</li> <li>Make doubles</li> <li>Recognise and halve shapes, objects and quantities</li> <li>Recognise and find a quarter of a shape, object and quantity</li> <li>Find a half and a quarter</li> </ul>	<p>The Learner can:</p> <ul style="list-style-type: none"> <li>Recognise, name and sort 2D/3D shapes</li> <li>Patterns with 2D/3D shapes</li> <li>Describe position and turns</li> </ul>

MEASUREMENT
<p>The Learner can:</p> <ul style="list-style-type: none"> <li>Recognise coins and notes</li> <li>Count in coins</li> <li>Understand before and after</li> <li>Understand dates</li> <li>Use time to the hour and half hour</li> <li>Write and compare time</li> </ul>

# MATHS Stages

## NUMBER

## GEOMETRY

## MEASUREMENT

## STATISTICS

### K

Entry Level 1  
E1

- The Learner can:
- Count, read and write numbers from 0 to 100 forwards and backwards
  - Represent numbers to 100
  - Use tens and ones (part whole model/addition)
  - Compare and order objects and numbers
  - Use number bonds to 20
  - Add and subtract bonds to 20
  - Add and subtract 1s
  - Use bonds to 100 (tens)
  - Add and subtract 2 digit and 1 digit numbers (crossing 10)
  - Add and subtract two 2 digit numbers (not exchanging)
  - Add three 1 digit numbers
  - Make and add equal groups (grouping/sharing)
  - Understand odd and even numbers
  - Count in 2s, 5s and 10s
  - Use multiplication using x symbol
  - Make equal parts
  - Recognise and find a half and a quarter
  - Unit and non-unit fractions

- The Learner can:
- Recognise and name 2D and 3D shapes
  - Count sides and vertices on 2D shapes
  - Look at lines of symmetry
  - Sort and make patterns with 2D shapes
  - Describe movement and turns

- The Learner can:
- Measure length (cm)
  - Measure and compare mass (g)
  - Compare capacity (ml/l)
  - Use time to quarter past/to
  - Count money (pence/pounds)

- The Learner can:
- Interpret and draw tally charts, pictograms and block diagrams

### L

Entry Level 1  
E1

- The Learner can:
- Count, read and write numbers from 0 to 100 forwards and backwards
  - Represent numbers to 100, 10 more, 10 less
  - Compare and order objects and numbers
  - Use a place value chart
  - Understand number bonds to 20
  - Add and subtract bonds to 20
  - Add and subtract 1s and 10s
  - Use bonds to 100 (tens/tens and ones)
  - Add and subtract 2 digit and 1 digit numbers (crossing 10)
  - Add and subtract two 2 digit numbers (not exchanging/exchanging)
  - Add three 1 digit numbers
  - Check calculations
  - Make and add equal groups (grouping/sharing)
  - Odd and even numbers
  - Multiply using x symbol
  - 2, 5 and 10 times tables and divide by 2, 5 and 10
  - Count in 3s
  - Make equal parts
  - Recognise and find a half, quarter and third
  - Unit and non-unit fractions
  - Use equivalence of  $\frac{1}{2}$  and  $\frac{2}{4}$

- The Learner can:
- Recognise and name 2D/3D shapes
  - Lines of symmetry
  - Describe movement and turns
  - Count sides and vertices on 2D/3D shapes
  - Count faces on 3D shapes
  - Sort and make patterns with 2D/3D shapes

- The Learner can:
- Measure length (cm/m) and mass (g/kg)
  - Make the same amount
  - Count money (notes/coins)
  - Find the total, difference/change
  - Use time to quarter past/to/5 minute intervals
  - Number of minutes in an hour and hours in a day
  - Find and compare durations of time
  - Temperature

- The Learner can:
- Interpret and draw tally charts, pictograms and block diagrams

### M

Entry Level 2  
E2

- The Learner can:
- Partition hundreds
  - Find 1 and 10 more/less than a given number
  - Compare objects/numbers to 1000
  - Order numbers
  - Add and subtract multiples of 100
  - Add and subtract 3 digit and 1, 2 digit numbers (not crossing 10 and 100)
  - Add and subtract two 3 digit numbers (not crossing ten/100)
  - Estimate answers
  - Equal groups
  - Multiply and divide by 3, 4 and 8
  - Comparing statements
  - Multiply and divide 2 digits by 1 digit
  - Unit and non-unit fractions
  - Make the whole
  - Tenths/count in tenths
  - Fractions of a set of objects
  - Use equivalent fractions

- The Learner can:
- Understand turns and angles
  - Recognise right angles in shapes
  - Use horizontal and vertical lines
  - Recognise and describe 2D/3D shapes

- The Learner can:
- Add and subtract money
  - Find change
  - Measure and compare lengths, mass and capacity
  - Find equivalent lengths (m-cm)
  - Understand Months/Years
  - Understand hours in a day
  - Tell the time to 5 minutes
  - Understand AM and PM
  - Measure time in seconds

- The Learner can:
- Interpret and answer questions about tables, bar charts and pictograms

### N

Entry Level 2  
E2

- The Learner can:
- Partition hundreds
  - Find 1, 10 and 100 more/less than a given number
  - Represent numbers to 1000
  - Compare objects/numbers to 1000
  - Order numbers
  - Count in 50s
  - Add and subtract multiples of 100

- The Learner can:
- Understand turns and angles
  - Recognise right angles in shapes
  - Draw angles accurately, compare angles
  - Use horizontal and vertical lines
  - Use parallel and perpendicular lines
  - Recognise and describe 2D/3D shapes
  - Make 3D shapes

- The Learner can:
- Convert pounds and pence
  - Add and subtract money
  - Find change
  - Measure, compare, add and subtract lengths
  - Convert equivalent lengths (m-cm/mm-cm)
  - Measure, compare, add and subtract mass and capacity
  - Calculate and measure perimeter

- The Learner can:
- Interpret and answer questions about tables, bar charts and pictograms



# MATHS Stages

	NUMBER	GEOMETRY
<b>N</b> Cont.	<ul style="list-style-type: none"> <li>Add and subtract 3 digit and 1, 2 and 3 digit numbers</li> <li>Add and subtract two 3 digit numbers</li> <li>Estimate and check answers</li> <li>Extend language to 'sum' and 'difference'</li> <li>Equal groups</li> <li>Multiply and divide by 3, 4 and 8</li> <li>Comparing statements</li> <li>Multiply and divide 2 digits by 1 digit</li> <li>Scaling</li> <li>Unit and non-unit fractions</li> <li>Making the whole</li> <li>Tenths/count in tenths, tenths as decimals</li> <li>Use fractions of a set of objects</li> <li>Use equivalent fractions</li> <li>Add and subtract fractions</li> </ul>	Please see previous page

	NUMBER
<b>O</b> Entry Level 2 E2	<p>The Learner can:</p> <ul style="list-style-type: none"> <li>Represent numbers to 1,000</li> <li>Round to the nearest 10 and 100</li> <li>Count in 1,000s, 100s, 10s and 1s</li> <li>Use a Number line to 10,000</li> <li>Find 1, 10, 100, 1000 more or less</li> <li>Compare and order numbers</li> <li>Round to the nearest 1,000</li> <li>Count in 25s</li> <li>Use negative numbers</li> <li>Roman numerals to 100</li> <li>Add and subtract 1s, 10s, 100s and 1,000s</li> <li>Add and subtract two 4-digit numbers – more than one exchange</li> <li>Estimate answers</li> <li>Check strategies using inverse</li> <li>Multiply and divide by 10 and 100</li> <li>Multiply by 1 and 0</li> <li>Divide by 1 and itself</li> <li>Multiply and divide by:               <ul style="list-style-type: none"> <li>3 using the 3 times table /6 using the 6 times table</li> <li>7 using the 7 times table /9 using the 9 times table</li> </ul> </li> </ul>

<b>P</b> Entry Level 2 E2	<p>The Learner can:</p> <ul style="list-style-type: none"> <li>Use unit and non-unit fractions</li> <li>Use tenths and count in tenths</li> <li>Understand and find equivalent fractions</li> <li>Use fractions greater than 1</li> <li>Count in fractions</li> <li>Add and subtract 2 or more fractions</li> <li>Subtract from whole amounts</li> <li>Fractions of a set of objects</li> <li>Calculate fractions of a quantity</li> <li>Problem solving – calculate quantities</li> <li>Recognise tenths and hundredths as decimals, on a number line and on a place value grid</li> <li>Divide 2-digits by 10 and by 100</li> <li>Know the 11 and 12 times-table</li> <li>Multiply 3 numbers</li> <li>Use factor pairs</li> <li>Use efficient multiplication written methods</li> <li>Multiply and divide 3-digits by 1-digit</li> <li>Use correspondence problems</li> </ul>
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	NUMBER	GEOMETRY
<b>Q</b> Entry Level 2 E2	<p>The Learner can:</p> <ul style="list-style-type: none"> <li>Use bonds to 10 and 100</li> <li>Make a whole</li> <li>Write decimals, compare, order and round decimals</li> <li>Use halves and quarters</li> </ul>	<p>The Learner can:</p> <ul style="list-style-type: none"> <li>Use turns and angles</li> <li>Use right angles in shapes</li> <li>Compare angles, order and identify them</li> <li>Recognise and describe 2-D shapes</li> <li>Use triangles and Quadrilaterals</li> <li>Use horizontal and vertical lines of symmetry</li> <li>Complete a symmetric figure</li> <li>Describe position</li> <li>Draw and move on a grid</li> <li>Describe movement on a grid</li> </ul>

MEASUREMENT	STATISTICS
<ul style="list-style-type: none"> <li>Use Months/Years</li> <li>Use hours in a day</li> <li>Tell the time to 5 minutes/a minute</li> <li>Use AM and PM/24 hour clock</li> <li>Find/compare durations</li> <li>Measure time in seconds</li> </ul>	Please see previous page

MEASUREMENT
<p>The Learner can:</p> <ul style="list-style-type: none"> <li>Use equivalent lengths - m and cm, mm and cm, m and Kilometres</li> <li>Add and Subtract lengths</li> <li>Measure perimeter on a grid, of a rectangle and of rectilinear shapes</li> </ul>

<p>The Learner can:</p> <ul style="list-style-type: none"> <li>Know what area is and how to compare it</li> <li>Count squares</li> <li>Make shapes</li> </ul>
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MEASUREMENT	STATISTICS
<p>The Learner can:</p> <ul style="list-style-type: none"> <li>Tell the time to 5 minutes and then to the minute</li> <li>Use am and pm</li> <li>Use 24-hour clock</li> <li>Use hours, minutes and seconds</li> <li>Use years, months, weeks and days</li> <li>Use analogue to digital – 12 hour and 24 hour</li> <li>Order and estimate money</li> <li>Convert pounds and pence</li> <li>Add and subtract money</li> <li>Find change</li> <li>Use four operations</li> </ul>	<p>The Learner can:</p> <ul style="list-style-type: none"> <li>Interpret charts</li> <li>Compare, sum and difference</li> <li>Introduce line graphs Line graphs</li> </ul>

# MATHS Stages

## NUMBER

**R**

Entry Level 3  
E3

- The Learner can:
- Round to nearest 10, 100 and 1,000
  - Use numbers to 100,000: and to a million, compare, order, round
  - Count in 10s, 100s, 1,000s, 10,000s, and 100,000s
  - Use negative numbers
  - Use roman Numerals to 1,000
  - Solve multi-step addition and subtraction
  - Add and subtract two 4-digit numbers
  - Round to estimate and approximate
  - Use inverse operations
  - Use multiples and Factors
  - Use prime, square and cube numbers
  - Multiply and divide by 10, 100 and 1,000
  - Multiply 4-digits by 2-digits and divide 4-digits by 1-digit (with remainders)
  - Use equivalent and improper fractions
  - Use mixed numbers
  - Use number sequences
  - Add and subtract fractions
  - Compare and order fractions less than 1 and then greater than 1
  - Use decimals up to 2 dp and decimals as fractions
  - Understand thousandths
  - Round, order and compare decimals
  - Understand percentages and percentages as fractions and decimals
  - Use equivalent FDP

## NUMBER

**S**

Entry Level 3  
E3

- The Learner can:
- Add and subtract decimals within 1
  - Complement to 1 Adding decimals – crossing the whole
  - Add and subtract decimals with the same number of decimal places
  - Add and subtract decimals with a different number of decimal places
  - Add and subtract wholes and decimals
  - Use decimal sequences
  - Multiply and divide decimals by 10, 100 and 1,000

GCSE

## NUMBER

**T**

GCSE 1  
Emerging

- The Learner can:
- Order integers and decimals
  - Read scales
  - Use simple mathematical notation
  - Interpret real-life tables

**U**

GCSE 1  
Developing

**V**

GCSE 1  
Secure

## ALGEBRA

- The Learner is:
- Introduced to algebraic conventions

## MEASUREMENT

- The Learner can:
- Measure and calculate perimeter on a grid, of a rectangle, of rectilinear shapes
  - Use area of rectangles, compound shapes and irregular shapes

## MEASUREMENT

- The Learner can:
- Use kilometres, Kilograms, Millimetres and millilitres
  - Use metric and imperial units
  - Convert units of time
  - Use timetables
  - Compare volume
  - Estimate volume
  - Estimate capacity

## GEOMETRY

- The Learner can use:
- Co-ordinates
  - Geometric definitions
  - Polygons
  - Symmetry
  - Tessellations and congruent shapes
  - Names of angles

## STATISTICS

- The Learner can:
- Interpret and draw charts and line graphs
  - Use line graphs to solve problems
  - Read and interpret tables (Two-way tables and Timetables)

## GEOMETRY

- The Learner can:
- Describe position
  - Draw on a grid
  - Position in the first quadrant
  - Use translation with coordinates
  - Use lines of symmetry
  - Complete a symmetric figure
  - Use reflection and reflection with coordinates
  - Identify angles
  - Compare, order and measure angles in degrees
  - Draw lines and angles accurately
  - Calculate angles on a straight line and round a point
  - Calculate lengths and angles in shapes (triangles and quadrilaterals)
  - Use regular and irregular polygons
  - Use reasoning about 3-D shapes

## RATIO & PROBABILITY

- The Learner can use:
- Probability scale
  - Tally charts and bar graphs
  - Pictograms

# MATHS Stages

	NUMBER	ALGEBRA
<b>W</b> <b>GCSE 2</b>	<p>The Learner can use:</p> <ul style="list-style-type: none"> <li>• Addition, subtraction, multiplication of integers and decimals</li> <li>• Inverse operations</li> <li>• Money</li> <li>• Negatives in real-life</li> <li>• Equivalent, Simplifying</li> <li>• Half-way values</li> <li>• Factors, multiples and primes</li> <li>• Powers/indices</li> <li>• Multiply and divide by powers of 10</li> <li>• Rounded integers and decimals</li> </ul>	<p>The Learner can:</p> <ul style="list-style-type: none"> <li>• Simplify – using addition, subtraction, division, multiplication</li> <li>• Use function machines</li> <li>• Generate a sequence – Term to Term</li> </ul>

	NUMBER	ALGEBRA
<b>X</b> <b>GCSE 3</b>	<p>The Learner can use:</p> <ul style="list-style-type: none"> <li>• Multiplying and Dividing Decimals</li> <li>• Four rules of Negatives</li> <li>• Listing Strategies</li> <li>• Comparing fractions</li> <li>• Adding, subtracting, multiplying and dividing fractions</li> <li>• BIDMAS/BODMAS</li> <li>• Reciprocals</li> <li>• Calculator questions</li> <li>• Products of Primes</li> <li>• Highest Common Factor (HCF)</li> <li>• Lowest Common Multiple (LCM)</li> <li>• Squares, Cubes and Roots</li> <li>• Indices</li> <li>• Standard Form</li> <li>• Fractions, Decimals and Percentages</li> <li>• Percentage of an amount (Calc) (Non-Calc)</li> <li>• Change to a percentage (Calc) (Non-Calc)</li> <li>• Rounding to Significant Figures</li> <li>• Estimating answers</li> <li>• Place value</li> </ul>	<p>The Learner can use:</p> <ul style="list-style-type: none"> <li>• Expanding Brackets</li> <li>• Simple Factorisation</li> <li>• Substitution</li> <li>• Straight Line Graphs</li> <li>• The Gradients of a Line</li> <li>• Quadratic Graphs and draw them</li> <li>• Sketching Functions</li> <li>• Flowcharts to solving equations</li> <li>• Flowcharts as the subject of a formula</li> <li>• Sequence from the nth Term</li> <li>• Finding the nth Term</li> <li>• Special Sequences</li> </ul>

<b>Y</b> <b>GCSE 4</b>	<p>The Learner can use:</p> <ul style="list-style-type: none"> <li>• Index Notation</li> <li>• Introduction to Bounds</li> </ul>	<p>The Learner can use:</p> <ul style="list-style-type: none"> <li>• Midpoint of a line on a Graph</li> <li>• Brackets - expand and simplify</li> <li>• Equations and solve them</li> <li>• Rearranging Simple Formulae</li> <li>• Forming Formulae and Equations</li> <li>• Inequalities on a Number Line</li> <li>• Solving Linear Inequalities</li> <li>• Simultaneous Equations Graphically</li> <li>• Fibonacci Sequences</li> </ul>
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<b>Z</b> <b>GCSE 5</b>	<p>The Learner can use:</p> <ul style="list-style-type: none"> <li>• Negative Indices</li> <li>• Error Intervals</li> <li>• Mathematical Reasoning</li> </ul>	<p>The Learner can use:</p> <ul style="list-style-type: none"> <li>• Factorise and Solve Quadratics</li> <li>• The Difference of Two Squares</li> <li>• Finding the Equation of a Straight Line</li> <li>• Roots and Turning Points of Quadrilaterals</li> <li>• Cubic and Reciprocal Graphs</li> <li>• Simultaneous Equations Algebraically</li> <li>• Geometric Progressions</li> </ul>
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RATIO	PROBABILITY & STATISTICS
<p>The Learner can use:</p> <ul style="list-style-type: none"> <li>• Use ratio for recipes</li> <li>• Percentages</li> <li>• Value for money</li> <li>• Introduction to Proportion</li> <li>• Geometry</li> <li>• Properties of solids</li> <li>• Nets</li> <li>• Angles on a line and a point</li> <li>• Measuring and drawing angles</li> <li>• A protractor to drawing angles</li> <li>• Reflections, Rotations, Translations</li> <li>• Plans and Elevations</li> <li>• Perimeters</li> <li>• Area of a Rectangle, Triangle, Parallelogram and Trapezium</li> </ul>	<p>The Learner can use:</p> <ul style="list-style-type: none"> <li>• Frequency Trees, Listing Outcomes, calculating Probabilities</li> <li>• Mutually Exclusive Events</li> <li>• Two-Way Tables</li> <li>• Averages and Range</li> <li>• Data – Discrete and Continuous</li> <li>• Vertical Line Charts</li> <li>• Frequency Tables and Diagrams</li> </ul>

RATIO	PROBABILITY & STATISTICS	GEOMETRY
<p>The Learner can use:</p> <ul style="list-style-type: none"> <li>• Exchanging Money</li> <li>• Ratios, Fractions and Graphs</li> <li>• Increase/Decrease by a Percentage</li> <li>• Percentage Change</li> <li>• Reverse Percentage Problems</li> <li>• Simple Interest</li> </ul>	<p>The Learner can use:</p> <ul style="list-style-type: none"> <li>• Experimental Probabilities</li> <li>• Possibility Spaces</li> <li>• Venn Diagrams</li> <li>• Represent data in different ways</li> <li>• Scatter Diagrams</li> <li>• Averages from a Table</li> </ul>	<p>The Learner can use:</p> <ul style="list-style-type: none"> <li>• Metric Conversions</li> <li>• Problems on Coordinate Axis</li> <li>• Surface Area of a Prism</li> <li>• Volume of a cuboid and a prism</li> <li>• Circle Definitions</li> <li>• Area and Circumference of a Circle</li> <li>• Angles and Parallel Lines</li> <li>• Angles in a Triangle</li> <li>• Properties of Special Triangles</li> <li>• Angles</li> <li>• Sum of Polygons</li> <li>• Bearings</li> </ul>

<p>The Learner can use:</p> <ul style="list-style-type: none"> <li>• Exchanging Money</li> <li>• Ratios, Fractions and Graphs</li> <li>• Increase/Decrease by a Percentage</li> <li>• Percentage Change</li> <li>• Reverse Percentage Problems</li> <li>• Simple Interest</li> </ul>	<p>The Learner can use:</p> <ul style="list-style-type: none"> <li>• Simple Tree Diagrams</li> <li>• Sampling Populations</li> <li>• Time Series</li> </ul>	<p>The Learner can use:</p> <ul style="list-style-type: none"> <li>• Compound Units</li> <li>• Distance-Time Graphs</li> <li>• Similar Shapes</li> <li>• Constructions using Compasses</li> <li>• Loci</li> <li>• Drawing a Triangle using a compass</li> <li>• Enlargements</li> <li>• Tangents, Arcs, Sectors and Segments</li> <li>• Pythagoras' Theorem</li> </ul>
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<p>The Learner can use:</p> <ul style="list-style-type: none"> <li>• Compound Interest and Depreciation</li> </ul>	<p>The Learner can use:</p> <ul style="list-style-type: none"> <li>• Harder Tree Diagrams</li> <li>• Stratified Sampling</li> </ul>	<p>The Learner can use:</p> <ul style="list-style-type: none"> <li>• Congruent Triangles</li> <li>• Sectors of a Circle</li> <li>• Trigonometry</li> <li>• Spheres</li> <li>• Pyramids</li> <li>• Cones</li> <li>• Frustums</li> <li>• Exact Trigonometric Values</li> <li>• Vectors</li> </ul>
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# SCIENCE Stages



**B**

- I can imitate actions using my body
- I can respond to simple instructions

**C**

- I can answer a simple scientific question using actions or words
- I can name a single property of an object (e.g. soft, green)
- I can select a pictorial representation of an object

**D**

- I can name 2 properties of an object
- I can show an awareness that somethings can hurt
- I can identify a simple difference between two objects

**E**

- I can select a tool for a purpose
- I can recognise distinctive features of living things (e.g. birds have beaks)

**F**

- I can group objects based on obvious similarities (e.g. colour, shape)
- I can identify some appliances which use electricity
- I can show an awareness that somethings always happens

**G**

- With support and guidance:
- I can answer review questions within a lesson
  - I can enter data on a tally chart
  - I can describe common features of grouped things or animals (e.g. birds have beaks and feathers)

**H**

- I can relate an object to the job it does (e.g. a knife can cut because it is sharp)
- I can describe an object giving 3 or 4 properties
- I can share my ideas about what might happen in a given event or situation

**I**

- I can follow simple instructions
- I can give suggestions as to how to stay safe
- I can use simple scientific equipment with support

**J**

- I can suggest why a particular material is used for a purpose
- I can describe my observations using simple language
- I can compare objects, living things and events

**K**

- I can describe what I have been asked to do
- I can use scientific language to describe materials and communicate my findings
- I can read a bar chart

**L**

- I can express an idea about how to conduct an experiment to find something out
- I can name and use several pieces of common lab equipment
- I can sequence, with support, the steps in an investigation

**M**

- I can use simple equipment and make observations
- I can compare different outcomes in an experiment (e.g. speed of reaction with weak and strong acid)

**N**

- I can describe my observations using simple scientific vocabulary and record them
- I can say whether what happened was what I expected



**O**

Entry Level 1  
E1

- I can put forward my own ideas about how to find the answer to a question
- I can organise myself during a practical lesson and explain what I am doing

**P**

Entry Level 1  
E1

- I can make accurate measurements using equipment (eg time, temperature, volume)
- I can carry out a fair test with some help, recognising and simply explaining why it is fair

**Q**

Entry Level 2  
E2

- I can describe experimental observations and simple patterns in recorded measurements
- I can communicate in a scientific way what I can have found out
- I can suggest improvements in my work

**R**

Entry Level 2  
E2

- I can make predictions about what I expect to happen in a range of different investigations
- I can decide on an appropriate approach to answer a question
- I can describe which factors to change in an experiment and which to keep the same

**S**

Entry Level 3  
E3

- I can record my observations using tables without support
- I can represent my data on simple graphs
- I can point out and interpret patterns in my data from the graph

**T**

GCSE 1

- I can draw conclusions from my data and relate these to scientific knowledge and understanding,
- I can discuss my interpretations of my data with appropriate scientific language
- I can suggest improvements in my work, giving reasons

**U**

GCSE 1

- I can identify a suitable way to investigate a question
- I can read data on a table, identify relevant factors and use this information to answer questions
- I can describe the experimental evidence behind scientific theory (e.g. evolution)
- I can identify advantages and disadvantages of a technology from information given

**V**

GCSE 1

- I can design a controlled experiment identifying control variables, equipment needed and outcome measures
- I can make a series of observations, comparisons or measurements with precision appropriate to the task
- I can use my scientific knowledge and understanding to explain my predictions

**W**

GCSE 2

- I can begin to repeat observations and measurements and to offer simple explanations for any differences I can encounter
- I can record observations and measurements systematically and, where appropriate, present data as line graphs
- I can make practical suggestions about how my working methods could be improved
- I can use appropriate scientific language and conventions to communicate quantitative and qualitative data

**X**

GCSE 3

- I can describe evidence for some accepted scientific ideas and explain how the interpretation of evidence by scientists leads to the development and acceptance of new ideas
- In my own investigative work, I can use scientific knowledge and understanding to identify an appropriate approach
- I can select and use sources of information effectively
- I can make enough measurements, comparisons and observations for the task

**Y**

GCSE 4

- I can choose scales for graphs and diagrams that enable them to show data and features effectively
- I can identify measurements and observations that do not fit the main pattern shown and give explanations for them
- I can explain what a line graph shows, describe key features and give explanations for trends based on my scientific knowledge

**Z**

GCSE 5

- I can summarise and evaluate data from different sources to draw a balanced conclusion, describing my findings using well balanced argument and scientific vocabulary



# ART Stages

## EXPERIMENTING/MAKING & REFINING

**E**

Emerging

- With support:
- I can begin to draw and/or paint some marks
  - I can begin to draw some images from my imagination
  - I can begin to identify some primary and secondary colours and mix secondary colours
  - I can begin to mix colours to create tints, tones and shades
  - I can begin to explore some 2D and 3D media and materials

**F**

Developing

**G**

Secure

**H**

- With some support:
- I can draw and/or paint marks
  - I can identify primary and secondary colours and mix secondary colours
  - I can mix colours to create tints, tones and shades
  - I can draw images from my imagination
  - I can explore 2D and 3D media and materials

**I**

- With some support:
- I can draw and/or paint marks
  - I can identify primary and secondary colours and mix secondary colours
  - I can mix colours to create tints, tones and shades
  - I can draw images from my memory and imagination
  - I can explore 2D and 3D media and materials

**J**

- With increasing independence:
- I can draw and/or paint a range of marks
  - I can identify primary and secondary colours and mix secondary colours
  - I can mix colours to create tints, tones and shades
  - I can draw images from my imagination
  - I can explore 2D and 3D media, materials and techniques
  - I can identify some of the formal elements of art and can use these in my artwork

**K**

- I can draw and/or paint a range of marks
- I can draw images and ideas from my memory and imagination
- I can identify primary and secondary colours and mix secondary colours
- I can mix colours to create tints, tones and shades with increasing independence
- I can explore 2D and 3D media and materials
- I can identify some of the formal elements of art and can use these in my artwork

**L**

- I can purposely draw and/or paint a range of marks
- I can identify primary, secondary, and tertiary colours and mix secondary and tertiary colours
- I can mix colours to create tints, tones and shades
- I can draw images and ideas from my memory and imagination
- I can explore 2D and 3D media and materials with increasing control
- I have an awareness of the formal elements of art and can use these in my artwork

**M**

- I can purposely draw and/or paint a range of marks
- I can identify primary, secondary, and tertiary colours and mix secondary and tertiary colours
- I can mix colours to create tints, tones and shades
- I can draw images and ideas from my memory and imagination
- I can explore 2D and 3D media, materials and techniques with increasing control
- I have some understanding of the formal elements of art and use these in my artwork

**N**

- I can purposely draw and/or paint a range of marks
- I can identify primary, secondary, and tertiary colours and mix secondary and tertiary colours
- I can mix colours to create tints, tones and shades with increasing control
- I can draw images and ideas from my imagination
- I can explore 2D and 3D media, materials and techniques with control
- I have some understanding of the formal elements of art and use these in my artwork

## PLANNING & RECORDING

- With support:
- I can look at an object and draw a simple representation

- With some support:
- I can draw a representation of an object

- I can look at an object and produce a simple line drawing
- I can record some ideas in a mind map with support

- I can look at an object and produce a line drawing with some attempt at detail
- I can record ideas in a mind map with some support

- I can look at an object and produce a line drawing with some attempt at detail
- I can record ideas in a mind map with increasing independence

- I can look at an object more carefully and produce a simple line drawing with detail and an attempt at shading
- I can record and plan ideas in a mind map

- I can look at one or more objects and produce a line drawing with an improved understanding of shading and tone
- I can record and plan ideas in a mind map

- I can look at one or more objects and produce a detailed line drawing using different shading techniques
- I can record a range of ideas in a mind map

## COMMENTING & EVALUATING

- With support:
- I can begin to say what I like and dislike about a work of art
  - I can begin to say whether a piece of artwork makes me feel happy or sad
  - I can begin to say one thing I like about my work

- With some support:
- I can say what I like and dislike about a work of art and explain why
  - I can say whether a piece of artwork makes me feel happy or sad and explain why
  - I can say one thing I like about my work and explain why

- With some support:
- I can say what I like and dislike about a work of art and explain why
  - I can state the feelings and emotions a piece of artwork makes me feel and explain why
  - I can say one thing I like about my work and explain why

- With increasing independence:
- I can say what I like and dislike about a work of art and explain why
  - I can state the feelings and emotions a piece of artwork makes me feel and explain why
  - I can say one thing I like about my work and explain why
  - I can begin to identify the changes I could make to improve my work

- I can say what I like and dislike about a work of art and explain why
- I can state the feelings and emotions a piece of artwork makes me feel and explain why
- I can say one thing I like about my work and explain why
- I can identify the changes I could make to improve my work

- I can describe what I like and dislike about a work of art and explain why
- I can describe the feelings and emotions a piece of artwork makes me feel and explain why
- I can describe what I like about my work and explain why
- I can identify the changes I could make to improve my work

- I can describe what I like and dislike about a work of art and explain why using some visual language
- I can describe the feelings and emotions a piece of artwork makes me feel and explain why
- I can describe what I like about my work and explain why using some visual language
- I can identify the changes I could make to improve my work

- I can describe what I like and dislike about a work of art and explain why using visual language
- I can describe the feelings and emotions a piece of artwork makes me feel and explain why
- I can describe what I like about my work and explain why using visual language
- I can identify the changes I could make to improve my work

# ART Stages

## EXPERIMENTING/MAKING & REFINING

**O**

- I can purposely and imaginatively draw and/or paint a range of marks
- I can identify primary, secondary, and tertiary colours and mix secondary and tertiary colours
- I can mix colours to create tints, tones and shades with increasing control
- I can a range of draw images and ideas from my memory and imagination
- I can explore 2D and 3D media, materials and techniques with control and some refinement
- I have an understanding of the formal elements of art and use these in my artwork

**P**

- I can purposely and imaginatively draw and/or paint a range of marks
- I can identify primary, secondary, and tertiary colours and mix secondary and tertiary colours
- I can mix colours to create tints, tones and shades
- I can a range of draw images and ideas from my memory and imagination
- I can explore 2D and 3D media, materials, and techniques with control and some refinement
- I have an understanding of the formal elements of art and use these in my artwork

**Q**

- I can purposely and imaginatively draw and/or paint a range of marks
- I can identify primary, secondary, and tertiary colours and mix secondary and tertiary colours
- I can mix colours to create tints, tones and shades
- I can a range of draw images and ideas from my memory and imagination
- I can explore 2D and 3D media, materials, and techniques with control
- I have a competent understanding of the formal elements of art and use these in my artwork

**R**

- I can begin to confidently and imaginatively draw and/or paint a range of marks with purpose and control
- I can identify primary, secondary, and tertiary colours and accurately mix secondary and tertiary colours
- I can accurately mix colours to create tints, tones and shades
- I can accurately draw a range of images and ideas from my imagination
- I can confidently explore and refine a range of 2D and 3D media, materials and techniques
- I have a confident understanding of the formal elements of art and use these in my artwork

**S**

- I can confidently and imaginatively draw and/or paint a range of marks with purpose and control
- I can identify primary, secondary, and tertiary colours and accurately mix secondary and tertiary colours
- I can mix colours to create tints, tones and shades with accuracy
- I can accurately draw a range of images and ideas from my imagination
- I can confidently explore and refine a range of 2D and 3D media, materials and techniques
- I have a confident understanding of the formal elements of art and use these effectively in my artwork

## GCSE AO1 - DEVELOP

**T**  
GCSE 1  
Emerging

- I have undefined ideas with limited reference to artists' work
- I have a limited understanding of artists' work

**U**  
GCSE 1  
Developing

**V**  
GCSE 1  
Secure

## AO2 - REFINE

- I have used a limited range of media, materials, techniques and processes with artificial refinement
- I have limited evidence of how I have explored my work as it develops

## PLANNING & RECORDING

- I can look at one or more objects and produce a detailed line drawing using different shading techniques
- I can show an attempt at understanding proportion and scale
- I can record a range of ideas in a mind map with some detail

- I can look at one or more objects and produce a detailed line drawing using different shading techniques
- I can show a basic understanding of proportion, scale and perspective
- I can record a range of ideas in a mind map in detail

- I can look at one or more objects and produce a detailed line drawing using different shading techniques
- I can show a competent understanding of proportion, scale and perspective
- I can record a range of ideas in a mind map in detail

- I can look at one or more objects and produce a detailed line drawing using different shading techniques I can show a confident understanding of proportion, scale and perspective
- I can record a range of ideas and observations in a mind map imaginatively and in detail

- I can look at one or more objects and produce a detailed line drawing using different shading techniques
- I can show a confident and refined understanding of proportion, scale and perspective
- I can confidently record a range of ideas and observations in a mind map imaginatively and in detail

## AO3 - RECORD

- I have basic recording of ideas, observations and insights showing minimal links to intention
- I have limited ability to reflect on my work and make progress

## COMMENTING & EVALUATING

- I can describe what I like and dislike about a work of art and explain why using visual language
- I can begin to identify the similarities and differences in style between different, artists, designers and/ or architects
- I can describe the feelings and emotions a piece of artwork makes me feel and explain why
- I can describe what I like about my work and explain why using visual language
- I can identify the changes I could make to improve my work

- I can describe what I like and dislike about a work of art and explain why using visual language
- I can identify the similarities and differences in style between different, artists, designers and/ or architects
- I can describe the feelings and emotions a piece of artwork makes me feel and explain why
- I can describe what I like about my work and explain why using visual language
- I can identify the changes I could make to improve my work

- I can describe what I like and dislike about a work of art and explain why using visual language
- I can identify the similarities and differences in style between different, artists, designers and/ or architects
- I can describe the feelings and emotions a piece of artwork makes me feel and explain why
- I can describe what I like about my work and explain why using visual language
- I can identify the changes I could make to improve my work

- I can confidently describe what I like or dislike about a work of art using visual language
- I can confidently describe the feelings and emotions a piece of artwork makes me feel and explain why
- I can confidently identify the similarities and differences in style between different, artists, designers and/ or architects
- I can confidently describe what I like about my work and explain why using visual language
- I can confidently identify the changes I could make to improve my work

- I can confidently describe what I like or dislike about a work of art using visual language
- I can confidently identify the similarities and differences in style between different, artists, designers and/ or architects
- I can confidently describe the feelings and emotions a piece of artwork makes me feel and explain why
- I can confidently reflect upon and describe what I like about my work and explain why using visual language

## AO4 - PRESENT

- My personal response shows an undefined realisation of intentions
- I have limited understanding of visual language and applying formal elements is limited and superficial

# ART Stages

## AO1 - DEVELOP

## AO2 - REFINE

## AO3 - RECORD

## AO4 - PRESENT

**W**  
GCSE 2

- I have developed ideas with basic reference to artists work with some evidence of relevant investigation
- I have shown a basic critical understanding of artists work

- I have refined my work using some relevant media, materials, techniques and processes
- I have shown basic evidence of the exploration of how my work develops

- I have recorded my ideas, observations and insights and can show undeveloped links to my intentions
- I can reflect on my work and progress

- My personal response shows a basic realisation of intentions
- I have a basic understanding of visual language and my application of formal elements are basic and undeveloped

**X**  
GCSE 3

- I can develop ideas with competent reference to artists work and other sources, with evidence of informed investigations
- I can show competent critical understanding of artists work

- I can refine my work with an appropriate and relevant selection of media, materials, techniques and processes
- I can show competent evidence of the exploration of work as it develops

- I can record informed ideas, observations and insights relevant to my intentions
- I can competently reflect on my work and progress

- My personal response shows a competent realisation of intentions
- I have a competent understanding of visual language and my application of formal elements is competent

**Y**  
GCSE 4

- I can develop ideas with well-informed reference to artists work with evidence of effective investigation
- I can show well-informed critical understanding of artists work and other sources

- I can refine my work with an effective selection of relevant media, materials, techniques and processes
- I can show well-informed evidence of the exploration of work as it develops

- I can record well-considered ideas, observations and insights showing well-considered links to my intentions
- I can reflect on my work and progress in a well-considered way

- My personal response shows a well-considered realisation of intentions
- I have a well-considered understanding of visual language and my application of the formal elements is well-informed and effective

**Z**  
GCSE 5

- I can develop ideas with detailed reference to artists work and other sources
- I can show an in-depth critical understanding of artists work and other sources

- I can confidently refine my work with a fully-developed selection of media, materials, techniques and processes
- I can show in-depth evidence of the exploration of work as it develops

- I can confidently record ideas, observations and insights showing fully developed links to intention
- I can confidently reflect on my work and progress

- My personal response shows a confident realisation of intentions
- My understanding of visual language and my application of the formal elements is confident and fully developed

**ZZ**  
GCSE 6

- I can develop ideas with sophisticated reference to artists work with evidence of perceptive investigation
- I can show an excellent critical understanding of artists work and other sources

- I can refine my work in a sophisticated way with a perceptive selection of media, materials, techniques and processes
- I can show excellent evidence of the exploration of work as it develops

- I can record excellent ideas, observations and insights showing sophisticated links to intention
- I can reflect on my work and progress in an excellent way

- My personal response shows a sophisticated realisation of intentions
- My understanding of visual language is perceptive and sophisticated

# PSHE Stages

## COMMUNICATION

## LISTENING

## WORKING TOGETHER

## WELLBEING

**A**

- With support, I can communicate to a familiar peer or adult

- I can respond to options and choices with actions or gestures

**B**

- I can communicate to a familiar peer or adult

- I can respond appropriately to simple questions, which contain one key word, sign or symbol

**C**

- I can confidently communicate to a familiar peer or adult

- I can follow requests or instructions containing at least two key words, signs or symbols

**D**

- With support, I can communicate to a small group of familiar peers

- I can follow requests or instructions containing at least three key words, signs or symbols

**E**

- I can communicate to a small group of familiar peers

- I can listen, attend to and follow stories for short stretches of time

**F**

- I can express myself to the rest of my tutor group

- I can respond appropriately to why or how questions

**G**

- I can communicate with unfamiliar peers and adults

- I can start and continue a short conversation with an adult or friend

**H**

- With support, I can stay on task when communicating about a topic at length

- I can listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary

**I**

- I can stay on task when communicating about a topic at length

- I can listen attentively and respond to what I hear with relevant questions, comments and actions when being read to and during group or class discussions

**J**

- I can use subject-specific terminology when communicating about a topic

- I can listen to others in a range of situations and usually respond appropriately

**K**

- With support, I can make points in a logical order when communicating

- I can listen carefully and respond with increasing appropriateness to what has been said e.g. make a helpful contribution when speaking in a small group

**L**

- I can make points in a logical order when communicating

- I am beginning to follow instructions in a range of unfamiliar situations

**M**

- I can communicate effectively by thinking about what my listeners already know

- I can listen carefully in a range of different contexts and usually respond appropriately to both adults and peers

**N**

- I can communicate effectively by using appropriate, tone, expression and gesture

- I am beginning to ask for specific additional information or viewpoints from other participants during a discussion

**O**

**Entry Level 1  
E1**

- With support, I can use facts and examples to support my opinions

- I can consistently listen carefully in a range of different contexts and usually respond appropriately to both adults and peers

**P**

**Entry Level 1  
E1**

- I can use facts and examples to support my opinions

- I can listen carefully, making timely contributions and asking questions that are responsive to others' ideas and views e.g. participate in a collaborative project

- With significant adult support, I can work with one other pupil on a short task

- With support, I can point to a picture that matches my emotion, when given two choices

- With adult support, I can work with one other pupil on a short task

- When given a choice of pictures, I can choose the picture which shows my emotion

- With minimal adult support, I can work with one other pupil on a short task

- I can name the emotion I am feeling at a specific moment

- With visual prompts, I can work with one other pupil on a short task

- I can recognise the signs of the five main emotions in someone's face and body

- With significant adult support, I can work with one other pupil on an extended task

- I can identify strategies to help me emotionally regulate, from a list

- With adult support, I can work with one other pupil on an extended task

- With support, I can select a strategy to help me regulate when I am feeling unsettled

- With minimal adult support, I can work with one other pupil on an extended task

- With support, I can use a self-regulation strategy and then return to an activity

- With visual prompts, I can work with one other pupil on an extended task

- With prompting, I can use a self-regulation strategy and then return to an activity

- I can work with one other pupil on an extended task

- I can manage my emotions with support - I can keep trying and stay calm

- With adult support, I can work with two other pupils on a short task

- I can manage my emotions - I can keep trying and stay calm

- With visual prompts, I can work with two other pupils on a short task

- I can manage my emotions and think about what happened with support

- With adult support, I can work with two other pupils on an extended task

- I can manage my emotions and think about what happened

- With visual prompts, I can work with two other pupils on an extended task

- I can manage my emotions and think about what happened
- I can keep trying and support others to feel calm

- I am beginning to contribute to group decision making, when working in a group of four or above

- I can manage my emotions and think about what happened
- I can keep trying and encourage others to keep trying too

- I can contribute my ideas to group activities, when working in a group of four or above

- I am beginning to look for opportunities in difficult situations

- I can contribute ideas to group work and encourage others to share my views

- I can look for opportunities in difficult situations



# PSHE Stages

## COMMUNICATION

## LISTENING

## WORKING TOGETHER

## WELLBEING

**Q**  
BTEC  
Level 1 PASS  
Emerging

- I can use facts and examples to help support my points and engage listeners

- I can consistently listen carefully, making timely contributions and asking questions that are responsive to others' ideas and views, e.g. participate in a collaborative project

- I can support peers in a group by getting help to resolve disagreements or differing opinions

- With support, I can share opportunities that arise from difficult situations with others

**R**  
BTEC  
Level 1 PASS  
Emerging

- With support, I can use visuals to enhance my communication, when speaking at length

- I can maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments with confidence

- I can support peers in a group by leading discussions to resolve group conflicts

- I can share opportunities that arise from difficult situations with others

**S**  
BTEC  
Level 1 PASS  
Developing

- I can use visuals to enhance my communication, when speaking at length

- I can consistently maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments with confidence

- I can support peers in a group by reflecting on progress and suggesting how to improve

- With prompts, I can support others to stay positive by managing my responses

**T**  
BTEC  
Level 1 PASS  
Developing

- I can speak engagingly by using tone and expression, in small groups

- I can actively listen with confidence and concentration for longer periods in an increasing range of contexts, some of which are unfamiliar, even when of little personal interest

- I can support others in my group by identifying my strengths and weaknesses

- I can support others to stay positive by managing my responses

**U**  
BTEC  
Level 1 PASS  
Secure

- I can speak engagingly by using tone and expression, in larger groups

- I can identify key features of speech in a variety of contexts, and some key skills and strategies used by speakers

- I can support others in my group by identifying my strengths and weaknesses and using this to help them

- I can support others to stay positive by helping others to see opportunities