



SCALES

(SPRING COMMON ACADEMY LEVELS)



SCALES

(Spring Common Academy Levels)

SCALES have been developed to allow us to track pupil progress from KS1 for pupils working below national expectations.

For over 20 years, progress for these pupils was measured using the P Scales. However, the report from the Rochford review found that these were no longer fit for purpose and proposed a *“new approach to assessment that is more appropriate for the varying needs of pupils working below the standard of national curriculum tests, better aligned with the new national curriculum, and allows for more fluid progression onto wider forms of statutory national assessment.”*

SCALES provide a developmental measure of progress linked to stages from the Early Years Development Matters through to Year 3 of the National Curriculum. They provide a continuum including transition points between Early Learning Goals, Year 1, Year 2 and Year 3 expectations. Each SCALE has a number of statements of key developmental milestones. These are also linked to Pre Key-Stage standards where applicable.

Pupils working below SCALE 2 follow non subject specific curriculum and their progress is tracked using cross curricular targets from Routes for Learning.

Statutory Reporting:

From 2018-19 P scales have no longer been the reported measure of progress for pupils at the end of key stages 1 and 2. Attainment is now reported using Pre Key-Stage standards. For pupils working below the pre key stage standards who are not yet ready for subject specific learning, progress will be reported using the Engagement Model.

The chart below shows how SCALES match the chronological ages and Pre KS standards.

SCALE	Chronological Age	NC Year	Pre KS standard
2	8 – 20 months		
3	16-26 months		
4	22 – 36 months		1
5	30-50 months		2
6	40 – 60 months		3
7			4
8			
9	6 years	1	5
10			
11			
12	7 years	2	6
13			
14			
15	8 years	3	
16	9 years	4	

Number Statement

Subject Level

Number	2	Develops an awareness of number names through number rhymes and songs
Number	2	Notices changes in number of objects in a group up to 3 by looking between objects
Number	2	Looks or reaches for an object when it goes out of sight
Number	3	Finds pairs of objects which are the same
Number	3	Organises and categorises objects which are the same
Number	3	Says or signs some counting words randomly
Number	3	Creates patterns eg. threading beads, peg boards, painting or collages
Number	4	Sorts objects according to perceptual qualities, such as colour or function eg. Knives, forks and spoons
Number	4	Selects a small number of objects (not necessarily correct) from a group when asked, for example 'give me 2'
Number	4	Recites some number names in sequence
Number	4	Makes marks representing numbers
Number	4	Makes comparisons between quantities using language such as 'more' or 'a lot'
Number	5	Sorts according to given criteria
Number	5	Uses terms same and different to describe objects
Number	5	Recites numbers in order to 10
Number	5	Sometimes matches numeral and quantity correctly
Number	5	Separates or organises a group of three or four objects in different ways and recognise the total is the same
Number	5	Knows anything can be counted not just objects eg. Claps, steps, jumps
Number	5	Shows an interest in numerals in the environment
Number	5	Counts up to four objects

Subject	Level	Statement
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Number	5	Copies and continue a simple pattern using real objects
Number	6	Recognises numerals 1 to 5
Number	6	Counts objects up to 10 accurately by saying one number name for each item (1:1 correspondence)
Number	6	Uses comparative language 'more' and 'less' to compare two sets of objects
Number	6	Finds total number in two groups by counting all of them
Number	6	Finds one more or one less from a group of up to five objects
Number	6	Estimates how many and checks by counting (up to 10)
Number	6	Shares out objects between pupils
Number	7	Reads and writes numerals to 9
Number	7	Counts to 20
Number	7	Counts in 2s to 20
Number	7	Identifies the position of an object, using ordinal numbers to 10
Number	7	Uses concrete objects and pictorial representation to add and subtract 1 from a group of objects and indicate how many are now present
Number	7	Understands that the number of objects changes when one is added and taken away
Number	7	Understands that the total number of objects remains the same when they are rearranged (conservation of number)
Number	7	Responds to and uses addition vocabulary (add, plus, total)
Number	7	Responds to and uses subtraction vocabulary (take away, minus, subtract)
Number	7	Begins to double numbers to 6
Number	8	Counts forwards and backwards to 20
Number	8	Counts to 50

Subject	Level	Statement
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Number	8	Counts in 10's to 100
Number	8	Identifies one more and one less from a given number to 20
Number	8	Reads 2-digit numbers correctly to 20
Number	8	Demonstrates an understanding of the mathematical symbols +, -, =
Number	8	Solves problems using addition and subtraction of single digit numbers to 10
Number	8	Recalls number bonds to 5 and understand commutative laweg (3+2=5 so 2+3=5)
Number	8	Begins to recognise a half as two equal parts
Number	8	Responds to and uses vocabulary of values (half, double)
Number	8	Doubles numbers to 10
Number	8	Separates a group of objects into two equal groups
Number	8	Copies and continues a repeating pattern
Number	9	Counts to and beyond 100
Number	9	Counts forwards and backwards from any given number to 100
Number	9	Counts in 2s, 5s and 10s and uses to solve problems
Number	9	Reads and writes numbers correctly to 100
Number	9	Relates ordinal to cardinal numbers
Number	9	Knows all number bonds to 10
Number	9	Solves one-step problems using addition or subtraction to 20 (where no regrouping required)
Number	9	Demonstrates and understanding of inverse relationships involving addition and subtraction within 20
Number	9	Recognises, finds and names half as one of two equal parts of a set of objects or a shape
Number	9	Responds to and uses quantitative vocabulary (equal, more, less)
Number	9	Shares small quantities into equal groups
Number	9	Identifies patterns in an array

Subject	Level	Statement
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Number	10	Counts from 0 in steps of 3 to 15 using visual prompts
Number	10	Compares numbers to 20
Number	10	Writes numbers to 20 in numerals and words
Number	10	Identifies one more and one less than a given number (up to 30) independently
Number	10	Partitions numbers to 20 independently
Number	10	Estimates numbers to 20
Number	10	Recognises a pattern within the number system
Number	10	Using concrete & pictorial aids add two one digit numbers
Number	10	Using concrete & pictorial aids subtract a one digit number from a two digit number
Number	10	Knows number bonds to 20
Number	10	Finds a half and quarter of a set of objects
Number	11	Counts from 0 in multiples of 3
Number	11	Compares numbers using < and > signs
Number	11	Makes sensible estimates
Number	11	Equates grouping and sharing with multiplication and division
Number	11	Identifies parts of numbers as tens and units
Number	11	Records addition and subtraction in columns independently with some errors
Number	11	Using concrete & pictorial aids adds two, two digit, numbers
Number	11	Using concrete & pictorial aids subtracts a two digit number from a two digit number
Number	11	Recognises that subtraction is the inverse of addition
Number	11	Recognises that addition can be done in any order, but that subtraction cannot
Number	11	Writes number statements using the correct signs
Number	11	Finds half and quarter of a shape

Subject	Level	Statement
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Number	12	Counts forwards and backwards from 0 in 2's
Number	12	Counts forwards and backwards from 0 in 5's
Number	12	Orders numbers to 100
Number	12	Partitions numbers (to 100)
Number	12	Identifies the value of each digit in a 2 digit number
Number	12	Demonstrates knowledge of zero as a place holder, e.g. 40 = 4 tens and 0 ones
Number	12	Using concrete & pictorial aids adds three single digit numbers
Number	12	Uses bonds with related facts to 100
Number	12	Partitions numbers to simplify a problem
Number	12	Records addition and subtraction in columns
Number	12	Recalls multiplication & division facts for the two, five and ten times table
Number	12	Recognises that multiplication can be done in any order, but division cannot
Number	12	Recognises fractions $\frac{2}{4}$, $\frac{3}{4}$, $\frac{1}{3}$, $\frac{2}{3}$
Number	13	Counts from 0 in 100s
Number	13	Finds 10 more or less than a given number
Number	13	Recalls and uses multiplication and division facts for three times table.
Number	13	Mentally adds and subtracts a three digit number and ones.
Number	13	Uses multiplication and division to solve problems with multiplication tables known.
Number	13	Reads and writes numbers to 1000 in numerals
Number	13	Solves missing number problems of addition and subtraction using number facts
Number	13	Recognises that tenths arise from dividing an object into 10 equal parts

Subject	Level	Statement
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Number	14	Counts from 0 in 50s
Number	14	Recalls and uses multiplication and division facts for four times table
Number	14	Finds 100 more or less than a given number
Number	14	Mentally adds and subtracts a three digit number and tens
Number	14	Adds and subtracts numbers with two digits using formal written methods of columnar addition and subtraction
Number	14	Recognises, finds and writes fractions of a discreet set of objects
Number	14	Recognises and shows equivalent fractions with small denominators
Number	14	Compares and orders fractions with same denominator
Number	14	Writes numbers to 1000 in words
Number	15	Counts from 0 in multiples of 4 and 8
Number	15	Recognises the place value of each digit in a three digit number
Number	15	Applies partitioning related to place value to 1000
Number	15	Compares and orders numbers to 1000
Number	15	Adds and subtracts numbers with up to three digits using formal written methods of columnar addition and subtraction
Number	15	Mentally adds and subtracts a three digit number and hundreds
Number	15	Recalls and uses multiplication and division facts for eight times table
Number	15	Uses formal written methods of short multiplication and division
Number	15	Solves missing number problems of multiplication and division using number facts
Number	15	Chooses appropriate operations to solve problems
Number	15	Adds and subtracts fractions with same denominator
Number	15	Recognises that tenths arise from dividing one digit numbers by 10
Number	15	Counts up and down in tenths

Geometry and Measurement

Geometry & Measurement	2	Recognises big things and small things in familiar contexts
Geometry & Measurement	2	Attempts to put shapes in a shape sorter
Geometry & Measurement	2	Manipulates blocks and shapes
Geometry & Measurement	2	Fills, stirs and pours during messy play or cooking activities
Geometry & Measurement	2	Anticipates key events in the day eg. lunchtime from visual or multi-sensory cue
Geometry & Measurement	3	Attempts to fit shapes into an inset board or jigsaw puzzle
Geometry & Measurement	3	Stacks blocks and build towers
Geometry & Measurement	3	Fills and empties containers on request
Geometry & Measurement	3	Understands the terms now and next or first and then
Geometry & Measurement	3	During play activities swaps one item for another with an adult or peer
Geometry & Measurement	4	Says or signs big and small to describe objects
Geometry & Measurement	4	Recognises some colours
Geometry & Measurement	4	Matches shapes
Geometry & Measurement	4	Understands the concept of transaction eg, exchange a coin for an item
Geometry & Measurement	4	Anticipates daily events such as lunchtime, home time
Geometry & Measurement	5	Uses some words or signs relating to position
Geometry & Measurement	5	Understands things are made up of parts or can be cut into parts eg. taking a toy apart or cutting up a pizza
Geometry & Measurement	5	Talks about shapes of everyday objects eg round, tall
Geometry & Measurement	5	Knows that different size containers will hold more or less
Geometry & Measurement	5	Knows the terms day and night

Subject	Level	Statement
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Geometry & Measurement	6	Selects a named 2D shape with visual/signed support
Geometry & Measurement	6	Sorts objects according to shape or size
Geometry & Measurement	6	Orders 2 or 3 objects according to size
Geometry & Measurement	6	Describes own position in relation to others eg. next to, behind, in front
Geometry & Measurement	6	Responds to request to position object eg. in, on, under
Geometry & Measurement	6	Begins to use terms tomorrow, today and yesterday (not always accurately) to describe when something happens
Geometry & Measurement	7	Uses terms to describe mass/weight; heavy and light
Geometry & Measurement	7	Uses terms to describe capacity and volume; full and empty
Geometry & Measurement	7	Matches coins to £2
Geometry & Measurement	7	Uses terms to describe length and height; long and short, tall and short
Geometry & Measurement	7	Uses non-standard units to measure length and height
Geometry & Measurement	7	Uses the term 'first' and next
Geometry & Measurement	7	Knows the days of the week and identifies activities on each day such as no school on Saturday and Sunday
Geometry & Measurement	7	Tells the time to the hour
Geometry & Measurement	7	Names 2D shapes; rectangle, square, circle, triangle
Geometry & Measurement	7	Responds to the language of direction: forwards and backwards
Geometry & Measurement	8	Compares mass/weight using heavier than and lighter than
Geometry & Measurement	8	Compares capacity and volume using more than, less than, half, half full, quarter full
Geometry & Measurement	8	Identifies coins to £2

Subject	Level	Statement
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Geometry & Measurement	8	Identifies notes £5, £10, £20
Geometry & Measurement	8	Compares length and height using longer and shorter, taller and shorter, double, half
Geometry & Measurement	8	Uses terms relating to time; quicker, slower, earlier, later
Geometry & Measurement	8	Tells the time to the half hour
Geometry & Measurement	8	Names 3D shapes cuboid, cube, sphere, pyramid
Geometry & Measurement	8	Uses the language of direction: forwards and backwards
Geometry & Measurement	9	Solves practical problems involving mass/weight
Geometry & Measurement	9	Records mass/weight of an object
Geometry & Measurement	9	Uses scales independently
Geometry & Measurement	9	Solves practical problems involving capacity
Geometry & Measurement	9	Records capacity
Geometry & Measurement	9	Knows the value of coins to £2
Geometry & Measurement	9	Measures using a ruler
Geometry & Measurement	9	Uses standard units to record height or length
Geometry & Measurement	9	Records the time to the hour and half hour on an analogue clock face
Geometry & Measurement	9	Recognises 2D shapes in different orientations
Geometry & Measurement	9	Recognises 2D shapes in everyday objects
Geometry & Measurement	9	Recognises 3D shapes in different orientations
Geometry & Measurement	9	Recognises 3D shapes in everyday objects
Geometry & Measurement	9	Uses the language of direction: left and right
Geometry & Measurement	10	Recognises a side in a 2D shape
Geometry & Measurement	10	Uses a mirror to reflect part or all of a shape

Subject	Level	Statement
Geometry & Measurement	10	Uses some mathematical vocabulary to describe position
Geometry & Measurement	10	Describes movement using the language of direction. E.g. Backwards, left
Geometry & Measurement	10	Compares intervals of time verbally in relation to familiar events, e.g. Length of Break time in relation to a lesson
Geometry & Measurement	10	Measures to the nearest unit
Geometry & Measurement	10	Reads a clock showing quarter past and quarter to the hour
Geometry & Measurement	10	Uses measuring vessels
Geometry & Measurement	11	Recognises an edge, vertex and face in a 3D shape
Geometry & Measurement	11	Sorts 2D and 3D shapes by simple set criteria
Geometry & Measurement	11	Knows the number of minutes in an hour
Geometry & Measurement	11	Knows the number of hours in a day
Geometry & Measurement	11	Recognises the symbol for pence (p) and pound (£)
Geometry & Measurement	11	Draws the hands on the clock to show quarter past and quarter to
Geometry & Measurement	11	Tells the time in 5 minute intervals
Geometry & Measurement	11	Uses rulers accurately
Geometry & Measurement	11	Uses scales accurately
Geometry & Measurement	11	Measures temperature using a thermometer with some accuracy
Geometry & Measurement	12	Demonstrates the vertical line of symmetry in a 2D shape
Geometry & Measurement	12	Identifies 2D shapes on the surface of a 3D shape
Geometry & Measurement	12	Recognises that a quarter turn is a right angle
Geometry & Measurement	12	Draws the hands on a clock to show the time in 5 minute intervals
Geometry & Measurement	12	Combines amounts to make a specific value
Geometry & Measurement	12	Makes the same amount using different coins, e.g. How many £2 coins needed to make £20

Subject	Level	Statement
Geometry & Measurement	12	Solves simple problems of the same units for giving change, e.g. Spending 15p and working out change from a 20p coin
Geometry & Measurement	12	Chooses and uses appropriate standard units to estimate and measure length and height (m/cm)
Geometry & Measurement	12	Chooses and uses appropriate standard units to estimate and measure temperature (in centigrade)
Geometry & Measurement	12	Chooses and uses appropriate standard units to estimate and measure weight / mass (kg/g)
Geometry & Measurement	12	Chooses and uses appropriate standard units to estimate and measure capacity (litres/ml)
Geometry & Measurement	13	Measures accurately: lengths (m/cm/mm); mass(kg/g); Volume/capacity (l/ml)
Geometry & Measurement	13	Calculates change from amounts up to £1
Geometry & Measurement	13	Tells and writes time from analogue clock including with Roman Numerals
Geometry & Measurement	13	Uses vocabulary related to time such as o'clock, a.m./p.m.
Geometry & Measurement	13	Draws 2D shapes
Geometry & Measurement	13	Recognises angles as a description of a turn and identifies a right angle
Geometry & Measurement	14	Measures perimeter of simple 2D shapes
Geometry & Measurement	14	Calculates change from amounts £1 to £5
Geometry & Measurement	14	Tells and writes time from digital 12 hour clock
Geometry & Measurement	14	Knows number of seconds in a minute and number of days in each month, year and leap year.
Geometry & Measurement	14	Makes 3D shapes and recognises them in different orientations.
Geometry & Measurement	14	Recognises that two right angles make a half turn, three make three quarters of a turn and four a complete turn
Geometry & Measurement	15	Compares, adds and subtracts lengths, mass and volume/capacity
Geometry & Measurement	15	Adds and subtracts amounts of money to give change using £ and p
Geometry & Measurement	15	Records and compares time in terms of seconds, minutes and hours
Geometry & Measurement	15	Estimates and reads time to nearest minute

Subject	Level	Statement
Geometry & Measurement	15	Calculates duration of events
Geometry & Measurement	15	Identifies whether angles are greater or less than a right angle using terms acute and obtuse
Geometry & Measurement	15	Identifies properties of symmetrical and non-symmetrical shapes

Reading

Reading	2	Chooses objects from photos
Reading	2	Matches photos to objects
Reading	2	Looks at pictures in a book or on a screen
Reading	3	Matches photos to photos
Reading	3	Identifies people and objects from photos
Reading	3	Makes a choice from photos
Reading	3	Looks at a book with an adult
Reading	3	Turns the pages of a book or presses switch in electronic version with prompts
Reading	3	Has a favourite book
Reading	3	Joins in rhymes and songs by singing, signing or copying actions
Reading	3	Matches sound to source of sound
Reading	4	Matches symbols to symbols
Reading	4	Matches symbol to photos and objects
Reading	4	Makes a choice from symbols
Reading	4	Has favourite stories, rhymes, songs or poems
Reading	4	Repeats words, phrases or signs from familiar stories, rhymes, songs or poems
Reading	4	Fills in the missing word from a familiar rhyme, story or song using words, signing or a switch
Reading	4	Points to pictures in a book in response to a verbal prompt

Subject	Level	Statement
Reading	5	Recognises own name
Reading	5	Identifies symbols for everyday activities eg visual timetable
Reading	5	Looks at books independently
Reading	5	Holds book correct way up and turns pages or presses switch in electronic version without prompts
Reading	5	Distinguishes between print and pictures
Reading	5	Answers simple questions about picture books and stories, eg. Where is the....., show me
Reading	5	Anticipates event in familiar story
Reading	6	Matches words to words and words to pictures
Reading	6	Identifies some words from a choice
Reading	6	Recognises familiar words in the environment
Reading	6	Reads some words
Reading	6	Hears and says the initial sound in some words
Reading	6	Gives the correct sound to grapheme for 10+ phonemes
Reading	6	Names some letters
Reading	6	Retells all or part of a familiar story
Reading	7	Gives correct sound to grapheme for 20+ phonemes
Reading	7	Decodes simple words that can be sounded out phonetically e.g. in, it, at
Reading	7	Blends single sounds in new words
Reading	7	Begins to use onset and rime to read new words
Reading	7	Reads simple exception words e.g. of, is
Reading	7	Uses picture clues to help work out new words
Reading	7	Recognises and name all lower case letters
Reading	7	Recognises names of familiar peers and adults

Subject	Level	Statement
Reading	7	Sits, listens and looks at a book read to them
Reading	7	Responds to familiar parts/pictures in a story
Reading	7	Realises when they have misread a word
Reading	7	Recounts a short sequence of events from a story using pictures or objects
Reading	8	Reads all letters - lower and upper case
Reading	8	Decodes CVC words
Reading	8	Gives correct sound to grapheme for 40+ phonemes
Reading	8	Uses contextual clues to help work out new words
Reading	8	Reads words with contractions (I'm, I'll, we'll)
Reading	8	Reads words of more than one syllable
Reading	8	Reads aloud accurately books at an appropriate reading level
Reading	8	Retells a familiar story
Reading	8	Links what they have read/heard to something they have experienced
Reading	8	Recognises and joins in with predictable phrases in story
Reading	8	Uses information they know to understand text e.g. given vocabulary
Reading	8	Retells some parts of a story
Reading	8	Predicts what might happen next
Reading	8	Answers questions on the text
Reading	8	Distinguishes between fiction and non-fiction texts
Reading	9	Blends the sounds in words containing common graphemes for all 40+ phonemes
Reading	9	Decodes CCVC and CVCC words
Reading	9	Gives alternative sound for grapheme

Subject	Level	Statement
Reading	9	Reads common exception words
Reading	9	Reads words with suffixes -s, -es, -ing, -ed, -er, -est
Reading	9	Becomes more fluent after re-reading a book
Reading	9	Reads simple texts quickly and accurately without overt sounding out or blending
Reading	9	Listens to and discusses a range of texts which are at a level above their reading ability
Reading	9	Recites rhyme/poem by heart
Reading	9	Self-checks their reading and makes corrections to inaccurate reading
Reading	9	Checks text makes sense as they read
Reading	9	Recalls key features of the text i.e. characters/setting/layout
Reading	9	Finds specific information in simple texts
Reading	9	Gives own views on what they have read
Reading	10	Applies phonic knowledge
Reading	10	Reads most words accurately
Reading	10	Reads known books confidently
Reading	10	Listens to, discusses and gives their own views on a range of stories
Reading	10	Explains the sequence of events in a text
Reading	10	Points out common language used in texts e.g. once upon a time
Reading	10	Gives meanings of words found in a text
Reading	10	Uses headings to find information
Reading	10	Recognises facts
Reading	10	Discussing why/what a character may feel
Reading	10	Finds key words and phrases when responding to questions

Subject	Level	Statement
Reading	11	Recognises alternative sounds for graphemes
Reading	11	Reads words containing common suffixes
Reading	11	Sounds out unknown words, generally accurately
Reading	11	Builds fluency when rereading texts
Reading	11	Reads books with some expression and intonation
Reading	11	Listens to, discusses and gives their own views on a range of non-fiction
Reading	11	Retells a wide range of familiar stories
Reading	11	Asks questions about the text to aid understanding
Reading	11	Identifies how events and information in a text may be related
Reading	11	Makes inferences
Reading	11	Discussing why an event occurred
Reading	11	Discussing why/what a character may say or do
Reading	12	Uses knowledge of high frequency words reading compound words
Reading	12	Accurately reads words of two+ syllables
Reading	12	Solves new words whilst reading
Reading	12	Takes notes of all punctuation when reading
Reading	12	Listens to, discusses and gives their own views on a range of poetry
Reading	12	Asks for clarification on the meaning of unknown word/phrase
Reading	12	Knows when the text isn't making sense and corrects inaccurate reading
Reading	12	Answers questions about a text, including the use of simple literary language
Reading	12	Makes accurate predictions about what will happen next
Reading	12	Talks about how different non-fiction books are structured

Subject	Level	Statement
Reading	12	Discusses an incident and its effects in a story.
Reading	13	Makes plausible predictions using textual details and inferences.
Reading	13	Retrieves and records relevant information from non-fiction texts.
Reading	13	Infers character's feelings, thoughts and motives from their actions.
Reading	13	Notes unusual correspondences between spellings and sounds.
Reading	14	Uses a dictionary to check the meaning of words.
Reading	14	Identifies themes and conventions across a range of books.
Reading	14	Justifies inferences about characters with evidence.
Reading	14	Demonstrates a clear understanding of a text they have had read to them.
Reading	15	Reads accurately and fluently at speed.
Reading	15	Demonstrates a clear understanding of a text they have read independently.
Reading	15	Offers a justified view on a book.
Reading	15	Able to discuss a wide range of texts of different text types.

Writing

Writing	2	Pokes, prods and touches materials
Writing	2	Grasps objects and materials
Writing	2	Uses both hands to manipulate objects and materials
Writing	2	Plays with substances and watches patterns and marks made
Writing	2	Makes random marks in substances and on paper

Subject	Level	Statement
Writing	3	Uncontrolled mark making and scribble using large movements.
Writing	3	Makes random marks with different strokes including on an ipad
Writing	3	Holds pen or crayon in whole hand (palmer grasp)
Writing	3	Picks up small objects between finger and thumb
Writing	4	Makes distinct marks not continuous scribble
Writing	4	Makes repeated marks – open circles, diagonal, horizontal and vertical lines
Writing	4	Components of letters visible – lines, curves, dots and repeated patterns
Writing	4	Occasionally attempts letters of names or identifies letters on keyboard
Writing	4	Holds pen or crayon in tripod grip
Writing	4	Says or signs appropriate word to complete a sentence when adult pauses
Writing	5	Sometimes gives meaning to mark making
Writing	5	Creates shapes to represent objects and people
Writing	5	Draws 'pictures' of people and objects and says what they are
Writing	5	Occasional clearly identifiable letters in scribble
Writing	5	Uses a keyboard to input random letters on the computer
Writing	5	Developing pincer grip
Writing	5	Combines two symbols in a simple phrase
Writing	6	Gives meaning to mark making
Writing	6	Attempts to create labels and captions for pictures
Writing	6	Marks and letters have short and long patterns with spaces to look like words and sentences
Writing	6	Some clearly identifiable letters, but not always correctly formed

Subject	Level	Statement
Writing	6	Writes first name or types first name
Writing	6	Writes occasional familiar words or types occasional familiar words
Writing	6	Favours one hand
Writing	6	Completes a sentence which is said aloud with a clause/phrase either said or signed eg. When we went to the park today
Writing	6	Creates a simple sentence or phrase with three or more symbols or words
Writing	7	Talks to an adult about what they wish to write
Writing	7	Reorders a sentence e.g. red the ball = the red ball
Writing	7	Uses sequential language (first, next, then) to order instructions and text
Writing	7	Re-reads writing to check it makes sense
Writing	7	Recognises punctuation in a text (capital letters, full stops, commas and question marks)
Writing	7	Describes an object in simple terms (adjectives and verbs)
Writing	7	Begins to form legible lowercase letters using the correct direction
Writing	7	Letters sit on the line
Writing	7	Writes 5 exception words
Writing	7	Knows and writes initial letter sounds for the days of the week
Writing	7	Orally segments CVC words
Writing	8	Uses story boards, writing prompts and picture sequence activities
Writing	8	Writes one sentence after rehearsing orally
Writing	8	Answers directed questions about the content of their writing
Writing	8	Uses 'and' to join words
Writing	8	Puts regular spaces between words
Writing	8	Begins own first name and surname with a capital letter

Subject	Level	Statement
Writing	8	Begins to punctuate with full stops and capital letters
Writing	8	Writes most lower case letters correctly
Writing	8	Writes most upper case letters correctly
Writing	8	Spells words containing phonemes from phase 2
Writing	8	Writes some common exception words (list 2)
Writing	8	Matches upper and lower case letters
Writing	9	Demarcates some sentences with capital letter and full stop
Writing	9	Uses spaces between words
Writing	9	Writes sentences in order, to create a simple narrative
Writing	9	Makes amendments on reading own writing
Writing	9	Uses 'and' to join clauses
Writing	9	Begins to punctuate with question mark with support
Writing	9	Begins to punctuate with exclamation mark with support
Writing	9	Starts and finishes letters correctly
Writing	9	Spells words containing phonemes from phase 3
Writing	9	Writes some common exception words from list 3
Writing	9	Applies some simple spelling rules from spelling appendix 1
Writing	10	Plans out main points, either aloud or in writing
Writing	10	Writing follows a simple plan
Writing	10	Evaluates their writing with a member of staff or peer
Writing	10	Spells graphemes correctly with the help of sound charts/aids
Writing	10	Lower case letters are of a consistent height and size

Subject	Level	Statement
Writing	10	Upper case letters are of a consistent height and size
Writing	10	Correct spacing between and within words
Writing	10	Demonstrates their understanding of the terms relating to sentences (noun, verb, adjective, adverb)
Writing	10	Consistently adds full stops when they have completed a sentence
Writing	10	Uses simple time references to show different sections e.g. next/then
Writing	11	Captures what they want to say using sentences
Writing	11	Lists key words and phrases to include in their writing
Writing	11	Creates an atmosphere using adjectives
Writing	11	Checks for sense in what they have written when evaluating and editing
Writing	11	Identifies missing punctuation
Writing	11	Segments words into phonemes orally before writing
Writing	11	Spells high frequency words that do not conform phonetically
Writing	11	Use a range of suffixes to spell longer words
Writing	11	Forms upper & lower case letters correctly, letters are of the correct orientation
Writing	11	Handwrites consistently sized digits
Writing	11	Demonstrates their understanding of the terms past/present tense
Writing	11	Uses conjunctions other than "and"
Writing	11	Uses suffixes to create adjectives - er and est, adverbs - ly
Writing	12	Ensures that their story has a beginning, middle and end
Writing	12	Makes correct choice of present and past tense
Writing	12	Proof reads to check for errors such as a misspelt word or incorrect word order
Writing	12	Uses phonic knowledge to spell unknown words

Subject	Level	Statement
Writing	12	Uses an apostrophe correctly for contractions and possession e.g. it's, the girl's
Writing	12	Distinguishes between common homophones e.g. there or their
Writing	12	Begins to use horizontal strokes to join letters and knows capital letters should not be joined
Writing	12	Uses expanded noun phrases to describe or specify e.g. "the happy alien with three eyes"
Writing	12	Writes sentences using different forms and correct punctuation: questions, commands, statements, lists
Writing	12	Uses "if", "but", "when" and "because" to extend sentences
Writing	13	Uses heading and subheadings
Writing	13	Punctuates direct speech
Writing	13	Creates settings, characters and plot in narratives
Writing	13	Identifies root words
Writing	14	Explores and collect ideas either verbally or in note form
Writing	14	Use drafts to expand and improve writing
Writing	14	Re-read work to check that the meaning is clear
Writing	14	Organises paragraphs around a theme
Writing	14	Uses the present perfect form of verbs
Writing	15	Uses conjunctions to express time, place or cause
Writing	15	Writes with accuracy and correct punctuation
Writing	15	Applies concepts of morphology through use of prefixes and suffixes
Writing	15	Beginning to use joined writing in independent work
Writing	15	Identifies differences between writing and speech
Writing	15	Drafts and redrafts work
Writing	15	Uses the correct indefinite article (<i>a</i> = consonant sound; <i>an</i> = vowel sound)

