



KING HENRY
SCHOOL



Steps2Success

ASSESSMENT GUIDE

September 2018 Update

Why is Key Stage 3 assessment changing?

In 2011 the government published 'The Framework for the National Curriculum' outlining proposed changes to Key Stage 3 Assessment. It was felt that there was an over-reliance on the National Curriculum levels themselves rather than details of the actual skills that made up a subject. This coincided with new programmes of study in all Key Stage 3 subjects taking effect from September 2014. In line with this, the government declared that the previous system of assessment (National Curriculum levels) would be abolished. The directive to schools was to design our own system of assessment for Key Stage 3.

The government gave no details as to what the assessment should look like but wanted a more secure system that no longer relied on the notion of 'levels'; there needed to be a focus on the specifics of key areas of the curriculum, a way of identifying within each subject what it was that students understand and what they need to do in order to make further progress. We spent a year researching and looking into different options and launched the concept of our new assessment model in July 2015.

It is an assessment system that is based on:

- *developing the key knowledge & skills required for success at Key Stage 4*
- *building high expectations of standards of students*
- *providing feedback that allows all students to succeed - ensuring students develop a growth mindset*

It is simple and easy to understand - for staff, parents and students.

We have called our system Steps2Success.

Baseline assessments

To ensure a fair and consistent starting point, all students are given a baseline assessment to place them on the assessment grid. They are tested against each of the strands within the subject in a variety of ways specific to the subject. Students are then given a 'step' score for each 'strand' from which an overall 'step point' score is calculated. This ranges from P1 - 9. By the end of the year, we expect students to have made one full step of overall progress. This progress could be made in any strand and the progress can be an average over the range of strands.

For example - Student A's baseline details for a subject with five strands are = **P3 P2 P2 1 1**

From this we calculate their Step Point = **P3+**

By the end of the year, Student A needs to have a Step Point score of **1+** and this can be made up of progress in any of the strands. Please note that the strands have different weightings, so a progression in one strand will move students Step Point score more than others.

The UPDATED Steps2Success assessment grid

The Steps2Success assessment grids are the centre of our assessment model. They show the key areas of study and skills required to achieve success.

Every subject is split into 3-6 strands breaking the subject down into key areas, including literacy. For each strand there are twelve steps ranging from step P1, being the simplest to step 9, the most complex. As the system is looking to prepare students for the skills and knowledge required for Key Stage 4, this is then an early indication of expected progress at GCSE level. By the time your son/daughter reaches this stage there will no longer be letter grades (A*-G) but numbered grades (9-1). This is another reason why we have chosen this system of assessment. For example, if your son/daughter at the end of Year 9 achieves an overall 'Step Point' of 3, they would be expected to achieve a '5' at GCSE. Below is an example of a flight path a student would need to be on to get a good grade at GCSE.

Baseline	EOY 7	EOY 8	EOY 9	EOY 10	EOY 11
P3	1	2	3	4	5

This booklet gives you all the 'Steps2Success' assessment grids so that you can record your child's progress from now until the end of Year 8. From Year 9 onwards, students will receive a single grade (with fine grading + -) for each subject which is a GCSE grade or equivalent.

Contents

Assessment grids for all subjects studied in years 7 and 8 are included in this booklet. Please see the list below for the order in which they can be found.

Steps2Success Assessment grids
English Language
English Literature
Mathematics
Science
Religious Education (R.E.)
Geography
History
Computing
Art
Drama
Music
Modern Foreign Languages (M.F.L.)
Citizenship
Physical Education (P.E.)
Food (Design Technology)
Resistant Materials (Design Technology)
Textiles (Design Technology)
Project Learning

ENG - Lang	Step P1	Step P2	Step P3	Step 1	Step 2	Step 3	Step 4	Step 5	Step 6	Step 7	Step 8	Step 9
1: READING AO1 (identify and interpret information) 10%	If someone reads to me, I can discuss the ideas raised.	I can break down words phonetically and, with prompts, begin to work out their meaning in context.	I can read with support and show my general understanding of what I have read.	I can read and relay answers to simple questions for a text, showing my understanding.	I can work out the meaning of words from the context.	I can identify explicit information in texts with a degree of accuracy.	I can identify implicit information and ideas from texts and select some evident from different texts to support my interpretation.	I can identify clear implicit information and ideas from texts and select from different texts to support my interpretation.	I can identify implicit information and ideas from texts consistently and select evidence from different texts to support my interpretation.	I can show a detailed understanding of texts and select relevant quotations to support my response.	I can show a perceptive understanding in places of texts and synthesise evidence from a range of texts.	I can show a perceptive and detailed understanding of texts and synthesise between two or more texts. I can select a judicious range of quotations to support my response.
2: READING AO2 (explain, comment and analyse language and structure) 18%	If someone reads to me, I can discuss the effect of word choices.	I can discuss, with prompts, the differences between simple word choices.	I can discuss, with prompts, the differences between more complex word choices.	I can comment on how language choices make me feel.	I make it clear I understand the writer is making choices with language and structure. E.g. I talk about the author's intentions.	I can identify features of language and/or structure. I attempt to make some simple statements about the effect of language and structural devices. I can use basic subject terminology.	I can offer some comments on the effect of language and back up my ideas with simple references or examples. I can use some terminology.	I show a clear understanding of language and/or structure. I am starting to comment on the effect of language and structural devices. I can use some terminology appropriately to explain the effect of the writers choices.	I show a consistently clear understanding of language and/or structure. I can select relevant quotations to support my response. I can use subject terminology.	I show a detailed understanding of language and/or structure. I can select a range of relevant quotations to support my response. I am starting to use more complex subject terminology.	In places, I show a perceptive understanding of language and/or structure. I can select a range of precise quotations to support my response and explore alternative interpretations. I can use complex subject terminology.	I show a perceptive and detailed understanding of language and/or structure. I can select a judicious range of quotations to support my response. I can use sophisticated subject terminology accurately.
3: READING AO3 (comparing texts) 10%	If someone reads to me, I can identify basic differences between two different text types (e.g. poem and story).	I can discuss, with prompts, the difference between two different paragraphs.	I can discuss, with prompts, the difference between two longer texts. I can make at least two points of comparison.	I make inferences from more than one text. I can show that I understand that texts can be aimed at different audiences and may have different purposes.	I can show cross references of ideas and perspectives. I can identify how differences are conveyed and I can refer generally to the text.	I can offer some attempts to comment on the differences between idea and perspective. I make some comments on the methods the authors use to convey ideas. I can select simple quotations from both texts.	I can offer some comments on the differences between idea and perspective. I make some comments on the methods the authors use to convey ideas. I can select simple quotations from both texts.	I show a clear understanding of the differences between ideas and perspectives. I can explain the methods which authors use to convey ideas. I can select relevant quotations from both texts.	I show a consistently clear understanding of the differences between ideas and perspectives. I can explain the methods which authors use to convey ideas. I can select relevant quotations from both texts.	I show a detailed understanding of the differences between ideas and perspectives. I can explain the methods which authors use to convey ideas. I can select a more complex range of quotations from both texts.	In places, I show a perspective understanding of the differences between ideas and perspectives. I can analyse the methods which authors use to convey ideas. I can select a range of precise quotations from both texts.	I show a perceptive and detailed understanding of the differences between ideas and perspectives. I can analyse the methods which authors use to convey ideas. I can select a judicious range of quotations from both texts.
4: READING AO4 (evaluate) 12%	If someone reads to me, I can talk about if I like the text.	I can discuss, with prompts, if I like a simple text and why.	I can discuss, with prompts, my opinion on a more complex text and give at least two reasons why.	I can respond personally to the issues raised in the text.	I can give a basic judgement on an issue raised in the text. I can paraphrase from the text to support my comments. I can make a statement about how the writer gets their views across. I am starting to make reference to the text.	I make some attempt at giving evaluative comments on the text. I can select simple examples from the text to explain my view. I am able to show an understanding of how the writer gets their views across. I can attempt to make simple reference or include textual details.	I can make some evaluative comments on the text. I make an attempt to select examples from the text to explain my views. I am starting to comment on the writer's methods. I am including some quotations which occasionally support my views.	I can show a clear evaluation of the text. I can select some examples from the text to support my view. I can comment on effect of writer's choices. I can select some relevant quotations which support my views.	I make consistently clear evaluative comments on the text. I can select relevant examples from the text to support my views clearly. I can distinctly explain the writer's methods. I can select relevant quotations which support my views.	I can offer a detailed evaluation of the text. I can select a more complex range of relevant examples from the text to support my views clearly. I can distinctly explain the writer's methods. I can select a more complex range of quotations which always support my views.	I can confidently evaluate the text in a perceptive way. I can select a range of well-chosen examples from the text to support my view. I can show a detailed analysis of the effect of the writer's methods. I can provide a range of precise quotations to support my views.	I give a perceptive and detailed evaluation of the text in a precise way. I can select a range of precise examples from the text to validate my views convincingly. I can show a perceptive analysis of the effect of a range of writer's methods and support with a judicious range of quotations to validate views.
5: WRITING AO5 (content and organisation) 30%	With support, I can write my ideas on a particular topic.	With support with more complex vocabulary, I can write independently on a topic.	With a stimulus, I can independently write a sustained text for a particular purpose.	I can express my thoughts and ideas and start to communicate them in my writing. I can show evidence in my writing that I have understood the task and conveyed my ideas in a way that the reader will understand.	I can communicate some meaning. There is an occasional sense of purpose, form and/or audience. I have used simple vocabulary. I have included one idea.	I have simple success in communication of ideas. I have a simple awareness of purpose, form and audience. I have limited control of register. I have included simple vocabulary and linguistic devices. I have two simple ideas that are simply linked.	I am starting to communicate ideas with success. I am starting to match purpose form and audience. I am starting to get control of register. I can include some linked and relevant ideas.	I am communicating with some success. I am attempting to match purpose, form and audience and attempted control of register. I am varying vocabulary with some use of linguistic devices. I am starting to link two or more ideas. I have attempted to write paragraphs and use structural features.	My communication is mostly successful. I am clearly matching purpose, form and audience. I have some control of register. I am consciously using vocabulary and some linguistic devices. I am increasing my variety of linked and relevant ideas. I have used some paragraphs and structural features.	My communication is well crafted. The tone, style and register consistently matched to purpose form and audience. I have chosen vocabulary for effect and successfully included linguistic devices. My writing is engaging with a range of connected ideas. I have included paragraphs and use varied structural devices effectively.	My communication is compelling and convincing. The tone, style and register are assuredly matched to purpose form and audience. I have included extensive and ambitious vocabulary. My writing is highly structured and developed. I have included coherent paragraphs and varied structure features with intent.	My communication is captivating throughout. The tone, style and register are manipulative and finely tuned for the audience. Subtle nuances of language and sentences structure are evident. I have included ambitious vocabulary with sustained crafting of linguistic devices. There is a range of integrated complex ideas and inventive structural features.
6: WRITING AO6 (technical accuracy) 20%	With support, I can write in simple sentences starting with a capital letter and ending with a full stop.	I can write in simple sentences, starting with a capital letter and ending with a full stop.	I can write more complex sentences using basic punctuation.	I sometimes punctuate my work accurately. I can use simple sentences. I sometimes use some Standard English appropriately. I can spell simple words mostly correctly. My word choice is thoughtful.	I occasionally punctuate my work accurately. I can use a simple range of sentence forms. I can use some Standard English appropriately. I can spell simple words correctly. I use vocabulary for effect.	I mostly punctuate my work accurately. I can attempt a variety of sentence forms for effect. I can use some Standard English appropriately. I can spell some more complex words correctly. I use a varied vocabulary.	I can use a range of punctuation. I can use a range of appropriate sentence form for effect. I can use Standard English mostly appropriately. I can spell complex vocabulary mostly accurately.	I can use a wide range of punctuation. I can use a range of complex sentence forms for effect. I can use Standard English appropriately. I can spell a wide range of complex vocabulary accurately.	I can use a wide range of higher order punctuation. I can use a range of increasingly complex sentence forms for effect. I can use Standard English effectively. I can spell a wide range of increasingly complex vocabulary accurately.	I can use a wide range of punctuation securely. I can use a range of sentence forms for effect. I can use Standard English consistently and appropriately. I can spell a range of vocabulary accurately.	I can use a wide range of carefully chosen punctuation consistently accurately. I can use a range of ambitious sentence forms for effect. I can use Standard English with secure control of complex grammatical structures. I can spell ambitious and extensive range of vocabulary accurately.	I can use a wide range of punctuation to create nuances in meaning. I can use a range of nuanced sentence forms for effect. I can use Standard English with grammatical structures with precise control. I can a range of sophisticated vocabulary accurately.

ENG - Lit	Step P1	Step P2	Step P3	Step 1	Step 2	Step 3	Step 4	Step 5	Step 6	Step 7	Step 8	Step 9
1: AO1 (read, understand and respond to texts, using evidence) 37%	If someone reads to me, I can discuss the ideas raised.	I can break down words phonetically and, with prompts, begin to work out their meaning in context.	I can read with support and show my general understanding of what I have read.	I can give an opinion on the text.	I can comment on the text in response to the issues raised.	I can offer simple comments relevant to the task and text. I can make reference to the text.	I can support my response to the task and text. I can comment on references.	I can offer a simple explanation in my response to the task and text. I can use references to support my comments.	I can offer some explanation in my response to the task and text. I can use references to support a range of relevant comments.	I can create a clear explained response to the task and whole text. I can effectively use reference to support my explanation.	I can create a thoughtful, developed response to the task and whole text. I can appropriate references integrated into interpretation.	I can create a response that is critical, exploratory and well structured. I have a judicious use of precise references to support my interpretations.
2: AO2 (analysis of language, structure and form & subject terminology) 43%	If someone reads to me, I can discuss the effect of word choices.	I can discuss, with prompts, the differences between simple word choices.	I can discuss, with prompts, the differences between more complex word choices.	I can identify how the writer's language makes me feel.	I make it clear I understand the writer is making choices with language and structure. E.g. I talk about the author's intentions.	I show an awareness of the writer's methods. I can use simple subject terminology.	I can identify writers' methods. I can use some references to subject terminology.	I can make simple comments on the writers' methods with basic subject terminology including literary techniques. I can comment on the effect of the text on the reader.	I can explain and include relevant comments on writer's method with some relevant use of subject terminology including literary techniques. I can comment on the effects of the writer's methods on the reader.	I can clearly explain the writer's methods with appropriate use of relevant subject terminology. I have an understanding of the effect of the writer's methods on the reader.	I can examine the writers methods with subject terminology used effectively to support consideration of methods. I can examine effects of the writer's methods on the reader.	I can create an analysis of writers methods with subject terminology used judiciously. I can explore the effects of the writer's methods on the reader in a sophisticated way.
3: AO3 (relationships between texts and contexts) 15%	If someone reads to me, I can talk about whether or not I like the text.	I can discuss, with prompts, what is happening in the text.	I can discuss, with support, what is happening in the text and make some reference to specific examples.	I can relay what is happening in the text.	I can display some familiarity with the text.	I can offer simple comments on explicit ideas and contextual factors.	I have some awareness of implicit ideas and contextual factors.	I have basic understanding of the implicit ideas, perspectives and contextual factors, making simple links between text and task.	I have some understanding of the implicit ideas, perspective and contextual factors shown by links between context, text and task.	I can clearly understand ideas, perspectives and contextual factors shown by specific links between context, text and task.	I can thoughtfully consider ideas, perspectives and contextual factors shown by examination of detailed links between context, text and task.	I can explore ideas, perspectives and contextual factors shown by specific, detailed links between context, text and task.
4: AO4 (technical accuracy) 5%	With support, I can write in simple sentences, starting with a capital letter and ending with a full stop.	I can write in simple sentences, starting with a capital letter and ending with a full stop.	I can write more complex sentences using basic punctuation.	I can attempt to spell low frequency words correctly and use some simple punctuation.	I can spell some low frequency words and use a range of simple punctuation.	I can attempt some low frequency spellings and use a range of simple punctuation and some sustained sentence structure.	I can spell and punctuate with reasonable accuracy and use a reasonable range of vocabulary and sentence structure.	I can spell some high frequency words with some accuracy and use a varied range of vocabulary and sentence structure.	I can spell and punctuate with considerable accuracy and use a considerable range of vocabulary and sentence structures to achieve general control of meaning.	I can spell and punctuate with considerable accuracy and use a wide range of vocabulary and sentence structures to achieve general control of meaning.	I can spell and punctuate with accuracy and use vocabulary and sentence structures to achieve general control of meaning throughout.	I can spell and punctuate with consistent accuracy and consistently use extensive vocabulary and sentence structure to achieve effective control of meaning.

MATHS	Step P1	Step P2	Step P3	Step 1	Step 2	Step 3	Step 4
1: Number 20%	I can: (1) use standard column procedures to add and subtract whole numbers; (2) add, subtract multiply and divide integers - positive and negative; (3) round positive whole numbers to the nearest 10, 100 or 1000; (4) add three or more multiples of 10; (5) partition to multiply mentally TU x U; (6) know by heart multiplication facts up to 10 x 10.	I can: (1) understand that halving is the reverse of doubling; (2) multiply and divide integers by 10 and 100 and explain the effect; (3) extend written methods to HTU x U; (4) apply simple tests of divisibility (3, 6, 4, 25); (5) order positive decimals with the largest on the left.	I can: (1) know and use the order of operations; (2) round numbers to decimal places; (3) recognise and use multiples and factors (divisors) and use simple tests of divisibility; (4) multiply and divide decimals by 10, 100, 1000, and explain the effect; (5) understand division as it applies to whole numbers and decimals; (6) extend written methods to HTU ÷ U and TU x TU; (7) check a result by working it backwards.	I can: (1) use the order of operations with brackets, including in more complex calculations; (2) use inverse operations; (3) simplify fractions by cancelling all common factors; (4) order fractions, decimals and percentages; (5) check a result by considering if it is of the right order of magnitude.	I can: (1) add and subtract simple fractions with denominators of any size; (2) use division to convert a fraction to a decimal; (3) know all the squares of numbers less than 16 and be able to know the square root given the square number.	I can: (1) extend the patterns by using the index law for division established for positive power answers, to show that any number to the power of zero is 1; (2) identify upper and lower bounds for rounding of discrete and continuous data; (3) recognise that measurements given to the nearest whole unit may be inaccurate by up to one half in either direction using error intervals; (4) understand that each of the headings in the place value system, to the right of the tens column, can be written as a power of ten; (5) divide integers and decimals, including by decimals such as 0.6 and 0.06; (6) divide an integer by a fraction.	I can: (1) find the reciprocal of simple numbers/ fractions mentally, e.g. 10 and 1/10, 1/3 and 3 etc; (2) use prime factorisation to represent a number as a product of its primes using index notation; (3) multiply both sides of an inequality by a negative number; (4) understand the order in which to calculate expressions that contain powers and brackets in both the numerator and denominator of a fraction; (5) show that a number multiplied by its reciprocal is 1.
2: Algebra 20%		I can: (1) read x and y coordinates in the first quadrant; (2) find outputs of simple functions in words and symbols.	I can: (1) read values from straight-line graphs for real-life situations; (2) draw, label and scale axes; (3) generate and describe simple integer sequences – square and triangle numbers; (4) substitute positive integers into simple formulae expressed in words; (5) use function machines to create expressions; (6) simplify simple linear algebraic expressions by collecting like terms (e.g. $a + a + a$, $3b + 2b$).	I can: (1) construct expressions from worded descriptions, using addition and subtraction ($a+3$, $50-c$) E.g. add 7 to a number (answer $n+7$); (2) construct expressions from worded descriptions, using addition, subtraction and multiplication; (3) multiply a single positive term over a bracket containing linear terms e.g. $4(x+3)$; (4) substitute positive integers into simple formulae expressed in letter symbols; (5) explain the distinction between equations, formulae and functions.	I can: (1) solve simple two-step linear equations with integer coefficients, of the form $ax \pm b = c$, e.g. $3x + 7 = 25$; (2) generate four quadrant coordinate pairs of simple linear functions; (3) substitute positive integers into more complex formulae (involving brackets and more than one operation) expressed in letter symbols; (4) plot and draw graphs of straight lines using a table of values; (5) drawing and recognising lines parallel to axes, plus $y = x$ and $y = -x$.	I can: (1) Plot the graphs of simple linear functions in the form $y = mx + c$ in four quadrants; (2) solve linear equations with integer coefficients in which the unknown appears on either side or on both sides of the equation; (3) construct and solve equations involving brackets; (4) substitute positive integers into expressions involving small powers (up to 3); (5) change the subject of a formula in one step e.g. $y = x + 4$.	I can: (1) use systematic trial and improvement to find the approximate solution to one decimal place of equations such as $x^2 = 29$; (2) multiply out brackets involving positive terms such as $(a+b)(c+d)$ and collect like terms; (3) rearrange simple equations; (4) know that the gradient of a line is the change in y over change in x; (5) generate points and plot graphs of simple quadratic functions, then more general functions.
3: Ratio, proportion, rates of change 15%	I can: (1) convert a percentage to a number of hundredths or tenths.	I can: (1) read and construct scale drawings.	I can: (1) use fraction notation to describe parts of shapes; (2) recognise the equivalence of percentages, fractions and decimals; (3) define percentages as number of parts per hundred; (4) draw lines and shapes to scale; (5) estimate length using a scale diagram.	I can: (1) divide a quantity into two parts in a given ratio, where ratio is given in ratio notation; (2) convert a larger whole number metric unit to a smaller unit (e.g. 3 kilograms to 3000 grams); (3) express one number as a fraction of another and as a percentage of another; (4) find a percentage of a quantity using a multiplier; (5) interpret percentages and percentage change as a fraction or a decimal.	I can: (1) use the unitary method to solve simple word problems involving ratio and direct proportion; (2) divide a quantity into more than two parts in a given ratio; (3) convert one metric unit to another, including decimals (e.g. 3250 grams to 3.25 kilograms, or 3.25kg to 3250g); (4) Use a multiplier to increase or decrease by a percentage; (5) use percentages greater than 100%; (6) simplify a ratio expressed in different units.	I can: (1) compare ratios by changing them to the form 1:m or m:1; (2) know rough metric equivalents of imperial measures in daily use (feet, miles, pounds, pints, gallons); (3) convert between metric measures of area, volume and capacity; (4) set up equations to show direct proportion; (5) use expressions of the form $y \propto x$.	I can: (1) understand and use compound measures (density, speed, pressure); (2) solve problems using constant rates and related formulae; (3) estimate conversions; (4) use compound interest; (5) use algebraic methods to solve problems involving variables in direct and inverse proportion; (6) interpret the gradient of a straight line graph as a rate of change.
4: Geometry and measures 20%	I can: (1) identify and name common solids: cube, cuboid, cylinder, prism, pyramid, sphere and cone; (2) know the terms face, edge and vertex; (3) record readings from scales to a suitable degree of accuracy; (4) understand and use the language associated with translations; (5) scale a shape on a grid (without a centre specified).	I can: (1) identify parallel lines; (2) use correct notation for labelling lines; (3) measure lines to the nearest millimetre; (4) use a protractor to measure acute angles to the nearest degree; (5) find the perimeter of a square/rectangle; (6) Understand that area is measured in square centimetres. (7) choose suitable metric units to estimate length and area.	I can: (1) distinguish between acute, obtuse and reflex angles; (2) use the formula for the area of a rectangle/square; (3) begin to estimate the size of angles; (4) use a protractor to measure obtuse and acute angles to the nearest degree; (5) identify perpendicular lines; (6) calculate the surface area of cubes with a net; (7) calculate perimeter and area of compound shapes made from triangles, rectangles and other shapes.	I can: (1) use the basic congruence criteria for triangles (SSS, SAS, ASA, RHS); (2) understand and use the language associated with bearings; (3) give a bearing between the points on a map or scaled plan; (4) identify interior and exterior angles in a shape; (5) derive and use the fact that the exterior angle of a triangle is equal to the sum of the two opposite interior angles; (6) use the sum of the interior angle and the exterior angle is 180° .	I can: (1) use straight edge and compasses to construct the mid point and perpendicular bisector of a line segment; (2) solve harder problems using properties of angles, of parallel and intersecting lines, and of triangles and other polygons - by looking at several shapes together; (3) carry out translations, rotations and reflections that map objects on to congruent images; (4) draw a circle given the radius or diameter.	I can: (1) use the sum of the exterior angles of any polygon is 360° ; (2) know the formulae for the circumference and area of a circle; (3) identify congruent shapes. (4) Identify co-interior angles and their values. (5) know the formulae for the circumference and area of a circle; (6) identify 2-D shapes that are congruent or similar by reference to sides and angles.	I can: (1) draw the locus equidistant between 2 points or from a point; (2) produce shapes and paths by using descriptions of loci; (3) know that the perpendicular distance from a point to a line is the shortest distance to the line; (4) recognise whether a reflection is correct; (5) understand and use vector notation.
5: Probability and statistics 15%	I can: (1) find range from a set of ordered data.	I can: (1) find the range of a small set of data.	I can: (1) mark events and/or probabilities on a probability scale of 0 to 1; (2) construct on paper, and using ICT simple bar graphs to represent discrete data; (3) find the mode and range for a small set of discrete data; (4) calculate the median of a set of data.	I can: (1) apply the property that the probabilities of an exhaustive set of outcomes sum to 1; (2) identify all possible mutually exclusive outcomes of a single event; (3) use the vocabulary of probability; (4) find and justify probabilities based on equally likely outcomes in simple contexts; (5) interpret simple diagrams and charts; (6) interpret simple pie charts; (7) group data, where appropriate in equal class intervals; (8) use information provided to complete a two-way table; (9) calculate the mean of a set of data.	I can: (1) identify all mutually exclusive outcomes for two successive events with two outcomes in each event; (2) write probabilities in words, fractions, decimals and percentages; (3) construct a simple (no boundary data) frequency table with given equal class intervals for continuous data.	I can: (1) identify which graphs are the most useful in the context of the problem; (2) produce ordered back-to-back stem and leaf diagrams; (3) recognise when it is appropriate to use mean, median or mode in more complex cases (put in extreme values); (4) construct and use frequency polygons to compare sets of data; (5) identify and explain anomalies (outliers) in a data set.	I can: (1) interpret scatter graphs in terms of the relationship between two variables; (2) use more complex two way tables; (3) construct on paper, and using ICT, frequency diagrams for grouped discrete data; (4) understand that the frequency represented by corresponding sectors in two pie charts is dependent upon the total populations represented by each of the pie charts; (5) criticise questions from a questionnaire.
6: SPAG 10%	With support, I can write in simple sentences, starting with a capital letter and ending with a full stop.	I can write in simple sentences, starting with a capital letter and ending with a full stop.	<i>As before and...</i> can organise my sentences into paragraphs and my work is mainly readable.	<i>As before and...</i> can organise my sentences into paragraphs and my work is mainly readable.	<i>As before and...</i> can use punctuation correctly, such as commas and semi-colons, and my handwriting is legible.	<i>As before and...</i> can use connectives in my work, such as furthermore and however, spelling words correctly and using punctuation effectively.	<i>As before and...</i> can spell key words correctly.

MATHS	Step 5	Step 6	Step 7	Step 8	Step 9
1: Number 20%	I can: (1) multiply and divide simple fractions (mixed - positive and negative; (2) calculate with roots (surds - exact values); (3) write numbers less than 10 in standard index form; (4) order numbers written in standard form; (5) add, subtract, multiply and divide numbers in standard form.	I can: (1) recall that n to the power of $0 = 1$ and n to the power of $-1 = 1/n$ for positive integers n as well as n to the power of $1/2 = \sqrt{n}$ and n to the power of $1/3 = \sqrt[3]{n}$ for any positive number n ; (2) use inequality notation to specify simple error intervals due to truncation or rounding; (3) estimate powers and roots of any given positive number; (4) solve linear equations in one unknown with fractional coefficients; (5) solve quadratic equations by completing the square.	I can: (1) simplify surd expressions involving squares (e.g. $\sqrt{12} = \sqrt{4 \times 3} = 2\sqrt{3}$); (2) convert a recurring decimal to a fraction in simple cases; (3) find the value of calculations using indices including fractional and negative indices; (4) use fractions, surds and pi in exact calculations, without a calculator.	I can: (1) calculate the upper and lower bounds of 2-D measurements e.g. area; (2) calculate the upper and lower bounds of other compound measurements e.g. density; (3) write $(3 - \sqrt{3})$ squared in the form $a + b\sqrt{3}$; (4) rationalise a denominator.	
2: Algebra 20%	I can: (1) solve quadratic equations algebraically by factorising; (2) identify the line of symmetry of a quadratic graph; (3) identify and interpret roots, intercepts and turning points of a quadratic graph; (4) change the subject of a formula including where the subject is on both sides; (5) identify and interpret gradient from an equation $y = mx + c$; (6) find the equation of a straight-line from its graph.	I can: (1) solve linear equations in one unknown with fractional coefficients; (2) solve quadratic equations by completing the square; (3) change the subject of a more complex formula that involves fractions and/or the square root e.g. make l the subject of the formula $T = 2\pi \sqrt{l/g}$; (4) expand double brackets $(ax \pm b)(cx \pm d)$; (5) recognise, sketch and interpret graphs of simple cubic and reciprocal functions; (6) solve two simultaneous inequalities algebraically and show the solution set on a number line.	I can: (1) use function notation; (2) know that a line perpendicular to the line $y = mx + c$, will have a gradient of $-1/m$; (3) deduce turning points by completing the square; (4) sketch a graph of a quadratic by factorising, identifying roots and y -intercept, turning point; (5) find the equation of the line through two given points; (6) solve exactly, by elimination of an unknown, linear/quadratic simultaneous equations.	I can: (1) plot graphs of the exponential function $y = kx$ for integer values of x and simple positive values of k ; (2) recognise, sketch and interpret graphs of trigonometric functions (in degrees) for \sin , \cos and \tan within the range -360° to $+360^\circ$; (3) transform graphs using $f(x) + a$, $f(x+a)$, $f(ax)$ and $af(x)$; (4) find the n th term of a quadratic sequence of the form n^2 , an^2 , $an^2 \pm b$, $an^2 \pm bn \pm c$; (5) solve exactly, by elimination of an unknown, linear/ $x^2 + y^2 = r^2$ simultaneous equations.	I can: (1) solve quadratic equations arising from algebraic fractions; (2) estimate area under a quadratic graph by dividing it into trapezia; (3) find the equation of a tangent to a circle at a given point; (4) plot graphs of the exponential function $y = abx$ for integer values of x and simple positive values of a and b ; (5) use iteration with simple converging sequences.
3: Ratio, proportion, rates of change 15%	I can: (1) convert between compound measures (e.g. convert 2 m/s to km/hr); (2) use graphs to calculate measures including unit price, average speed, distance, time, acceleration; (3) calculate repeated proportional change; (4) find the original amount given the final amount after a percentage change; (5) understand that the ratio of any two sides is constant in similar right-angled triangles; (6) understand the implications of enlargement for perimeter.	I can: (1) use expressions of the form $y \propto x^2$; (2) identify direct proportion from a table of values by comparing ratios of values.	I can: (1) solve problems involving inverse proportion using graphs by plotting and reading values from graphs; (2) solve problems involving inverse proportionality, including problems where y is inversely proportional to the square of x ; (3) calculate an unknown quantity from quantities that vary in direct or inverse proportion; (4) set up and use equations to solve word and other problems involving direct or inverse proportion; (5) calculate the new area of a shape after enlargement.	I can: (1) recognise sketch and interpret graphs of exponential functions $y = kx$ for positive values of k and integer values of x ; (2) find points that divide a line in a given ratio, using the properties of similar triangles.	I can: (1) calculate the new area of a shape after enlargement.
4: Geometry and measures 20%	I can: (1) solve problems involving angles, triangles and circles; (2) use and apply Pythagoras' theorem to solve problems; (3) use the sine, cosine and tangent ratios to find the lengths of unknown sides in a right-angled triangle, using straight-forward algebraic manipulation, e.g. calculate the adjacent (using cosine), or the opposite (using sine or tangent ratios); (4) understand the language of planes, and recognise the diagonals of a cuboid; (5) add and subtract vectors.	I can: (1) find angles of elevation and angles of depression; (2) apply the circle theorems to find missing angles; (3) use the sine, cosine and tangent ratios to find the lengths of unknown sides in a right-angled triangle, using more complex algebraic manipulation, e.g. the hypotenuse (using cosine or sine), or adjacent (using the tangent ratio); (4) complete a formal geometric proof of similarity of two given triangles.	I can: (1) understand, recall and use Pythagoras' theorem in 3-D problems; (2) know and apply the sine rule $a/\sin A = b/\sin B = c/\sin C$ to find unknown lengths and angles; (3) know and apply the cosine rule $a^2 = b^2 + c^2 - 2bc \cos A$ to find unknown lengths; (4) calculate the resultant of two vectors.	I can: (1) use the formulae for length of arcs and area of sectors of circles to solve problems; (2) give reasons for angle and length calculations involving the use of tangent theorems; (3) know and apply the cosine rule $a^2 = b^2 + c^2 - 2bc \cos A$ to find unknown angles; (4) know and apply Area = $1/2 ab \sin C$ to calculate the sides or angles of any triangle; (5) prove lines are parallel/colinear.	I can: (1) solve problems involving more complex shapes and solids, including segments of circles and frustums of cones; (2) find the area of a segment of a circle given the radius and length of the chord; (3) use the trigonometric ratios to solve 3-D problems; (4) know the exact values of $\sin \theta$ and $\cos \theta$ for $\theta = 0^\circ, 30^\circ, 45^\circ, 60^\circ$ and 90° ; know the exact value of $\tan \theta$ for $\theta = 0^\circ, 30^\circ, 45^\circ$ and 60° ; (5) apply vector methods for simple geometrical proofs.
5: Probability and statistics 15%	I can: (1) use tree diagrams to calculate the probability of two dependent events; (2) know the appropriate use of a cumulative frequency diagram; (3) calculate possible values of the set of data given summary statistics; (4) interpret box plots to find median, quartiles, range and interquartile range and draw conclusions; (5) produce box plots from raw data and identify outliers when given quartiles and median.	I can: (1) interpret and analyse information in a range of linear graphs - to describe how one variable changes in relation to another; (2) find the median, quartiles and interquartile range for large data sets with grouped data; (3) compare the measures of spread between a pair of box plots/cumulative frequency graphs; (4) select and justify a sampling scheme and a method to investigate a population, including random and stratified sampling.	I can: (1) know the appropriate use of histograms; (2) compare distributions and make inferences, using the shapes of distributions and measures of average and spread, including median and quartiles; (3) from a cumulative frequency graph estimate frequency greater/less than a given value; (4) define stratified sampling and state in terms of proportion, fraction, percentage or ratio.	I can: (1) use and understand frequency density; (2) construct and interpret histograms from class intervals with unequal width; (3) from a histogram complete a grouped frequency table; (4) from a histogram understand and define frequency density; (5) estimate the median (or other information) from a histogram with unequal class width.	
6: SPAG 10%	<i>As before and...</i> furthermore I can use a range of key maths terms. E.g. simultaneous equations.	<i>As before and...</i> I can also use a wider range of key mathematical terms accurately.	<i>As before and...</i> I can also use a wide range of specialist mathematical terms with consistent accuracy.	<i>As before and...</i> I can read and write solutions to problems using the appropriate mathematical terms.	<i>As before and...</i> I can read and write with confidence, fluency and understanding. Have an ever-growing vocabulary and be able to securely explain solutions to problems in coherent steps.

SCIENCE	Step P1	Step P2	Step P3	Step 1	Step 2	Step 3	Step 4	Step 5	Step 6	Step 7-9
1: PHYSICS 30%	I can name forces and energy sources.	I can relate actions to forces acting on an object. I can identify different energy stores.	I can describe the effect of simple changes on a system. (e.g. when I turn a switch of, the light bulb turns on).	I can interpret diagrams that show energy transfer and the behaviour of forces. I can also perform simple calculations involving forces and energy.	I can use my knowledge of energy and forces to describe the impact of changes within a system.	I can explain the changes in systems by referring to various ideas in physics.	I can predict the impact of change in energy transfer or forces on a system and justify my predictions using calculations, when appropriate.	I can also apply understanding of the above to tangible situations and abstract ideas such as space.	I can consider a single system and explain the impact of several changes on it. I can also identify the influence of physics on common practice (e.g. use of fuels, applying force to change speed of car).	Beyond step 6, I can discuss science with considerable confidence. I recognise the synergy between the sciences and appreciate the global evidence based approach to discovery that has deepened our understanding of the natural world.
2: CHEMISTRY 30%	I can describe materials referring to their textures and appearances.	I can state that all materials are made of matter. I can specify the type and use this to describe materials.	I can state that all matter is made up of particles.	I can recall the arrangement and movement of particles in matter. I can also use illustrations to demonstrate this knowledge.	I can describe properties of specific materials and relate this to the arrangements of particles within. I can suggest uses of certain materials.	I can predict the behaviour of materials in different circumstances.	I can to apply the principles learnt to new circumstances.	With knowledge of the properties of materials, pupils can evaluate their uses and suggest how modifications of use.	I understand how models are used to improve understanding of materials. I am also aware of evidence that has contributed to acceptance of such models in chemistry.	
3: BIOLOGY 30%	I can identify and recognise components of some living things	I can identify most features of living things.	I can describe the functions of the components of living things.	I can demonstrate knowledge of aspects of life processes. I can apply this and distinguish between living and non-living organisms.	I can relate the structures or components of living things and relate this to their function.	I can describe the order of certain life process and understand that these processes will affect the functions of living organisms.	I can distinguish between related processes and features of multicellular cellular organisms. I can apply my knowledge of biological process to determine the functions of organisms	I can distinguish between multicellular and unicellular organisms. I can also determine the suitability of living organisms to and predict the health/ functions of part of an organism based on structures within.	I can relate my understanding of biological theory or processes to the behaviour/features of organisms. I recognise that evidence and that research contributes to our understanding of organisms.	
4: LITERACY 10%	With support, I can write in simple sentences, starting with a capital letter and ending with a full stop.	I can write in simple sentences, starting with a capital letter and ending with a full stop.	<i>As before and...</i> spelling names and places with capital letters and write in full sentences.	<i>As before and...</i> can organise my sentences into paragraphs and my work is mainly readable.	<i>As before and...</i> can use punctuation correctly, such as commas and semi-colons, and my handwriting is legible.	<i>As before and...</i> can use connectives in my work, such as furthermore and however, spelling words correctly and using punctuation effectively.	<i>As before and...</i> can write in an increasingly varied and interesting way with more difficult, specialised words often spelled correctly.	<i>As before and...</i> can write in a varied and interesting way with specialised vocabulary spelled correctly.	<i>As before and...</i> I consistently employ the use of scientific terminology and I can relay information using academic tone in my writing and speaking. On occasion, I can simplify academic language for laymen to understand.	
Experimental & Investigative Science (not assessed)	I can identify different pieces of equipment	I can describe the use of apparatus.	I can design and carry out methods. I can conduct experiments and collect data.	I can identify risks and hazards and suggest means to prevent them. I present data using graphs and tables.	I can identify and describe trends in data. I can also determine how reliable such data is based on the method carried out.	I can predict outcomes/write hypotheses. I can explain trends identified using scientific terminology.	I can critique and evaluate methods. I explain trends and suggest how they might vary in different circumstances.	I can write conclusions. Following the evaluation of methods, I can suggest modifications to improve experiments.	I can suggest strategies that can be used to answer broad questions. I am also able to use previous knowledge to write hypotheses, communicate findings and evaluate evidence.	

R.E.	Step P1	Step P2	Step P3	Step 1	Step 2	Step 3	Step 4	Step 5	Step 6	Step 7
1: AT1 - Learning about Religion Knowledge and skills 40%	I can describe what the subject (religion, ethics and philosophy) is about. I know how the first religion may have started.	I can describe how I see myself as a human being and the things that influence me as a person.	I can identify the meaning of religious symbols, rituals and practices using keywords and names of important places and people.	I can make clear links between religions describing the importance of sources of faith and how teachings are used.	I can name and give examples of the ultimate questions of life and explain why they are important.	I can identify, explain and compare different ways of reasoning regarding how people make choices and why some are correct and some are wrong.	I can evaluate religious beliefs and teachings explaining where they have come from and explain why they have different meanings.	I can critically evaluate the information that I have learnt and the relevance this has on individuals and communities.	I can give a well-argued view on values, commitment, identity, experience, meaning of life and current moral issues.	I can give various views, other than my own, on values, commitment, identity, experience, meaning of life and current moral issues.
2: AT2 - Learning from Religion Responses and insight 40%	I can talk about the importance of religion, ethics and philosophy making a link to beliefs and practices. I can also talk about what is important to me and why.	I can talk about what is important to others with respect for their feelings. I can ask questions and express opinion about the existence of God.	I can make links to the things that influence or are important to me.	I can apply knowledge and information about religious teachings and relate them to my own opinion.	I can express my views and understanding in response to ultimate questions making use of clear arguments.	I can explain and compare my own views, with those held by others and make thoughtful decisions about right and wrong with regards to the environment, human relationships and personal moral responsibilities.	I can evaluate how helpful religious teachings and practices are in developing an understanding of life and the world we live in.	I can empathise with how different people make sense of life, the world we live in, their beliefs and right and wrong in relation to different religions.	I can come to an independent, well-informed, reasoned judgement on religious, non-religious and philosophical views.	I can come to a reasoned judgement that is independent and well-informed, on religious and philosophical views.
3: SPAG 20%	With support, I can write in simple sentences, starting with a capital letter and ending with a full stop.	I can write in simple sentences, starting with a capital letter and ending with a full stop.	<i>As before and...</i> spelling names and places with capital letters and write in full sentences.	<i>As before and...</i> can organise my sentences into paragraphs and my work is mainly readable.	<i>As before and...</i> can use punctuation correctly, such as commas and semi-colons, and my handwriting is legible.	<i>As before and...</i> can use connectives in my work, such as furthermore and however, spelling words correctly and using punctuation effectively.	<i>As before and...</i> can use capital letters at the start of paragraphs and for people, religions and places.	<i>As before and...</i> can spell keywords and homophones correctly.	<i>As before and...</i> can use a wider range of specialist religious terms accurately.	<i>As before and...</i> can write showing effective understanding of the question, using a wide range of specialist terms adeptly and with precision.

GEOGRAPHY	Step P1	Step P2	Step P3	Step 1	Step 2	Step 3	Step 4	Step 5	Step 6	Step 7	Step 8	Step 9
1: Geographical knowledge and understanding 50%	I can correctly identify geographical features/ processes from a selection.	I can name geographical features/ processes.	I can begin to describe geographical features/ processes.	I can fully describe geographical features/ processes.	I can give one suggestion why, in relation to geographical features/ processes.	I can give more than one suggestion why, in relation to geographical features/ processes.	I can begin to explain why, in relation to geographical features/ processes.	I can fully explain why, in relation to geographical features/ processes.	I can begin to analyse factors, in relation to geographical features/ processes, using evidence provided and own knowledge.	I can fully analyse factors, in relation to geographical features/ processes, using evidence provided and own knowledge.	I can argue whether I agree or disagree with a hypothesis, using evidence provided and detailed knowledge to do so.	I can consistently argue that I agree and disagree with a hypothesis, using evidence provided and detailed knowledge on both sides to do so.
2: Geographical skills and decision making 40%	I can identify correct answers through circling/ ticking regarding geographical data.	I can label a geographical diagram with the correct terms.	I can calculate the answers to questions in relation to handling geographical data.	I can interpret geographical data in relation to an investigation.	I can suggest how different geographical (fieldwork) methods can be used and use evidence to explain.	I can give reasons as to why different geographical (fieldwork) methods are appropriate in relation to an investigation.	I can begin to identify strengths and weaknesses with regards to the usefulness of geographical data into an investigation.	I can evaluate strengths and weaknesses of data collection with regards to geographical fieldwork.	I can argue whether I agree or disagree with a hypothesis, using evidence from fieldwork (where applicable) to do so.	I can consistently argue that I agree and disagree with a hypothesis, using evidence from fieldwork (where applicable) to do so.	I can begin to explain why, using geographical data and own knowledge to support my answer.	I can fully explain why, using geographical data and own knowledge to support my answer.
3: Literacy 10%	With support, I can write in simple sentences, starting with a capital letter and ending with a full stop. I use appropriate simplistic terminology to communicate my ideas.	I can write in simple sentences, starting with a capital letter and ending with a full stop. I am beginning to present my findings using basic key terminology.	<i>As before and...</i> writing in full sentences, spelling names and places with a capital letter. Presenting my work using more accurate historical terminology.	<i>As before and...</i> my writing is mainly readable and I can organise my sentences into paragraphs.	<i>As before and...</i> can use punctuation correctly, such as commas and semi-colons, and my handwriting is legible. Using a limited range of key terminology.	<i>As before and...</i> can use connectives in my work, such as furthermore and however, spelling words correctly and using punctuation effectively. Using a range of key terminology.	<i>As before and...</i> can write in an increasingly varied and interesting way with more difficult, specialised words often spelled correctly.	<i>As before and...</i> can write in a varied and interesting way with more difficult, specialised words spelled correctly. Using appropriate key terminology.	<i>As before and...</i> using appropriate key terminology with some accuracy.	<i>As before and...</i> using appropriate key terminology with accuracy.	<i>As before and...</i> using complex key terminology.	<i>As before and...</i> supported by comprehensive terminology.

HISTORY	Step P1	Step P2	Step P3	Step 1	Step 2	Step 3	Step 4	Step 5	Step 6	Step 7	Step 8	Step 9
1: Knowledge 50%	I can identify accurate statements regarding events which have occurred in the past.	I can make accurate simple statements regarding events which have occurred in the past.	I can begin to describe an event which has occurred in the past.	I can fully describe in detail an event which has occurred in the past.	I can start to explain an event in the past.	I can fully explain an event in the past in detail.	I can start to explain why an event in the past has happened.	I can fully explain why an event in the past has happened.	I can identify and explain links between events in the past and explain the links.	I can argue whether I agree or disagree with a hypothesis and use detailed knowledge to do so.	I can consistently argue that I agree and disagree with a hypothesis and use detailed knowledge on both sides to do so.	I can consistently argue that I agree and disagree with a hypothesis and use detailed knowledge on both sides to do so, linking back to the question (sustained analysis).
2: Sources 40%	I can take a piece of information from a source.	I can take more than one piece of information from a source.	I can make an inference from a source.	I can make inferences from more than one source.	I can make an inference from a source and support it with own knowledge.	I can identify and explain a difference and a similarity between sources.	I can begin to explain why a source may or may not be reliable/accurate for a historical enquiry.	I can fully explain why a source may or may not be reliable/accurate for a historical enquiry.	I can begin to explain why sources have different viewpoints about the same historical event.	I can fully explain why sources have different viewpoints about the same historical event.	I can state if I agree or disagree with a hypothesis given by a source and use evidence from the source and own knowledge to support.	I can state why I agree and disagree with a hypothesis given by a source and use evidence from the source and own knowledge to support, linking back to the question (sustained analysis).
3: Literacy 10%	With support, I can write in simple sentences, starting with a capital letter and ending with a full stop. I use appropriate simplistic terminology to communicate my ideas.	I can write in simple sentences, starting with a capital letter and ending with a full stop. I am beginning to present my findings using basic key terminology.	<i>As before and...</i> writing in full sentences, spelling names and places with a capital letter. Presenting my work using more accurate historical terminology.	<i>As before and...</i> my writing is mainly readable and I can organise my sentences into paragraphs.	<i>As before and...</i> can use punctuation correctly, such as commas and semi-colons, and my handwriting is legible. Using a limited range of key terminology.	<i>As before and...</i> can use connectives in my work, such as furthermore and however, spelling words correctly and using punctuation effectively. Using a range of key terminology.	<i>As before and...</i> can write in an increasingly varied and interesting way with more difficult, specialised words often spelled correctly.	<i>As before and...</i> can write in a varied and interesting way with more difficult, specialised words spelled correctly. Using appropriate key terminology.	<i>As before and...</i> using appropriate key terminology with some accuracy.	<i>As before and...</i> using appropriate key terminology with accuracy.	<i>As before and...</i> using complex key terminology.	<i>As before and...</i> supported by comprehensive terminology.

COMPUTING	Step P1	Step P2	Step P3	Step 1	Step 2	Step 3	Step 4	Step 5
1: Digital Literacy 15%	With much support I can: (1) use technology safely; (2) keep personal information private; (3) recognise common uses of information technology beyond school	With some support I can: (1) use technology respectfully; (2) identify where to go for help and support when I have concerns about content or contact on the internet or other online technologies.	I can: (1) use technology responsibly; (2) identify a range of ways to report concerns about contact from others.	I can: (1) understand the opportunities computer networks offer for communication; (2) identify a range of ways to report concerns about content; (3) recognise acceptable/unacceptable behaviour.	I can: (1) understand the opportunities computer networks offer for collaboration; (2) be critical when evaluating digital content; (3) understand a range of ways to use technology respectfully; (4) recognise inappropriate content; (5) recognise inappropriate contact; (6) reuse digital artefacts(text, video, images, files created on computer) for a given audience; (7) tailor digital artefacts for given audience; (8)understand a range of ways to use technology safely.	I can: (1) revise digital artefacts for a given audience; (2) protect online identity; (3) recognise inappropriate conduct; (4) know how to report concerns.	I can: (1) modify digital artefacts for a given audience; (2) ensure trust worthiness of digital artefacts; (3) understand a range of ways to use technology securely; (4) design digital artefacts; (5) understand a range of ways to use technology responsibly.	I can: (1) demonstrate some awareness of emerging trends in computing technologies; (2) demonstrate some of the impact of computing on individuals, society and the environment including ethical, legal and ownership issues.
2: ICT 15%	With much support I can: (1) search technologies effectively; (2) explain how results are selected and ranked; (3) evaluate digital content.	With some support I can: (1) search technologies effectively; (2) explain how results are selected and ranked; (3) evaluate digital content.	I can: (1) Understand computer networks including the internet; (2) tell how they can provide multiple services such as the world wide web; (3) share the opportunities they offer for communication and collaboration.	I can: (1) use search technologies effectively; (2) use a variety of software to accomplish given goals; (3) collect information; (4) design and create content; (5) present information.	I can: (1) select and combine a variety of software to accomplish given goals; (2) select, use and combine internet services / software on a range of digital devices; (3) analyse information; (4) evaluate information.	I can: (1) analyse data; (2) evaluate data; (3) design and create systems (Flowol, Scratch); (4) collect data; (5) undertake creative projects with challenging goals; (6) use multiple applications; (7) work with applications across a range of devices.	I can: (1) combine select and use multiple applications to achieve challenging goals; (2) analyse data; (3) create digital artefacts for a given audience; (4) select multiple applications to achieve challenging goals.	I can: (1) create a database; (2) use some appropriate data types; (use some operators when creating queries; (3) demonstrate some understanding of computer networks, the internet and the world wide web.
3: Computer Science 60%	With much support I can: (1) understand what algorithms are; (2) Create simple programs.	With some support I can: (1) understand that algorithms are used as programs on digital devices; (2) understand that programs are carried out by following precise and clear instructions; (3) find and fix simple problems in programs; (4) use logical reasoning to predict the behaviour of simple programs.	I can: (1) write programs that accomplish a goal; (2) use sequence in programs; (3) work with inputs; (4) work with outputs.	I can: (1) understand that algorithms are used as programs on digital devices; (2) understand that programs are carried out by following precise and clear instructions; (3) debug simple programs; (4) use logical reasoning to predict the behaviour of simple programs.	I can: (1) design programs that accomplish specific goals; (2) design and create program; (3) debug programs that accomplish specific goals; (4) use selection in programs; (5) control or simulate physical systems; (6) use logical reasoning to detect and correct errors in programs; (7) understand how computer networks can provide multiple services, such as the world wide web; (8) appreciate how search results are selected.	I can: (1) solve problems by decomposing (break down) them into smaller parts; (2) use repetition in programs; (3) work with variables; (4) use logical reasoning to explain how some simple algorithms work; (5) use logical reasoning to detect and correct errors in algorithms; (6) understand computer networks including the internet; (7) appreciate how search results are ranked.	I can; (3) use a programming language to solve computational problems; (4) understand simple Boolean logic; (5) understand how numbers can be represented in binary; (6) understand the hardware components that make up computer systems; (7) understand how text can be represented digitally in the form of binary digits; (8) understand how pictures can be represented digitally in the form of binary digits.	I can: (1) Use abstractions to simplify model; (2) model state of physical systems; (3) model behaviour of real world problems; (4) understand several key algorithms that reflect computational thinking; (5) use at least one additional programming language (that must be textual) to solve computational problems; (6) make use of appropriate data structures; (7) understand uses of Boolean logic in programming; (8) be able to carry out simple operations on binary numbers; (9) understand the software components that make up computer systems; (10) understand how instructions are stored by computer systems.
4: Literacy 10%	With support, I can write in simple sentences, starting with a capital letter and ending with a full stop.	I can write in simple sentences, starting with a capital letter and ending with a full stop.	<i>As before and ...</i> spelling names and places with a capital letter and write in full sentences.	<i>As before and ...</i> can organise my sentences into paragraphs and my work is mainly readable.	<i>As before and ...</i> can use punctuation correctly, such as commas and semi-colons, and my handwriting is legible. I can also put my hand up to ask questions.	<i>As before and ...</i> can use connectives in my work, such as furthermore and however, spelling words correctly and using punctuation effectively. I can present my work to the class.	<i>As before and ...</i> can write in an increasingly varied and interesting way with more difficult, specialised words often spelled correctly. Also I can read written instructions carefully and follow them correctly.	<i>As before and ...</i> can write in a varied and interesting way with specialised vocabulary spelled correctly. I can help my classmates by explaining clearly complex tasks.

COMPUTING	Step 6	Step 7	Step 8	Step 9
1: Digital Literacy 15%	I can: (1) demonstrate sound awareness of emerging trends in computing technologies; (2) demonstrate some of the impact of computing on individuals, society and the environment including ethical, legal and ownership issues.			
2: ICT 15%	I can: (1) create a relational database; (2) use appropriate data types; (3) use operators properly; (4) demonstrate an understanding of computer network, the internet and the world wide web.			
3: Computer Science 60%	<p>I can:</p> <ul style="list-style-type: none"> (1) understand how text can be manipulated digitally in the form of binary digits; (2) understand how sounds or images can be represented digitally in the form of binary digits; (3) understand how pictures can be manipulated digitally in the form of binary digits; (4) design computational abstractions; (5) model behaviour of physical systems; (6) use logical reasoning to compare the utility of alternative algorithms for the same problem; (7) develop modular (parts) programs that use procedures or functions; (8) understand uses of Boolean logic in selection and circuits; (9) understand how computer systems components communicate with one another; (10) understand how computer systems communicate with other systems; (11) understand how instructions are executed by computer systems. 	<p>I can: (1) understand a recursive solution to a problem repeatedly applies the same solution to smaller instances of the problem;</p> <ul style="list-style-type: none"> (2) recognise that some problems share the same characteristics and use the same algorithm to solve both; (3) understand the notion of performance for algorithms and appreciates that some algorithms have different performance characteristics for the same task; (4) know the difference between, and uses appropriately, procedures and functions; (5) understand and use negation with operators; (6) use and manipulate one dimensional data structures; (7) detects and corrects syntactical errors; (8) understand how numbers, images, sounds and character sets use the same bit patterns; (9) perform simple operations using bit patterns e.g. binary addition; (10) understand the relationship between resolution and colour depth, including the effect on file size; (11) distinguish between data used in a simple program (a variable) and the storage structure for that data; (12) distinguish between data used in a simple program (a variable) and the storage structure for that data; (13) understand the von Neumann architecture in relation to the fetch execute cycle, including how data is stored in memory; (14) understand the basic function and operation of location addressable memory. 	<p>I can: (1) recognise that the design of an algorithm is distinct from its expression in a programming language (which will depend on the programming constructs available);</p> <ul style="list-style-type: none"> (2) evaluate the effectiveness of algorithms and models for similar problems; (3) recognise where information can be filtered out in generalizing problem solutions; (4) use logical reasoning to explain how an algorithm works. • Represents algorithms using structured language; (5) appreciate the effect of the scope of a variable e.g. a local variable can't be accessed from outside its function; (6) understand and applies parameter passing; • (7) understand the difference between, and uses, both pre-tested e.g. 'while', and post-tested e.g. 'until' loops; (8) apply a modular approach to error detection and correction; (9) know the relationship between data representation and data quality; (10) understand the relationship between binary and electrical circuits, including Boolean logic; (11) understand how and why values are data typed in many different languages when manipulated within programs; (12) know that processors have instruction sets and that these relate to low-level instructions carried out by a computer; (13) know the purpose of the hardware and protocols associated with networking computer systems; (14) understand the client-server model including how dynamic web pages use server-side scripting and that web servers process and store data entered by users.; (15) recognise that persistence of data on the internet requires careful protection of online identity and privacy. 	<p>I can: (1) design a solution to a problem that depends on solutions to smaller instances of the same problem (recursion);</p> <ul style="list-style-type: none"> (2) understand that some problems cannot be solved computationally; (3) design and write nested modular programs that enforce reusability utilising sub-routines wherever possible; (4) understand the difference between 'While' loop and 'For' loop, which uses a loop counter; (5) understand and use two dimensional data structures, dictionary and record structures; (6) perform operations using bit patterns e.g. conversion between binary and hexadecimal, binary subtraction, multiplication, shifting . . . etc; (7) understand and can explain the need for data compression, and performs simple compression methods; (8) know what a relational database is, and understand the benefits of storing data in multiple tables; (9) has practical experience of a small (hypothetical) low level programming language; (10) understand and can explain Moore's Law; (11) understand and can explain multitasking by computers; (12) understand the hardware associated with networking computer systems, including WANs and LANs; (13) understand their purpose and how they work, including MAC addresses; (14) plan a project using either RAD or Waterfall methodologies; (15) use a IDE's inbuilt debugging facilities to identify complex logical errors in program code (watches, step in, step over, step out); (16) base on planning, build harness and stub unit testing suites prior to development. <p>* Explore advanced topics or concepts to a high level: Robotics, Artificial Intelligence, XML parsing, OOPs, Game Development, Networking, Mathematical Puzzle . . . etc.</p>
4: Literacy 10%	I can introduce some technical terms into my writing, spelling them correctly and describing them in my own words.	I can use a wider variety of technical terms and I can structure my answers to meet all aspects of the question.	I can use a wide variety of technical terms accurately and I can also expand on points raised in a question giving further examples and explanations.	I can concisely, neatly, correctly and with good structure give a thorough answer to any question set.

ART	Step P1	Step P2	Step P3	Step 1	Step 2	Step 3	Step 4
1: Generating- Ideas Skills of Designing & Developing Ideas 20%	With help I can use a basic range of drawing media. I can collect information for a project With help I can respond to the work of an artist or crafts person.	I can make a design for 2D, 3D and craft outcomes. I can use a range of art materials and techniques to record from life and secondary sources to create imaginative responses.	I can research and experiment with drawing and design techniques to produce designs. I can use techniques and processes I have learnt with some success. I can select and use the formal elements when designing.	I can develop my ideas in response to the work of artists and craftspeople, to design ideas and intentions in 2D and 3D forms. I can record observations, plan and order ideas using my sketchbook.	I can use web and book based research to inform my ideas to create outcomes in two and three dimensions. I can improve the accuracy of my work when recording from observation, memory and imagination in my sketchbook. I can show how I can draw and design to a plan and make works in a variety of scales and using different materials.	I can engage with artist research to inform my own work and ideas. I can use paper based drawing and design methods (including collage, multi- media tools) to communicate ideas and artwork. I can review, change/adapt my work when designing in stages. I can respond with a degree of success to the work of artists and designers.	I can complete plans that express my ideas and intentions in 2D and 3D (including photography, digital processes and 3D forms. I can use various drawing and designing techniques to record observations in my sketchbook to develop my designs or ideas. I can show how my drawings, designs or designs inform my plans for a final outcome. I can make links and connections to artists and explain how they have informed my work.
2: Making - Skills of Making Art, Craft and Design 40%	I can choose brush / pencil / materials when producing my work. I can use tone and line basically in my work.	I can use familiar techniques to help me develop my work. I can use some formal elements to help me produce outcomes.	I can select materials and tools to create artwork, which show careful judgements. I can use my previous experience to identify things, which could be improved. I can select, read about and respond to suitable art works on the web, in books and other sources, giving my own opinion in spoken and written forms.	I can develop my making skills by exploring and investigating a range of materials in two and three dimensions. I can experiment with line, shape, tone, colour, texture, and form using a variety of 2D and 3D media and processes. I can apply knowledge and understanding of techniques and processes that I have learnt.	I can improve my practical skills by understanding the qualities of different materials and processes. I can successfully explore the expressive characteristics of different media, processes and techniques, in order to create my own responses. I can apply knowledge and understanding of techniques and processes that I have learnt.	I can investigate and use new materials and techniques as well as familiar ones. I can broaden my range of practical and technical skills by using the qualities of line, shape, mark and texture. I can use the characteristics of the work of the artists, designers or architects studied to inform my own responses and artwork.	I can develop my own practical skills by selecting, experimenting and using a range of materials and techniques to create work which realises my intentions. I can work with some independence, and understanding of the artistic elements when creating artwork.
3: Evaluating - Skills of Judgement and evaluation 10%	With support I can make a basic comment about an art and art work using some technical terms.	I can carefully evaluate my own work and that of others using WWW and EBI. I can use some technical terms and subject keywords to explain my work and that of others.	I know how to recognise some art forms including types of painting, craft, sculpture, design and architecture, photography and digital media. I can use technical terms and vocabulary with increasing confidence when explaining my work and that of others verbally or in written form.	I can respond to the final outcomes of others expressing an opinion. I can respond to my teachers' comments on how to improve my work consistently. I can respond to the work of artists and designers when creating my own work.	I can evaluate my own work, adapting and refining choices and actions, by applying my understanding of different forms of art. I can discuss different aspects of my own and other's work, by explaining their ideas, skills and methods. I can compare and describe different ideas and approaches used by artists and designers.	I can describe how my interpretations of art, craft and design from different periods have helped me develop and improve my work. I can express my own opinions through evaluation and explain the work of artwork/ artists using art terminology.	I can reflect upon what I like and dislike about my work in order to improve it and explain what I will do next. I can evaluate my strengths and development needs to inform the actions that will improve my work.
4: Knowledge - Knowledge about art processes and context 20%	With support I can use basic drawing and painting processes to help me illustrate my project/responses	I can use learned styles/ techniques of some art movements/periods in art with some success when making responses for a project.	I can use wider range of basic techniques and processes successfully to help me create responses to different styles/art movements/periods in art when making responses for a project.	I can recognise the differences between drawing, collage, painting, print and something constructed, modelled or digital. I know which tools are best/suitable to select for controlling my mark-making, painting and surface decoration. I know how to select and mix different colours, and apply colour media to express ideas.	I know how to mix and apply colour so they can convey concepts such as warm and cool, or express meanings and emotions. I know how to use dry and wet techniques, to communicate moods and meanings. I know how to respond to different creative forms from a diverse range of cultures, artists and historical periods.	I know that colour, surface, form, and techniques used by artists can convey emotions and subtle moods. I know how to change the appearance of modelled and painted surfaces including wet, dry, or wet on wet techniques, to express an artistic intention/idea.	I know about the differences between art, craft, design and architecture, with some understanding of historical purpose and importance. I can describe how I have interpreted and used the work of some artists, craftspeople, architects and designers in my artwork. I know how to apply my technical knowledge of materials and processes to select improve and refine my artwork.
5: SPAG 10%	With support, I can write in simple sentences, starting with a capital letter and ending with a full stop.	I can write in simple sentences, starting with a capital letter and ending with a full stop.	<i>As before and...</i> spelling names and places with a capital letter and write in full sentences.	<i>As before and...</i> can organise my sentences into paragraphs and my work is mainly readable.	<i>As before and...</i> can use punctuation correctly, such as commas and semi-colons, and my handwriting is legible.	<i>As before and...</i> can use connectives in my work, such as furthermore and however, spelling words correctly and using punctuation effectively.	<i>As before and...</i> using art keywords to annotate your work and that of artists and craftspeople writing in full sentences, spelling words and using punctuation where appropriate.

ART	Step 5	Step 6	Step 7	Step 8	Step 9
1: Generating- Ideas Skills of Designing & Developing Ideas 20%	<i>As before and...</i> can develop ideas and design plans that show emerging competence. My sketchbook and outcomes show a competent understanding of sources and how they have informed my outcomes. My work is sequential and shows competent control of media and materials.	I can consistently engage with ideas and concepts that lead to imaginative, personal and original responses. I can consistently take creative risks with drawing, designing and investigative techniques when recording observations in my sketchbook. I can manipulate and combine different media successfully for artistic purpose and outcome.	I can investigate the work of artists, designers, craftspeople, genres, movements or periods to inform my artwork. I can confidently take creative risks with drawing, designing and investigative techniques when recording observations in my sketchbook. I can make confident and assured judgements when using mixed media for artistic purpose and outcome.	I can engage with ideas and concepts with confidence and assurance and apply this to my own work, when creating highly personal and imaginative responses. I can take creative risks with drawing, designing and investigative techniques when recording observations in my sketchbook with confidence and assurance. I can manipulate combine and adapt media and materials with confidence and assurance for artistic purposes.	I am able to develop exceptional ideas informed by concepts/my own observations and insights into my work and that of others. I can develop ideas using visual and or other methods, to create highly refined artwork that has purpose and is relevant to its intentions. My use of media is exceptional and it supports my personal outcomes with consistency and quality.
2: Making - Skills of Making Art, Craft and Design 40%	I can demonstrate a competent understanding of the artists studied with control of the formal elements when responding to their work with success. I can work effectively and improve my proficiency in the safe handling of different materials when drawing, painting, using 3D and tactile media.	I can experiment, explore, investigate, test, adapt and safely use a variety of materials, processes and techniques, imaginatively, expressively and consistently. I can manipulate different materials when drawing, painting, using 3D and tactile media with confidence.	I can refine the technical, creative and expressive skills informed by my study of artists and cultures to explore the qualities of materials using all the formal elements. I can take creative risks when working with 2D, 3D media when developing ideas to create my own artwork.	I can experiment, explore, investigate, test, adapt and safely use a variety of materials, processes and techniques, imaginatively, expressively and creatively. I can refine the technical, creative and expressive skills informed by my study of artists and cultures to explore the qualities of materials using all the formal elements. I can take creative risks when working with 2D, 3D media when developing ideas to create my own artwork.	I have exceptional ability to refine my work using insights gained from exploration and reflection on ideas. I use a process of experimentation and review to make creative decisions which result in exceptional outcomes. I have an exceptional ability to select/reference elements from art, culture and periods in art to inform my personal outcomes. I can work with freedom and creativity when taking risks with 2D and 3D media/materials to create a range of diverse and appropriate outcomes.
3: Evaluating - Skills of Judgement and evaluation 10%	I can analyse and evaluate my own work, and that of others, to help me improve my own artwork with competence. I can be self-critical when assessing what my strengths and development needs are when evaluating a project or using WWW and EBI.	I can use my understanding of different, genres, styles and traditions to develop my work. I can consistently apply personal choices to develop an idea or piece of artwork with reflection and act on evaluation to improve my work with consistency.	I can make a considered evaluation of my personal choices when developing an idea or a piece of artwork with confidence. I can explain and use my understanding of different, genres, styles and traditions to inform my own judgements and strengthen next steps.	I can explain and use my understanding of different, genres, styles and traditions to inform my own judgements and strengthen next steps. I can make a considered evaluation of my personal choices when developing an idea or a piece of artwork.	I have an exceptional ability to record ideas from secondary sources or from observation making informed and evaluative decisions when refining or producing personal outcomes with consistency and success. I am reflective and evaluative and explore an idea thoroughly when developing a piece of artwork.
4: Knowledge - Knowledge about art processes and context 20%	I know about the history of art, craft, design and architecture, including periods, styles and major movements from ancient times up to the present day. I know how to explore the techniques used by famous contemporary or historic artists, craftspeople and designers, as well as other cultures, to develop my own artwork. I know how to increase my skill in using different materials and techniques that I have chosen to work with.	I know how individual experience and culture shapes what artists and designers make, and use this to make improvements or adjustments to my own work. I know how to interpret the ideas of artists and designers from other cultures, times, places, and use this to develop my own work and enhance my own understanding consistently. I can improve my use of different materials and techniques to develop outcomes and artwork with refinement.	I know how to interpret the ideas of artists and designers from other cultures, times, places, and use this to develop my own work and enhance my own understanding. I can apply my technical knowledge of materials and processes with confidence and consistency. I know how to apply my technical knowledge of materials and processes to select appropriate techniques and refine my personal outcomes and artwork with confidence.	I know how individual experience and culture shapes what artists and designers make, and use this to make improvements or adjustments to my own work. I know how to interpret the ideas of artists and designers from other cultures, times, places, and use this to develop my own work and enhance my own understanding. I know how to apply my technical knowledge of materials and processes to select appropriate techniques and refine my personal outcomes and artwork.	I have an exceptional ability to produce a personal and meaningful response/responses that demonstrate exceptional understanding of visual language through application and manipulation of formal elements. I am able to freely apply my proficient use of technique and process advantageously when refining my outcomes and art work.
5: SPAG 10%	<i>As before and...</i> can write a description of a piece of art work using full sentences.	<i>As before and...</i> can respond to a work of art or an artefact describing it in full sentences using correct punctuation and grammar.	<i>As before and...</i> can explain the processes and techniques of artists and craftspeople, spelling names correctly. Using a capital letter, writing in paragraphs using subject keywords to help me.	<i>As before and...</i> using art keywords to annotate my work and that of artists and craftspeople writing in full sentences, paragraphs spelling words accurately and using punctuation where appropriate.	<i>As before and...</i> can write annotation and analysis which explains concisely the technical characteristics of my work and that of others. My use of language is always exceptional and is thorough and purposeful.

DRAMA	Step P1	Step P2	Step P3	Step 1	Step 2	Step 3	Step 4	Step 5	Step 6	Step 7	Step 8	Step 9
1: Create and Rehearse 10%	I can listen to and share some ideas. I struggle to work in groups and often need reminding to stay on task.	I can use some basic drama techniques to explore a stimulus.	I can work in small groups to devise plays based on a stimulus and often share ideas.	I can combine techniques, write in role, use scripts and create a character.	I can write scripts, learn lines, choose appropriate techniques and explore more complex stimuli.	I can explore and interpret ideas, themes and issues, independently and in groups.	I can use emotional memory, character objectives and given circumstances.	I can experiment with different approaches to character, dialogue and plot.	I can combine complex techniques and devices independently with insightful imagination.	I can competently create practical work and develop and refine ideas to communicate meaning.	My practical and creative work is effective and sustained. I can develop and refine my ideas to communicate meaning.	I create assured and comprehensive practical drama and develop and refine my ideas from the stimuli to create meaning.
2: Perform 40%	I can perform, but often need reminding to stay in role and to project my voice in performance.	I can stay in role most of the time and can create a character that is different from myself with growing confidence.	I can create a range of characters and stay in role during an entire performance.	I can use improvisation in performance and often use voice, movement, props and costume to enhance my character.	I can sustain a character through effective use of physical and vocal skills.	I can interpret a theme, develop dialogue, perform scripted scenes with confidence and show an understanding of style / genre.	I can structure work that engages its audience through appropriate strategies, elements and mediums.	I can use abstract and/ or symbolic representations to communicate meaning.	I can perform characters with sensitivity and imagination, using voice and movement with clarity and control.	My physical performance shows variation and range.	My physical performance shows competent variation and range.	My physical performance shows comprehensive variation and range.
3: Evaluate (verbal) 10%	I can sometimes listen to ideas but need to develop my listening skills during group discussions.	I can talk about what I liked about a performance.	I can describe the techniques I have seen in a performance.	I can identify WWW and EBI in a performance.	I can provide thoughtful feedback in a class discussion using key words.	I will comment on the plot, genre and style of a performance.	I can compare performances and justify my opinions with growing confidence.	I can analyse the strengths and weaknesses of drama techniques used.	I can analyse and compare performances consistently and confidently.	I can offer coherent explanations of the creative intentions for the performance.	I can offer sustained explanations of the creative intentions for the audience.	I can offer comprehensive explanations of the creative intentions for the audience.
4: Evaluate (written and evaluations and homework) 40%	I can complete my written work, but often need reminding to complete my drama learning journal and my homework is limited. With support, I can write in simple sentences starting with a capital letter and ending with a full stop.	I can independently complete written tasks and my written work is mostly up to date. I can write in simple sentences, starting with a capital letter and ending with a full stop.	<i>As before and ...</i> spelling names and places with a capital letter and write in full sentences, describing what happened in a performance.	I can usually structure my ideas, use adjectives and descriptive phrases for detail, organising my sentences into paragraphs.	I have started to explain how certain drama techniques have been explored using key terminology and I can peer assess someone else's homework with guidance. When writing, I use punctuation correctly, such as commas and semi-colon. My handwriting is legible.	I can organise my ideas within my written work, using connectives such as furthermore and however. I also spell words correctly and use punctuation effectively.	I can organise ideas appropriately for the purpose of the extended writing task and can reference theatre from different times, places and cultures. I can write in a varied and interesting way, using specialised words that are often spelled correctly.	I can evidence independent research in my written evaluations consistently and confidently.	I can reference research sources in my written work. My homework is displayed.	I can demonstrate the ability to analyse and evaluate the realisation of creative intentions within performance with a general balance between analysis and evaluation.	I can demonstrate an effective and sustained ability to analyse and evaluate the realisation of creative intentions within performance, with a general balance between analysis and evaluation.	I can demonstrate an accomplished and comprehensive ability to analyse and evaluate the creative intentions within the performance with a fully balanced analysis and evaluation.

MUSIC	Step P1	Step P2	Step P3	Step 1	Step 2	Step 3	Step 4	Step 5	Step 6	Step 7	Step 8	Step 9
1: Performing 30%	I can attempt to sing with others. I can attempt to play a simple rhythm.	I can repeat simple patterns using untuned percussion or clapping.	I can perform simple patterns.	I can perform a simple shorter melody with accuracy.	I can perform a longer simple melody with reasonable fluency and accuracy. I can also add simple developments to this melody.	I can perform more complex patterns fluently, recognising note direction. I can also add a harder development to the melody.	I can perform melodies with more complex rhythms, using music that has some letters on. I am also able to develop additional parts that move a piece on.	I can now perform from a score without the letters being written on the music, and notate my work. I can adjust my performance to fit with other parts.	I can play challenging melodies and complex rhythms. I can also play more than one part, all with expression.	I can shape my performance using articulation, expression and phrasing.	Perform extended pieces of music that are accurate and fluent. Play effectively with other performers, showing the ability to stay in time without errors.	I can demonstrate outstanding performance skills, showing high levels of confidence and technical ability.
2: Composing 30%	When creating my own work, I can attempt to follow a basic structure such as binary form.	I can show the difference between loud and quiet sounds.	I can select different instrument sounds for my composition.	I can put two ostinato patterns together to create a simple texture.	I can create simple compositions which show a sense of structure.	I can compose a piece with several layers of different repeating patterns.	I can select chords and additional parts for my composition in a logical way.	I can make imaginative use of chords in my composition and put them together with a melody.	I can compose in a range of different musical styles and genres.	I can combine compositions and build upon previous work to demonstrate a sense of completion	I can create extended compositions to suit the style and genre considering overall impact.	I can compose pieces that demonstrate the ability to use a wide range of techniques, within a variety of musical contexts.
3: Listening 18%	I can recognise some musical sounds but sometimes get confused.	I can recognise simple features of music.	I can correctly use some simple musical terms.	<i>As before and...</i> can correctly use a wider range of simple musical terms.	<i>As before and...</i> can recognise a variety of different instrument sounds, knowing instrument families.	<i>As before and...</i> can recognise the number of beats in a bar in a piece of music.	I can recognise and describe different styles of music using appropriate vocabulary.	I can explore the contexts, origins and traditions of different musical styles.	I can describe and compare the features of different styles of music using key words and musical terms.	I can begin to discriminate between a range of musical styles and genres commenting on the relationship between the music and the context in which it was written.	I can discriminate between a range of musical styles and genres commenting on the relationship between the music and its cultural context.	I can discriminate between a range of musical styles, genres and traditions commenting critically on the relationship between the music and its social, historical and cultural context.
4: Appraising 17%	I can identify music and describe it in a basic way.	I can demonstrate my knowledge of some keywords when describing music.	I can make simple improvements to my work in response to teacher feedback.	I can identify where I or others have made a mistake in a performance and describe some in musical terms.	I can suggest improvements to my own and others' work using musical terms.	I can describe how the mood of a piece has been created using musical terms.	I can evaluate my work in musical terms and set realistic targets for improving it.	I can recognise and correct mistakes within my group's performance, describing in detail specific musical features.	I can evaluate the overall success of my work and refine it to make it more stylistically appropriate.	I can evaluate and make critical judgements about the use of musical conventions and other characteristics.	I can accurately evaluate music across a range of historical periods	I have an excellent knowledge of musical terms, and can apply them to give detailed descriptions of the music I hear.
5: SPAG 5%	With support, I can write in simple sentences, starting with a capital letter and ending with a full stop.	I can write in simple sentences, starting with a capital letter and ending with a full stop.	<i>As before and...</i> spelling names and places with a capital letter and write in full sentences.	<i>As before and...</i> can organise my sentences into paragraphs and my work is mainly readable.	<i>As before and...</i> can use punctuation correctly, such as commas and semi-colons, and my handwriting is legible.	<i>As before and...</i> can use connectives in my work, such as furthermore and however, spelling words correctly and using punctuation effectively.	<i>As before and...</i> using correct spelling of some key musical words.	<i>As before and...</i> using key musical words accurately when writing.	<i>As before and...</i> using and spelling a wide range of musical terms accurately.	I can write descriptively and personally, using specific key musical words accurately, all spelling is correct.	I can write descriptively and personally, using specific key musical words accurately to give detailed answers. All spelling is correct.	I can write descriptively and personally, using specific key musical words accurately to give highly detailed answers. All spelling and grammar is correct.

M.F.L.	Step P1	Step P2	Step P3	Step 1	Step 2	Step 3	Step 4
1: Speaking 25%	I can say single words and short phrases with support. Repeat and imitate a model of almost correct pronunciation and intonation.	I can say simple phrases and answer simple questions. Give basic information and opinions, using familiar vocabulary. Begin to show awareness of sound patterns. My pronunciation is generally accurate.	I can ask and answer simple questions using familiar words/phrases and substitute words and exchange simple opinions. Take part in brief dialogues, using short phrases referring to the present. My pronunciation is mostly accurate.	I can take part in simple conversations, referring to the present or the future. Exchange opinions and give simple reasons. I can describe and give information in short dialogues using familiar vocabulary and common grammatical structures (including some grammar up to and including the 4th Step). Begin to speak spontaneously (e.g. by giving an unsolicited opinion).	I can take part in short conversations on a range of topics, describing, informing, expressing opinions and giving reasons. I can demonstrate spontaneity by asking some unsolicited questions. Refer to the past or future, as well as the present, using a range of familiar vocabulary and common grammatical structures (including some grammar up to and including the 5th Step). Use increasingly accurate pronunciation and intonation.	I can take part in longer conversations, expressing and justifying opinions, giving detail and referring to the present, the past and the future. I can use a range of common vocabulary and grammatical structures (including grammar up to and including the 6th Step). Demonstrate spontaneity by asking unpredicted questions, and expand answers. I can use increasingly accurate pronunciation and intonation.	I am beginning to initiate and develop conversations and narrate events. I can use a wide range of common vocabulary and grammatical structures (including some grammar up to and including the 7th Step), referring to the past, present and future. I can demonstrate spontaneity by asking unsolicited questions, responding to unexpected questions and expanding answers where appropriate. Use increasingly accurate pronunciation and intonation.
2: Listening 25%	I can demonstrate understanding of familiar words and phrases spoken clearly and repeated if necessary.	I can demonstrate understanding of a range of simple familiar phrases and opinions, spoken almost clearly.	I can demonstrate understanding of main points and opinions from short passages using familiar vocabulary, short phrases and common verbs in the present tense, spoken clearly. From listening, I can write down familiar words (transcribe).	I can demonstrate understanding of main points, opinions and some details in short passages which include reference to either the present or the future (including some grammar up to and including the 4th Step). From listening, I can write down short phrases.	I can demonstrate understanding of a range of short passages which include opinions with basic reasons, details and reference to either the present and the past, or the present and the future, spoken clearly (including some grammar up to and including the 5th Step). From listening, I can write down short sentences.	I can demonstrate understanding of short and longer passages which include opinions with reasons, a range of basic grammatical structures and reference to the present, the past and the future, spoken clearly (including some grammar up to and including the 6th Step). From listening, I can write down full sentences.	I can deduce meaning and demonstrate understanding of overall message and key points in a range of passages which include a range of at least three different tenses, justified opinions and some less familiar, as well as familiar, vocabulary and grammatical structures (including some grammar up to and including the 7th Step), spoken clearly.
3: Reading 25%	I can demonstrate understanding of familiar written words and phrases. I can read them aloud.	I can demonstrate understanding of a range of familiar written phrases and opinions. I can match sound to print by reading aloud words and phrases.	I can demonstrate understanding of main points and opinions in short texts using familiar language. I can translate familiar words and short phrases into English.	I can demonstrate understanding of main points, opinions, overall message and some detail in short written texts, referring to the present or future. I understand short texts written for target-language learners (e.g. menus, short adverts, songs, simple poems). I can use a bilingual dictionary or glossary to look up unfamiliar words. I can translate simple sentences containing familiar vocabulary and grammar (including some grammar up to and including the 4th Step) into English.	"I can demonstrate understanding of a range of short and longer texts which include opinions and refer to the past or future as well as the present. Use processes to work out meaning in short authentic texts (e.g. adapted adverts, poems and songs). I can translate longer sentences into English, showing awareness of familiar grammar (including some grammar up to and including the 5th Step), especially tenses.	I can demonstrate understanding of a range of short and longer texts which include opinions and refer to the present, the past and the future. I can read short authentic texts (e.g. adapted adverts, information leaflets, poems and songs). I can translate short passages containing a variety of tenses, vocabulary and grammatical structures (including some grammar up to and including the 6th Step) into English.	I can demonstrate understanding of overall message and key points of a range of texts, including extracts from literary texts, which include a range of at least three different tenses, opinions and some less familiar vocabulary and more complex grammatical structures (including some grammar up to and including the 7th Step). I can use processes to work out meaning in a variety of short and longer authentic texts (e.g. emails and short magazine extracts, and adapted or abridged short stories). I can translate short passages, containing occasional more complex grammatical structures and less common vocabulary, into English with increasing accuracy.
4: Writing 25%	I can demonstrate understanding of familiar written words and phrases. I can read them aloud.	I can demonstrate understanding of a range of familiar written phrases and opinions. I can match sound to print by reading aloud words and phrases.	I can demonstrate understanding of main points and opinions in short texts using familiar language. I can translate familiar words and short phrases into English.	I can demonstrate understanding of main points, opinions, overall message and some detail in short written texts, referring to the present or future. I understand short texts written for target-language learners (e.g. menus, short adverts, songs, simple poems). I can use a bilingual dictionary or glossary to look up unfamiliar words. I can translate simple sentences containing familiar vocabulary and grammar (including some grammar up to and including the 4th Step) into English.	I can demonstrate understanding of a range of short and longer texts which include opinions and refer to the past or future as well as the present. Use processes to work out meaning in short authentic texts (e.g. adapted adverts, poems and songs). I can translate longer sentences into English, showing awareness of familiar grammar (including some grammar up to and including the 5th Step), especially tenses.	I can demonstrate understanding of a range of short and longer texts which include opinions and refer to the present, the past and the future. I can read short authentic texts (e.g. adapted adverts, information leaflets, poems and songs). I can translate short passages containing a variety of tenses, vocabulary and grammatical structures (including some grammar up to and including the 6th Step) into English.	I can demonstrate understanding of overall message and key points of a range of texts, including extracts from literary texts, which include a range of at least three different tenses, opinions and some less familiar vocabulary and more complex grammatical structures (including some grammar up to and including the 7th Step). I can use processes to work out meaning in a variety of short and longer authentic texts (e.g. emails and short magazine extracts, and adapted or abridged short stories). I can translate short passages, containing occasional more complex grammatical structures and less common vocabulary, into English with increasing accuracy.

M.F.L.	Step 5	Step 6	Step 7	Step 8	Step 9
1: Speaking 25%	I can initiate and develop conversations coherently and confidently on a variety of topics. Use and adapt language for new purposes and narrate events. Occasionally use some less common vocabulary and some more complex grammatical structures (including some grammar up to and including the 8th Step), referring to the past, present and future. I can demonstrate spontaneity by asking unsolicited questions, responding to unexpected questions and expanding answers where appropriate. Begin to use coping strategies to deal with unknown words. Use pronunciation and intonation which are mostly accurate.	I can initiate and develop discussions on a wide variety of topics, using appropriate register. Narrate events coherently. Use some less common vocabulary and more complex grammatical structures (including some grammar up to and including the 9th Step), referring to the past, present and future. I can demonstrate spontaneity by asking unsolicited questions, responding to unexpected questions and points of view, and expanding answers where appropriate. Use coping strategies to deal with unknown words and phrases. Use pronunciation and intonation which are mostly accurate.	I can initiate, develop and sustain conversations and discussions with some expansion. Narrate events and express own opinions and thoughts on a wide range of topics. I can use a range of less common vocabulary and more complex grammatical structures, using a range of tenses including less common tenses such as the conditional. Interact naturally, with little hesitation and little rephrasing. Use pronunciation and intonation which would be understood by a native speaker with some clarification or repetition.	I can initiate, develop, sustain and expand longer conversations and discussions independently. Use language creatively to exchange and justify a range of thoughts and opinions. Use appropriate register. I can use a wide range of less common vocabulary and more complex grammatical structures, using a range of tenses including less common tenses such as the conditional and pluperfect. Interact naturally, with occasional hesitation. I can use pronunciation and intonation which would be understood by a native speaker with occasional clarification or repetition.	I can consistently initiate, develop, sustain and expand long conversations and discussions independently. Consistently use language creatively to exchange and fully justify a wide range of thoughts and opinions. Consistently use appropriate register. I can use a very wide range of uncommon vocabulary and complex grammatical structures, using a range of tenses including less common tenses such as the conditional and pluperfect. I can interact naturally, with minimal hesitation. Use pronunciation and intonation which would be understood by a native speaker.
2: Listening 25%	I can deduce meaning and demonstrate understanding of detail in longer passages (including some authentic sources, adapted or abridged) which include a range of at least three different tenses, well-justified opinions and some less familiar, as well as familiar, language and grammatical structures (including some grammar up to and including the 8th Step), spoken clearly.	I can deduce meaning and demonstrate understanding of overall message and detail in longer passages (including authentic sources, adapted or abridged) which include a range of at least three different tenses, opinions and some more complex grammatical structures (including some grammar up to and including the 9th Step) and less familiar vocabulary, spoken clearly.	I can demonstrate recognition of themes and ideas in longer passages (including authentic sources, adapted or abridged) covering some contemporary and cultural themes, including some different types of spoken language, a combination of complex tenses and grammatical structures and some less common vocabulary.	I can extract and evaluate information in longer passages (including authentic sources, adapted or abridged) covering a range of contemporary and cultural themes, including some more abstract ideas, different types of spoken language, a combination of complex tenses and grammatical structures and some uncommon vocabulary.	I can draw conclusions and interpret meaning in a range of longer passages (including authentic sources, adapted or abridged) covering a wide range of contemporary and cultural themes, including abstract material, different types of spoken language, multiple tenses, complex grammatical structures and a range of uncommon vocabulary spoken clearly.
3: Reading 25%	I can deduce meaning and understand detail in longer texts, including extracts from literary texts, which include a range of at least three different tenses, opinions and some unfamiliar, as well as familiar, language, including some more complex structures (including some grammar up to and including the 8th Step). I understand longer authentic texts (e.g. longer blogs, letters, extracts from novels and short articles). I can translate short passages on a range of topics, including more complex structures and less common vocabulary, accurately into English with occasional errors.	I can deduce meaning in longer texts, including extracts from literary texts, which include a combination of different tenses, opinions, some more complex grammatical structures (including some grammar up to and including the 9th Step) and some less common vocabulary. I understand longer authentic texts (e.g. news magazine articles, email exchanges and extracts from plays). I can translate short passages, containing more complex language and grammar, accurately into English with occasional errors.	I can draw inferences and organise and present relevant details from longer texts, including extracts from literary texts. Respond to information in texts, which include authentic sources containing occasional unfamiliar material and which include a combination of complex tenses, complex grammatical structures and less common vocabulary (e.g. international news articles, factual websites). I can translate longer passages, containing complex grammatical structures and less common vocabulary, accurately into English with occasional errors.	I can draw inferences from a range of longer texts, including extracts from literary texts. I can respond to key information, themes and ideas and scan for meaning in authentic texts (e.g. autobiographies, letters presenting persuasive arguments) containing a combination of complex tenses and grammatical structures and some unfamiliar material. I can translate longer passages, containing a range of complex grammatical structures and less common vocabulary, accurately into English with isolated errors.	I can recognise implicit meaning in a wide range of longer texts, including extracts from literature written in a less common style. Respond to key information, themes and ideas and scan for meaning in a wide range of authentic texts (e.g. novels, newspaper articles, factual information) containing multiple tenses, complex grammatical tenses and structures and unfamiliar material. I can translate long passages, containing a wide range of complex grammatical structures and uncommon vocabulary, accurately into English with isolated errors.
4: Writing 25%	I can deduce meaning and understand detail in longer texts, including extracts from literary texts, which include a range of at least three different tenses, opinions and some unfamiliar, as well as familiar, language, including some more complex structures (including some grammar up to and including the 8th Step). I understand longer authentic texts (e.g. longer blogs, letters, extracts from novels and short articles). I can translate short passages on a range of topics, including more complex structures and less common vocabulary, accurately into English with occasional errors.	I can deduce meaning in longer texts, including extracts from literary texts, which include a combination of different tenses, opinions, some more complex grammatical structures (including some grammar up to and including the 9th Step) and some less common vocabulary. I understand longer authentic texts (e.g. news magazine articles, email exchanges and extracts from plays). I can translate short passages, containing more complex language and grammar, accurately into English with occasional errors.	I can draw inferences and organise and present relevant details from longer texts, including extracts from literary texts. Respond to information in texts, which include authentic sources containing occasional unfamiliar material and which include a combination of complex tenses, complex grammatical structures and less common vocabulary (e.g. international news articles, factual websites). I can translate longer passages, containing complex grammatical structures and less common vocabulary, accurately into English with occasional errors.	I can draw inferences from a range of longer texts, including extracts from literary texts. I can respond to key information, themes and ideas and scan for meaning in authentic texts (e.g. autobiographies, letters presenting persuasive arguments) containing a combination of complex tenses and grammatical structures and some unfamiliar material. I can translate longer passages, containing a range of complex grammatical structures and less common vocabulary, accurately into English with isolated errors.	I can recognise implicit meaning in a wide range of longer texts, including extracts from literature written in a less common style. Respond to key information, themes and ideas and scan for meaning in a wide range of authentic texts (e.g. novels, newspaper articles, factual information) containing multiple tenses, complex grammatical tenses and structures and unfamiliar material. I can translate long passages, containing a wide range of complex grammatical structures and uncommon vocabulary, accurately into English with isolated errors.

CITIZENSHIP	Step P1	Step P2	Step P3	Step 1	Step 2	Step 3	Step 4	Step 5	Step 6	Step 7
1: AT1 - Learning about Citizenship (knowledge and skills) 40%	I can describe what the subject (Citizenship) is about. I know what rights I have as a citizen and my role in society.	I can describe how I see myself as a citizen and the moral and social issues that influence me as a person within the community.	I can identify the meaning of British values with reference to democracy, respect and acceptance. I can apply this to social issues in society.	I can make clear links between social and moral issues, describing the importance of the impact this has on society with relevant evidence.	I can examine the social impact certain issues have in society and explain why they have an impact on society and individuals.	I can identify, explain and compare how citizens participate in democracy and society with links to diversity and identity of certain groups.	I can evaluate citizenship concepts and teachings, explaining where they have come from and explain societies relationship with the wider world.	I can critically evaluate the information that I have learnt and question the relevance this has on individuals, communities and the wider world.	I can give a well-argued view on values, commitment, identity, experience, meaning of British values and current moral issues.	I can give various views, other than my own, on values, commitment, identity, experience, meaning of British values and current moral issues.
2: AT2 - Learning from Citizenship (responses and insight) 40%	I can talk about the importance of Citizenship, making a link to morals and values. I can also talk about what is important to me and why.	I can talk about what is important to others with respect for their feelings about social and moral issues.	I can make links to events and issues that influence or are important to me as a citizen. I can ask questions and express opinions about social and moral issues.	I can apply knowledge and information about social and moral issues and relate them to my own opinion about life in modern Britain.	I can express my views and understanding in response to questions of social responsibility and moral issues within society.	I can explain and compare my own views, with those held by others and make thoughtful decisions about democracy and moral responsibilities which people have in society.	I can evaluate the relationship between different views and opinions developing an understanding of issues in society and the wider world.	I can emphasise with how different people make sense of life, the world we live in, their beliefs, and right and wrong in relation to social and moral issues using case students and relevant examples.	I can come to an independent, well-informed, reasoned judgement on social and moral views using a range of sources to develop and support my opinions and views.	I can come to a reasoned judgement that is independent and well-informed, on social and moral views using a range of sources to develop and support my opinions and views.
3: SPAG 20%	With support, I can write in simple sentences, starting with a capital letter and ending with a full stop.	I can write in simple sentences, starting with a capital letter and ending with a full stop.	<i>As before and...</i> spelling names and places with capital letters and write in full sentences.	<i>As before and...</i> can organise my sentences into paragraphs and my work is mainly readable.	<i>As before and...</i> can use punctuation correctly, such as commas and semi-colons, and my handwriting is legible.	<i>As before and...</i> can use connectives in my work, such as furthermore and however, spelling words correctly and using punctuation effectively.	<i>As before and...</i> can use capital letters at the start of paragraphs and for people and places.	<i>As before and...</i> can spell keywords and homophones correctly.	<i>As before and...</i> can use a wider range of specialist Citizenship terms accurately.	<i>As before and...</i> can write showing effective understanding of the question, using a wide range of specialist terms adeptly and with precision.

P.E.	Step P1	Step P2	Step P3	Step 1	Step 2	Step 3	Step 4	Step 5	Step 6	Step 7
1: Developing Skills in PE 20% HAND	I can sometimes link one basic skill or technique or idea and can sometimes demonstrate control and coordination when performing it.	I can link one basic skill, technique and idea and can demonstrate control and coordination when performing it.	I can sometimes link one or two basic skills, techniques and ideas. I can demonstrate control and coordination when performing these skills.	I can link skills, techniques and ideas. I can demonstrate control and coordination when performing skills.	I can link skills, techniques and ideas and apply them accurately and appropriately. I can demonstrate precision, control and fluency when performing skills.	I can consistently demonstrate skills with precision and control.	I can consistently demonstrate skills with precision, control and fluency.	I can consistently demonstrate skills with precision, control, fluency and originality.	I can consistently demonstrate high standards of skills with precision, control, fluency and originality.	I can consistently use advanced skills, techniques & ideas with precision, control, fluency and originality.
2: Making and applying decision. Evaluate and Improve 40% HEAD	I can sometimes understand one tactic and/or composition and can sometimes link it to skills learnt. I can sometimes compare and comment on one skill or technique or idea and can sometimes make a simple judgement on whether one performance is better than another.	I can understand one tactic and/or composition and can link it to skills learnt. I can compare and comment on one skill, technique, idea and can make a simple judgement on whether one performance is better than another.	I can understand one or two tactic(s) and/or composition(s) and can link it/them to skills learnt. I can compare and comment on one or two skill(s), technique(s), idea(s) and can make simple judgements on whether one performance is better than another.	I understand tactics and composition and I am trying to link them to skills learnt in performances. I can verbally compare and comment on skills, techniques and ideas. I can tell if one performance is better than another.	I understand tactics and composition and link them to skills learnt in performances. I can verbally compare and comment on skills, techniques and ideas. I can use this to improve different performances.	I can select and combine skills, strategy and tactics, accurately and appropriately to produce effective outcomes. I can verbally analyse and comment on my skills and techniques. I can modify and refine my skills to improve performance.	I can combine skills, techniques and ideas and use them in a widening range of familiar and unfamiliar physical activities. I can verbally analyse and comment on how skills, techniques and ideas have been used in performances. I can suggest ways to improve performance.	I select and combine advanced skills, techniques and ideas. I can adapt to the demands of increasingly complex situations. I know principles of advanced tactics, and compositional ideas to overcome opponents. I can verbally analyse and comment showing an understanding how skills, tactics, composition and fitness relate to the quality of performance. I can plan ways to improve performance and act on decisions to bring about improvements.	I can distinguish and apply skills with proficiency and flair. I can use advanced strategies, tactics or composition ideas to overcome opponents. I can verbally, critically evaluate performances showing I understand the impact of skills, strategy, tactics and fitness on the quality and effectiveness of performance. I can plan and monitor ways performances could be improved, acting on decisions to bring about improvements.	I can consistently apply principles of advanced tactics, strategies or composition with originality, proficiency and flair to overcome opponents. I can independently find imaginative, novel and different solutions to problems posed by myself & others. I can verbally critically analyse and judge mine and others work. I understand clearly how skills, strategies, tactics and fitness relate to and affect the quality and originality of performance in different physical activities.
3: Developing Physical & Mental Capacity. Making informed choices about healthy active lifestyles 40% HEART	I can sometimes communicate or collaborate or compete with other people on a basic/simple level. I am beginning to develop flexibility, strength technique, control and balance and can sometimes apply them in practical activities at a basic/simple level. I can sometimes describe and apply one or two basic safety principles in preparing for exercise. I can sometimes list one effect that exercise has on my body.	I can communicate, collaborate and compete with other people on a basic level. I am beginning to develop flexibility, strength technique, control and balance and can apply them in practical activities at a basic level. I can describe and apply one or two basic safety principles in preparing for exercise. I can list one effect that exercise has on my body.	I can communicate, collaborate and compete with other people at a basic level in a pair and in a group. I am beginning to develop flexibility, strength technique, control and can apply them in practical activities at a basic level. I can describe and apply basic safety principles in preparing for exercise. I can list one or two effects that exercise has on my body. I have a lack of confidence and find it hard to develop trust.	I have limited physical capacity (i.e. speed, stamina, strength & flexibility) to cope with the demands of the activity. I can sometimes have the confidence to have a go, and I can face challenging situations with help. I can explain and apply basic safety principles in preparing for exercise. I can describe effects of exercise on my body. I can explain why regular safe activities is good for health and wellbeing. I am beginning to develop trust.	I have limited physical capacity (i.e. speed, stamina, strength and flexibility) to cope with the demands of the activity. I have the confidence to have a go, and I can face challenging situations with help. I can explain and apply basic safety principles in preparing for exercise. I can describe effects of exercise on my body. I can explain why regular safe activities is good for health and wellbeing. I am beginning to develop trust.	One area of my physical capacity (i.e. speed, stamina, strength and flexibility) is developed to cope with the demands of the activity. I am determined to succeed. I can deal with a few challenging situations, but I find it difficult to deal with my emotions. I can explain how my body reacts during different types of exercise. I can explain why regular, safe exercise is good for fitness and health. I can plan and lead activities safely. I can trust my own abilities to help me develop and am building trust with others.	More than one area of my physical capacity (i.e. speed, stamina, strength and flexibility) is developed to cope with the demands of the environment. I am determined to succeed, I keep going in most challenging situations, and I can deal with my emotions most of the time. I understand how different components of fitness affect performance. I can explain how different types of exercise contribute to fitness and health. When leading activities, I can apply basic rules, conventions and/or compositional ideas consistently. I can trust my own abilities to develop and improve and am building trust with others which can help to solve problems.	My physical capacity (i.e. speed, stamina, strength and flexibility) is sufficient to cope with the demands of the environment. I am determined to succeed, I keep going in challenging situations, I can deal with my emotions and I can sometimes help others succeed as well. I can explain and apply principals of practice and training. I can explain benefits of regular planned activity on physical, mental and social wellbeing. I can take on different roles within an activity showing an ability to organise and communicate effectively, applying rules fairly and consistently. I can trust my own abilities in order to improve and I can trust others in order to collaboratively solve problems.	My physical capacity (i.e. speed, stamina, strength and flexibility) is very good with coping with the demands of the environment. I am determined to succeed and keep going in challenging situations. I can deal with my emotions and I am good at helping others succeed as well. I have very good trust in my own abilities. I also can use this trust to collaboratively solve problems.	My physical capacity is exceptional when dealing with the demands of the environment. I am determined to succeed, I always keep going in challenging situations. I can always control my emotions and I am excellent at helping others succeed as well. I have excellent trust in my own abilities. I can use this trust to collaboratively solve problems.

FOOD	Step P1	Step P2	Step P3	Step 1	Step 2	Step 3	Step 4	Step 5	Step 6	Step 7
1: KNOWLEDGE & UNDERSTANDING - Nutrition research 30%	With assistance, I can identify poor hygiene practices.	<i>As before and...</i> I can identify good safety practices and know how to prevent accidents.	<i>As before and...</i> I can assess the consequences of poor hygiene and safety practices.	<i>As before and...</i> Identify the food groups on the Eatwell Guide. Aware that a poor diet causes poor health. Basic understanding of ingredients. Can explain what you are doing.	<i>As before and...</i> Can carry out some basic research. Can explain what a healthy diet is. Understand what nutrients are and name some. Demonstrate some limited but relevant knowledge. Begin to comment on sensory properties. Can sketch design ideas and label ingredients.	<i>As before and...</i> Understand the basic principles of the Eatwell guide. Make food choices based on current healthy eating advice and guidelines. Research relevant information. Demonstrate basic understanding of the Eatwell Guide and nutrients. Produce a basic plan for making dishes, including ingredients and equipment.	<i>As before and...</i> Relevant research carried out. Know and understand the 8 tips for healthy eating. Explain why these are needed. Name some basic food related health problems. Can produce a plan for making dishes including timings and food safety. I know the functions and sources of macro & micronutrients. Can use food labels.	<i>As before and...</i> Relevant, detailed and concise research. Understand the Eatwell guide and the principles of nutrition. Understand the function and source of the main nutrients. Identify and explain a range of factors that can affect food choice. Produce clear and logical planning for dishes; explain reasons for choice, cooking methods, and nutrition and food safety. Can begin to explain the food science.	<i>As before and...</i> Understand the importance of current healthy eating recommendations and apply them to own/other people's diets. Understand the importance of energy balance and implications of excess or deficiency. Describe in detail the functions of the ingredients in products made. Consider wide range of factors when making choices (seasonality, local food, sustainability) Accurate & detailed plans for practical. Competently and accurately, complete exam style questions. Clear and focused hypothesis or prediction.	<i>As before and...</i> Totally independent and accurate throughout. Demonstrate relevant and comprehensive knowledge and understanding of the concepts, principles and properties of food science, cooking and nutrition. Accurately justify choice of ingredients, skills and techniques with detailed understanding of analysis of specific dietary groups, life stages, culinary traditions, etc.
2: MAKING: Food Preparation, Cooking and Finishing 60%	With assistance, I practice good hygienic practices for example washing hands after handling raw meat, tie my hair etc. I am able to use some equipment safely and I can name one-success criteria my product must have.	<i>As before and...</i> I can select the correct equipment and use it safely with minimum assistance. I can use parts of the cooker safely. I can name 2-3 success criteria that my product must have.	<i>As before and...</i> I can use equipment safely without any assistance. I can use parts of the cooker competently. I am able to produce a range of mainly savoury food, which shows a range of skills. I can follow a recipe or time plan / storyboards when making products and following the correct cleaning up / wash up procedure.	<i>As before and...</i> Follow a very simple recipe with some assistance. Use the bridge and the claw hold. Produce products with a simple finish.	<i>As before and...</i> Use of equipment with some accuracy. Able to use all parts of the cooker competently. Able to weigh and measure accurately. Apply basic rules of hygiene and safety.	<i>As before and...</i> Show confidence with equipment and ingredients, using appropriate methods on own with more accuracy. Some understanding of ingredients and processes and can correct errors. Good Hygiene and safety.	<i>As before and...</i> Good personal preparation, organisation and application of food safety procedures. Selects and uses equipment with accuracy. Increasing skills demonstrated.	<i>As before and...</i> Consistent personal preparation, organisation and application of food safety procedures. Executes skills/processes with accuracy. Good quality and finish to dishes	<i>As before and...</i> Independently and competently executes skills and processes with accuracy to produce very good quality dishes. High regard for safety principles. Demonstrates some challenging preparation and cooking techniques. Independently executes a wide range of complex technical skills/processes with precision and accuracy to produce very good quality dishes.	<i>As before and...</i> Very independently executes a wide range of complex technical skills/processes with precision and accuracy to produce excellent quality dishes.
3: ANALYSE & EVALUATE 20%	I can suggest a way in which my product can be improved. I can state one good and one bad thing about my product. I can use 4 sensory descriptors to discuss some aspects of my product	<i>As before and...</i> I can suggest 3 ways to improve my product. I can explain two things that went well during my making activity including my own performance.	<i>As before and...</i> I am able to use a variety of descriptive words to evaluate products. I can discuss how to improve during my next making activity and my product.	<i>As before and...</i> Comment on the finished product using WWW & EBI	<i>As before and...</i> Identify some good and bad points about work and suggest how the product could be improved. Beginning to use sensory adjectives – use of star profile.	<i>As before and...</i> Identify strengths and weaknesses and suggest improvements. Use of sensory vocabulary to describe food. (taste, texture, appearance & smell)	<i>As before and...</i> Evaluate product against success criteria. Some use of technical language.	<i>As before and...</i> Consistent review of work. Use of other peoples comments to evaluate. Make comparisons between own and existing products. Clear use of some technical language.	<i>As before and...</i> Thorough evaluation against task / specification/ success criteria using technical and subject specific terminology. Structured and coherent analysis / evaluation written as a report with accurate use of language.	<i>As before and...</i> In-depth and specialist understanding of how ingredients work and why. Written report of approximately 2000 words
4: SPAG 10%	With support, I can write in simple sentences, starting with a capital letter and ending with a full stop. I can use numeracy skills with assistance.	I can write in simple sentences, starting with a capital letter and ending with a full stop. I can use numeracy skills with limited assistance.	<i>As before and...</i> I can spell names and places with a capital letter and write in full sentences. I am able to identify my 'key words'. I can use my numeracy skills independently.	<i>As before and...</i> I can organise my sentences into paragraphs and my work is mainly readable. I can use a range of numeracy skills.	<i>As before and...</i> I can use punctuation correctly, such as commas and semi-colons, and my handwriting is legible. I can use descriptive words in my work. I can use a variety of numeracy skills.	<i>As before and...</i> I can use connectives in my work, such as furthermore and however. I can spell words correctly and use punctuation effectively. I can use numeracy skills with some accuracy and some precision.	<i>As before and...</i> I can use correct spelling of some key words. I can use numeracy with some accuracy and precision. I can identify and use verbs in my written work.	<i>As before and...</i> I can use key words accurately. I can use numeracy with accuracy and precision.	<i>As before and...</i> I can use a wider variety of technical terms. I can use simple formulas to calculate profit margins and interpret food labels. I can use 'HOULC' to help me with my extended writing.	<i>As before and...</i> I can use and pronounce a wider variety of technical/ catering terms. I can use numeracy to interpret data.

RES. MAT.	Step P1	Step P2	Step P3	Step 1	Step 2	Step 3	Step 4	Step 5	Step 6	Step 7
1: Research 20%	I can use a picture to aid design work, but require assistance to achieve this.	I can use a picture to aid design work.	I can find pictures to aid designs and identify one good and bad point about the products.	I can use images relevant to the task commenting on a number of good and bad points. I can also identify possible areas of research.	<i>As before and... one further source of information.</i>	<i>As before and... a detailed analysis of the products in use.</i>	<i>As before and... a third source of research and a simple specification.</i>	<i>As before and... a written analysis including at least three of the key areas of consideration including in the analysis and specification.</i>	<i>As before and... an analysis that considers primary, secondary and tertiary users. I can identify trends in existing products.</i>	<i>As before and... the specification reflects all areas of research. I can use ICT in my presentation.</i>
2: Ideas 20%	I can produce a simple 2D design, but require assistance to achieve this.	I can produce a simple 2D design.	I can produce more than one idea related to the brief with annotation created with some assistance.	<i>As before and... produced independently and without assistance.</i>	<i>As before and... with a minimum of four ideas with annotation all related to the research.</i>	<i>As before and... with simple modelling and evaluative comments about ideas.</i>	<i>As before and... ideas are varied and creative. Final selection is justified.</i>	<i>As before and... with a wide range of creative ideas.</i>	<i>As before and... with areas of conflict identified in the design.</i>	<i>As before and... all users are catered for. All areas identified in the analysis and specification are considered.</i>
3: Development 20%	I can produce a development in at least one key area, but require assistance to achieve this.	I can produce a development in at least one key area.	<i>As before and... with written comments explaining the development.</i>	I can produce an idea that has been developed in at least two of the five key areas.	I can produce an idea that is developed in three/four of the five key areas.	I can produce an idea that is developed in all five of the key areas.	I can produce an idea that has been fully developed, in the five key areas, using various sources of information. A simple plan of the make has been produced.	<i>As before and... using a wide range of sources and an explanation of how each meets the specification. I can produce a usable plan of the make.</i>	<i>As before and... resulting in a solution that satisfies a range of users, including a detailed plan.</i>	<i>As before and... can produce a solution that full satisfies all requirements of the specification, a range of users and covers all five areas of development. A detailed plan with alternatives.</i>
4: Making 20%	I can use tools with help and with limited accuracy, but require assistance to achieve this.	I can use tools with help and with limited accuracy.	I can use one skill accurately under supervision.	I can use tools and equipment to make a simple product with help and with reasonable accuracy. Includes one quality control check.	I can work with little help to produce a usable product using quality checks to ensure accuracy.	<i>As before and... using a variety of tools safely to a good standard. I can use C.A.D. in the production.</i>	<i>As before and... work mainly independently to a good standard. My practical work contains some demand and quality checks are made throughout the production.</i>	<i>As before and... the product is demanding and contains a range of skills and is will finished.</i>	<i>As before and... using a range of tools and equipment skillfully and accurately to make a demanding high quality product.</i>	<i>As before and... working entirely independently to create a product that satisfies the specification and task in every respect.</i>
5: Evaluating 10%	I can identify good and bad points about a design and talk about how it works, but require assistance to achieve this.	I can identify good and bad points about a design and talk about how it works.	<i>As before and... can describe what needs to be better. I can explain the design solution.</i>	I can say if a product is successful and can identify good and bad points.	<i>As before and... with reference to the specification when identifying good and bad points.</i>	<i>As before and... identifies which parts of the specification are met and which are not.</i>	<i>As before and... identifying opportunities for improvement. I can conduct testing with the target market.</i>	<i>As before and... with a direct comparison between the product and all points of the specification. I can identify weaknesses and possible improvements.</i>	<i>As before and... with a full written report including a customer survey, peer assessment and suggested improvements.</i>	<i>As before and... covering all aspects of the project and includes consideration of social, environmental, cultural and moral issues.</i>
6: SPAG 10%	With support, I can write in simple sentences, starting with a capital letter and ending with a full stop.	I can write in simple sentences, starting with a capital letter and ending with a full stop.	<i>As before and... spelling names and places with a capital letter, writing in full sentences.</i>	<i>As before and... organising my sentences into paragraphs and my writing is mainly readable.</i>	<i>As before and... using punctuation correctly, such as commas and semi-colons, and my handwriting is legible.</i>	<i>As before and... using connectives in my work, such as furthermore and however, spelling words correctly and using punctuation effectively.</i>	<i>As before and... using technical terms with the help of literacy mats to develop their design solution and demonstrate my knowledge and understanding of the subject.</i>	<i>As before and... using technical terms to develop their design solution and demonstrate my knowledge and understanding of the subject in most key areas.</i>	<i>As before and... using technical terms and principles to develop my design solution and demonstrate my knowledge and understanding of the subject in all key areas.</i>	<i>As before and... using key technical terms which demonstrate my knowledge and understanding of the subject fully in all key areas.</i>

TEXTILES	Step P1	Step P2	Step P3	Step 1	Step 2	Step 3	Step 4	Step 5	Step 6	Step 7
1: Research and Design Development (analysis and evaluation) 50%	I can carry out basic research about my task with help from the teacher. I can draw one idea related to the design brief with teachers help. I can say what was hard.	I can carry out some research about my task with guidance from teacher. I can draw one idea related to the design brief with help from the teacher. I can say what was hard and easy.	I can independently carry out research which is relevant to my design brief. I can independently create an idea with basic labels. I can say how I used my research to develop my idea.	I can collect information to inspire and inform my design. I have considered the target customer. I can create two/three original ideas with labels which relate to the brief. I can discuss something good or bad about the designs I have developed.	I have considered some technical features for my product. My research shows evidence of analysis and evaluation of other designers' work leading to the development of imaginative ideas.	My research shows a link to my brief and gives me some relevant technical information for my specification e.g. materials, sizes, components, etc. I can show a variety of different ideas with reference to my research and theme. I can record technical problems with my designs and improvements I have made.	I can analyse my research with regard to decorative techniques, recycling, up-cycling and sustainable fibres and apply this analysis to my design work. My ideas show some technical understanding of fabric properties, components and decoration. My annotation refers to the specification points. I have identified a number of key weaknesses and suggested improvements.	I can apply the conclusions from my research and analysis to show how my ideas better fit the target market. My ideas are clear, concise and imaginative, and directly relate to the brief. I have explained how my developed design meets my specification.	My research analysis clearly shows trends and processes in the design of similar products and of other designers. I can identify a broad range of criteria for evaluating. I can independently resolve any problems using drawings, prototyping or decorative fabric samples.	My research shows a thorough understanding of physical properties and working characteristics of materials. My decision-making is based on sound knowledge gained from my research. My final development shows all details that would allow a third party to make the product. I have carried out detailed evaluations for my ideas.
2: Making and Evaluating 40%	I can use tools and equipment with supervision. With teachers help I can demonstrate simple making skills. With teachers help I can say what was hard.	I can use tools and equipment with supervision. With some help I can demonstrate skills with accuracy in parts. I can say what was hard and easy.	I can use tools and equipment correctly and safely some of the time. I can identify one quality check. I have demonstrated an understanding of techniques. I can say what was hard and easy.	I can work mainly independently during my practical work. I can identify at least two quality checks for my practical work. I have produced an outcome which is mainly finished.	I can identify quality checks in my work. I have produced an outcome which has some level of demand in some parts. I can use tools correctly and safely and I can record the process and identify improvements.	I can work independently during practical work. I can apply quality checks during the making of my outcome. I have produced an outcome which has some demand in its range of skills.	I can apply quality checks to the practical work to make sure that it is well made. I have produced a product which is demanding in its range of skills. I have identified a number of key weaknesses and suggested improvements.	I can select and use a range of tools and equipment accurately, skilfully and safely. I can apply quality checks throughout the making process to ensure that a quality outcome is produced. I can explain fully, in writing how I solved technical problems whilst making.	I can carry out practical work confidently. I can select and use the correct tool, materials and equipment. I have produced a product which is rigorous and demanding in its range of skills. I can identify a broad range of criteria for evaluating.	I can produce a product which has a very high level of accuracy in its making and finish.
3: SPAG 10%	With support, I can write in simple sentences, starting with a capital letter and ending with a full stop.	I can write in simple sentences, starting with a capital letter and ending with a full stop.	<i>As before and...</i> spelling names and places with a capital letter and write in full sentences.	<i>As before and...</i> can organise my sentences into paragraphs and my work is mainly readable.	<i>As before and...</i> can use punctuation correctly, such as commas and semi-colons, and my handwriting is legible.	<i>As before and...</i> can use connectives in my work, such as furthermore and however, spelling words correctly and using punctuation effectively.	<i>As before and...</i> using connectives in my work, such as furthermore and however. Spelling words correctly and using punctuation effectively.	<i>As before and...</i> I can explain and compare my ideas and findings using complex terms. I can also use textiles technical terms with the help of the textiles literacy mats.	<i>As before and...</i> I can summarise and explain how my product develops using PEE and key word sheets.	<i>As before and...</i> write using full sentences and key technical terms to identify positive aspects. I can make a critical judgement about my product.

PROJECT LEARNING	Step P1	Step P2	Step P3	Step 1	Step 2	Step 3
1: Humanities 25%	<p>I know about some places in my local area, the UK, and wider world. I can find places on a map using the four point compass. I understand that different events happened in the past. I can take a piece of information from a source.</p>	<p>I can recognise and describe physical and simple geographical patterns. I can use map symbols, the eight point compass and begin to use four figure grid references. I can recall an event in the past using simple statements. I can take two pieces of information from a source.</p>	<p>I can describe the similarities and differences of physical and human environments and begin to name processes. I can create my own geographical questions and begin to conduct a simple geographical enquiry. I am beginning to describe events that happened in the past using simple statements. I can make an inference from a source.</p>	<p>I can describe the characteristics of different places around the world. I can identify how the use and management of environments can have negative effects. I can consistently describe events that happened in the past using simple statements. I can consistently make two inferences from a source.</p>	<p>I can recall basic information about regions I have studied. I can suggest why places have changed. I can make basic comparisons between places on a wider scale. I can consistently describe some events that happened in the past but this may lack organisation. I can consistently give a brief explanation of the difference between the two sources.</p>	<p>I can recall basic information about environments and specific locations. I can recognise and begin to explain several reasons why places change because of physical and human processes. I can start to describe events that happened in the past which is mostly accurate and relevant. I am beginning to analyse and organise my answers.</p>
2: Ethics and Philosophy 25%	<p>I can describe what the subject (R.E and Citizenship) is about. I know how the first religion may have started. I know what rights I have as a citizen and my role in society.</p>	<p>I can talk about what is important to others with respect for their feelings.</p>	<p>I can identify meaning of religious symbols, rituals and practices using keywords and names of important places and people. I can identify the meaning of British values with reference to democracy, respect and acceptance. I can apply this to social issues in society.</p>	<p>I can make clear links between religions. I can apply knowledge and information about religious teachings and relate them to my own opinion. I can apply knowledge and information about social and moral issues and relate them to my own opinion about life in modern Britain.</p>	<p>I can name and give examples of the ultimate questions of life and explain why they are important. I can express my views and understanding in response to questions of social responsibility and moral issues within society.</p>	<p>I can identify, explain and compare different ways of reasoning regarding how people make choices and why some are correct and some are wrong. I can explain and compare my own views, with those held by others and make thoughtful decisions about democracy and moral responsibilities which people have in society.</p>
3: Practical 25%	<p>I can produce a simple design, but require assistance to achieve this. I struggle to work in groups and often need reminding to stay on task. I can collect information for a project.</p>	<p>I can produce a simple design. I can work in small groups and often share ideas. I can identify good and bad points about a piece of work. but require assistance to achieve this.</p>	<p>I can produce more than one idea related to the brief with annotation created with some assistance. <i>As before and...</i> can describe what needs to be better. I can use one skill accurately under supervision.</p>	<p><i>As before and...</i> produced independently and without assistance. I can say if a project is successful and can identify good and bad points. I can use tools and equipment to make a simple product with help and with reasonable accuracy.</p>	<p><i>As before and...</i> with a minimum of four ideas with annotation. <i>As before and...</i> with reference to the criteria when identifying good and bad points. <i>As before and...</i> using a variety of tools safely to a good standard.</p>	<p><i>As before and...</i> work mainly independently to a good standard. My practical work contains some demand and quality checks are made throughout the production. I can say if a product is successful and can identify good and bad points.</p>
4: SPAG 25%	<p>With support, I can write in simple sentences, show correct use of capital letters and full stops.</p>	<p>I can write in simple sentences, show correct use of capital letters and full stops.</p>	<p><i>As before and...</i> can write names of people and places using a capital letter and spelling is usually correct.</p>	<p><i>As before and...</i> can organise my sentences into paragraphs and my writing is mainly readable. I can identify any necessary numeracy skills.</p>	<p><i>As before and...</i> my handwriting is clear and legible. Basic punctuation is used correctly. I can successfully use the correct measurements where necessary.</p>	<p><i>As before and...</i> can write more complex sentences using connectives and adjectives to describe my learning. I use a dictionary or glossary etc. to help me.</p>

LEARNING SUPPORT	Step P1	Step P2	Step P3	Step 1	Step 2	Step 3	Step 4	Step 5
Reading Ages	6.0 - 7.5	7.6 - 8.4	8.5 - 9.11	10.0+	12.0+	13.0+	14.0+	15.0+
1: Decoding 25%	I can read high frequency words without help. I can read some words I do not know by sounding out. I breathe at full stops.	When I get stuck on a word I work it out, by reading on, reading back, blending sounds etc. I can read with greater fluency, and stop or pause when the punctuation tells me.	I can read with fluency and understanding, but sometimes I break at the wrong moment and do not follow the punctuation. I need some support to sound out new words.	I can read with fluency, understanding and expression. I am able to pick out words for emphasis.	I can read texts of increasing difficulty with fluency, understanding and expression in accordance with the reading age above.	I can read texts of increasing difficulty with fluency, understanding and expression in accordance with the reading age above.	I can read texts of increasing difficulty with fluency, understanding and expression in accordance with the reading age above.	I can read texts of increasing difficulty with fluency, understanding and expression in accordance with the reading age above.
2: Understanding what I read 25%	I can tell an adult what has happened in a story I read by myself. I can find pages to tell an adult about things.	I can find the information to answer a simple question about what I have read. I know where to look for information.	I can pick out some simple points in a text. I can use evidence from a text to sometimes back up my ideas.	I can identify some relevant points to answer questions about what I read. My comments are backed up by some references to the text but sometimes my points are a bit vague.	I can identify most relevant points clearly, including those selected from different places in the text. I can make comments and generally support them using relevant words from the text, even though sometimes my points are not always accurate.	I can identify relevant points clearly, although sometimes not from different points in the text. I can comment on texts with some appropriate textual reference.	I can identify relevant points clearly, including summarising and synthesizing information from different sources or different places in the same text. I can comment on texts incorporating appropriate textual reference to support my main ideas or argument.	I read and carefully select the right words and phrases in a text to support the point I want to make about it. I am learning to draw on knowledge of other sources to develop or clinch an argument when discussing a point I want to make about a text.
3: Inferring, Deducing and Interpreting what I read 25%	I can tell an adult who is talking in a story. I can talk about the meaning of parts of the text.	I can work out what the writer is trying to tell me about some events, information and characters in a text I sometimes use clues when I talk about a text.	I can infer (work out) the basic meaning of a text and show the part of the text that gave me the clues. I can explain what I mean but often repeat words from the text.	I can infer meanings using evidence from different parts of a text, for example, saying how a character feels.	I can develop an explanation of inferred meanings drawing on evidence across the text - I can read between the lines. My comments make inferences and deductions based on textual evidence.	I can comment on what I read securely based in textual evidence. I can identify different layers of meaning, with some attempt to explore these meanings in detail.	I can consider wider implications of information, events or ideas in the text so I can explain how small details in a text contribute to the overall meaning.	I can begin to develop an interpretation of the text(s), making connections between insights, teasing out meanings or weighing up evidence.
4: Written Literacy 25%	With support, I can write in simple sentences, starting with a capital letter and ending with a full stop.	I can write in simple sentences, starting with a capital letter and ending with a full stop.	<i>As before and...</i> spelling names and places with a capital letter and write in full sentences.	<i>As before and...</i> can organise my sentences into paragraphs and my work is mainly readable.	<i>As before and...</i> can use punctuation correctly, such as commas and semi-colons, and my handwriting is legible.	<i>As before and...</i> can use connectives in my work, such as furthermore and however, spelling words correctly and using punctuation effectively.	<i>As before and...</i> can write in an increasingly varied and interesting way with more difficult, specialised words often spelled correctly.	<i>As before and...</i> can write in a varied and interesting way with specialised vocabulary spelled correctly.



KING HENRY
SCHOOL

NOTES

A series of horizontal dotted lines for writing notes.



KING HENRY SCHOOL

King Henry School, Avenue Road, Erith, Kent, DA8 3BN
Tel: 01322 348231 • Fax: 01322 351528
Email: info@kinghenry.org.uk • Website: www.kinghenry.org.uk
