Progression Framework for English

The Progression Framework for English comprises two separate domains:
- Reading, which is then presented in the following 'dimensions':
  - Word reading
  - Comprehension
- Writing, which is then presented in the following 'dimensions':
  - Transcription (spelling and handwriting)
  - Composition

Spelling, vocabulary, grammar and punctuation (underpins the entire Programme of Study and is set out in detail in the statutory appendices).

The Programmes of Study for English (including the statutory appendices) outline the expectations of what children will have been taught by the end of:
- Year 1
- Year 2
- Year 4 (includes learning in Year 3)
- Year 6 (includes learning in Year 5).

For this reason, the majority of Progression Statements for Years 3 and 4, and for Years 5 and 6, are identical in the Progression Framework, with progression built into the 'What to look for' guidance notes. Where the wording from the Programme of Study is virtually identical across most year groups (e.g. the Reading comprehension strands around prediction and inference or the Writing strand around proofreading for errors in spelling and punctuation), carefully graded realistic examples of what pupils might typically be saying or doing will help teachers to decide which descriptor is the best match for a pupil or group of pupils.

Note that within the Programme of Study (PoS), some expectations are introduced for one of two year groups only. In these cases, the expectations have been left as stated and not developed for subsequent year groups.

Although the same statements from the PoS may apply to all years in a Key Stage, the outcomes achieved by pupils will indicate progress, either through increasing the levels of skill and knowledge, or through the complexity of the context within which it is displayed.

The descriptors use terms such as *with support, usually, almost always, consistently, confidently, independently,* and riders like *across a wide/widening/wider range of reading/texts/poems; across a range of independent writing/reading.* Below are some examples of what the terms mean to help guide their use and interpretation:
- *With support* could mean working within a mixed-ability group or with a more able partner; working with the teacher or another adult 1:1 or as part of a guided group; or using a model text, writing frame, word mat or word bank. In reading, *support* might mean pupils having a text read aloud to them, or being given sentence openers to help structure their talk about a text. A class 'toolkit' of agreed success criteria or a working wall also count as support even though the pupil will have contributed to them.

- *Independently* means that the pupil has worked without any of this support and in particular, for writing, suggests outcomes that have been produced 'at a distance' from explicit teaching of the text type, i.e. a week or more in KS1, at least two weeks in KS2, except for the very earliest attempts at a new skill, or for the least able readers and writers.
- Practitioners' own professional judgement and knowledge of pupils is important when deciding whether *sometimes, usually or almost always* is the best fit.
- *Across a range* means that evidence across a range of descriptors is required in order for a pupil to be considered secure in their grasp of a skill. It is up to the teacher's professional judgement after considering the evidence (e.g. independent writing or guided reading records) to determine when the scale is tipped.

Reading: specific guidance on using this part of the Progression Framework for English

Where the descriptor uses verbs such as *discuss, explain, infer, predict, refer, present, challenge, respond* etc., the assumption is that these activities are spoken. Pupils need many regular opportunities in shared and guided reading to talk about the texts they are reading or texts that are being read to them and to listen to others talking. Guided group work is often the best opportunity for teachers to listen to specific pupils, especially the more reticent ones, expressing their opinions, exploring their responses to a text and sharing their own thoughts with others.

The programme of Study for English (page 26) states that *'The knowledge and skills that pupils need in order to comprehend are very similar at different ages. That is why the programme of study for comprehension in Years 3 and 4 and Years 5 and 6 are similar: the complexity of the writing increases the level of challenge.'* It goes on to say (page 35) that *'Pupils should continue to apply what they have already learnt to more complex writing.'* For this reason, the 'What to look for' descriptors read very similarly across the year groups for comprehension so that progression is achieved by increasing the complexity and challenge of what pupils are being asked to read and the questions that they are being asked to discuss. The examples given are drawn from 'age-appropriate' texts. Pupils should be assessed as 'meeting' or 'exceeding expectations' only if they are reading and discussing texts suitable to their age group.

Pupils are entitled to access a wide range of age-appropriate texts in order to learn and progress. There are various, frequently updated sources of book lists, recommended titles etc., some of which are listed in Appendix A. Pupils do not need to have accessed the same texts as those referred to in the Progression Framework in order for meaningful comparisons to be made. They will need to have the skills of 'book talk' modelled by an adult before they can succeed themselves. The social skills of working collaboratively and co-operatively with a partner or group will not come overnight but are well worth working towards.

While pupils will sometimes be expected to complete assessment activities like reading an unseen passage and working independently to answer questions about it, this is by no means the only way to assess their progress in comprehension. Information drawn from such assessments should be used to help highlight the grid and inform the teachers' judgements.

Writing: specific guidance on using this part of the Progression Framework for English

All progression incorporates and builds on prior learning. When assessing pupils using the Writing section of the Progression Framework, be aware of the need to look back and take descriptors from previous year groups into account. In addition, references are given to the statutory appendices of the Programme of Study and you may find it helpful to have these to hand to check specific rules

and words. The details of these have not been repeated within the Progression Framework in the interest of brevity.

Pupils need to have prompt opportunities to apply new learning in their independent writing across the curriculum – whether this is in spelling, grammar, sentence structure, punctuation or vocabulary. Pupils can practise new learning in oral activities and games, and then carry the learning promptly to the day's writing. When the learning emerges days or weeks later, is used spontaneously and is embedded in writing in other curriculum areas, teachers will have the necessary range of evidence for highlighting and making their judgement secure.

Note that the activity of proofreading for errors in grammar, spelling and punctuation is essentially unchanged across the age range. Progression lies in the growing knowledge they bring to the task. A pupil will be meeting or exceeding expectations when they can demonstrate that they are applying their recently acquired, age-expected knowledge to the task, as well as drawing on all of their earlier learning. Pupils should be expected to feed back appropriately to others and to make corrections in their own writing.

Using the Progression Framework for English to support teaching

The Progression Frameworks can also be used to support teaching in the following ways:
- Reflecting on the opportunities pupils have or have not been given to demonstrate their capabilities, e.g. discussing their reading in depth with a group; learning a poem by heart; analysing a good model text to decide what makes it work; experiencing a range of texts on paper and on screen; accessing quality age-appropriate texts.
- Evaluating whether or not pupils are receiving their entitlement in terms of reading, writing and speaking and listening activities.

Appendix A: Sources of age-appropriate texts

Specific texts are not suggested within the Progression Framework for English because we do not wish to limit choices or appear to recommend only what we include within the Framework. The following selection of guidance books and sites may help in the choice of books.
- http://www.amazon.co.uk/Guiding-Reading-handbook-teaching-reading/dp/0854737200
- http://www.amazon.co.uk/Bridging-Bands-Guided-Reading-Resourcing/dp/0854736905/ref=pd_bxgy_b_img_y
- http://www.amazon.co.uk/Which-Book-Why-levels-reading/dp/1782770224/ref=pd_bxgy_b_img_z
- http://www.theguardian.com/childrens-books-site
- http://www.sla.org.uk/riveting-reads.php
- http://www.ukla.org/awards/shortlists_ukla_book_awards_2014/
- http://booksforkeeps.co.uk/