Links to national curricula Form A

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

England

Table 1: Links between sections of the test and relevant aspects of the Statutory Framework for the Early Years Foundation Stage in England (2014).[1]

Phonic Knowledge and Skills
Prime Area – Communication and language
Listening and attention:
• Children listen attentively in a range of situations.
Understanding:
• Children follow instructions involving several ideas or actions.
Specific Area – Literacy
Reading:
• They use phonic knowledge to decode regular words.

Reading Comprehension
Prime Area – Communication and language
Listening and attention:
• They listen to stories, accurately anticipating key events and respond to what they hear with relevant actions.
Understanding:
• Children follow instructions involving several ideas or actions. They answer 'how' and 'why' questions in response to stories.
Specific Area – Literacy
Reading:
• Children read and understand simple sentences. They use phonic knowledge to decode regular words. They also read some common irregular words. They demonstrate understanding … about what they have read.

[1] The relevant aspects of the Statutory Framework for the Early Years Foundation Stage in England sampled within this test have been extracted from the Early Learning Goals in Communication and Language and Literacy. The full learning and development requirements can be viewed online at https://www.gov.uk/government/publications/early-years-foundation-stage-framework--2

Table 2: Links between sections of the test and relevant aspects of the Framework for Children's Learning for 3 to 7 year-olds in Wales (2008).[2]

Phonic Knowledge and Skills

Foundation Phase – Language, Literacy and Communication Skills

Oracy:

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

Reading:

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

Reading Comprehension

Foundation Phase – Language, Literacy and Communication Skills

Oracy:

- listen to a variety of stories

Reading:

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

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

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

Phonic Knowledge and Skills

Literacy – Reading across the curriculum Foundation Phase (Reception)

Locating, selecting and using information – Reading strategies

Learners are able to:
- recognise that words are constructed from phonemes (sounds) and that phonemes are represented by graphemes (written letters):
  - blend combinations of letters
  - segment combinations of letters
- read simple words such as consonant-vowel-consonant words
- make meaning from visual features of the text, e.g. *illustrations, photographs, diagrams and charts.*

Reading Comprehension

Literacy – Reading across the curriculum Foundation Phase (Reception)

Locating, selecting and using information – Reading strategies

Learners are able to:
- recognise that words are constructed from phonemes (sounds) and that phonemes are represented by graphemes (written letters):
  - blend combinations of letters
  - segment combinations of letters
- read simple words such as consonant-vowel-consonant words
- read simple captions and texts recognising high-frequency words.

Responding to what has been read – Comprehension

Learners are able to:
- identify information from a text using visual features and words

Responding to what has been read – Response and analysis

Learners are able to:
- follow texts read to them and respond appropriately.

[3] The relevant aspects of the National Literacy and Numeracy Framework sampled within this test have been extracted from *Literacy – Reading across the curriculum Foundation Phase (Reception)*. This document can be viewed online at http://learning.wales.gov.uk/resources/nlnf/?lang=en

Scotland

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

Phonic Knowledge and Skills
Literacy: experiences and outcomes
Reading
Enjoyment and choice • I enjoy exploring and playing with the patterns and sounds of language, and can use what I learn. *Tools for reading* • I explore sounds, letters and words, discovering how they work together, and I can use what I learn to help me as I read.
Reading Comprehension
Literacy: experiences and outcomes
Reading
Understanding, analysing and evaluating • I enjoy exploring events and characters in stories and other texts, sharing my thoughts in different ways.

[4] The relevant aspects of the Curriculum for Excellence sampled within this test have been extracted from the early curriculum level (the pre-school years and P1) of *Literacy: experiences and outcomes.* The Curriculum for Excellence can be viewed online at http://www.educationscotland.gov.uk/Images/all_experiences_outcomes_tcm4-539562.pdf

Northern Ireland

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

Phonic Knowledge and Skills

Language and Literacy – Foundation Stage

Talking and Listening:

Pupils should be enabled to develop:
- attention and listening skills through:
  - following instructions
- phonological awareness through:
  - identifying syllables
  - identifying and generating rhymes
  - identifying and manipulating phonemes

Reading:

Pupils should be enabled to:
- use word structure to develop reading
- develop auditory discrimination and memory
- develop visual discrimination and memory
- understand that words are made up of sounds and syllables and that sounds are represented by letters (phoneme/grapheme awareness).

Reading Comprehension

Language and Literacy – Foundation Stage

Talking and Listening:

- attention and listening skills through:
  - following instructions
- phonological awareness through:
  - identifying words in phrases and sentences

Reading:

Pupils should be enabled to:
- read with some independence
- use word structure to develop reading
- listen to a range of stories read to them
- use a range of reading cues with increasing independence
- read on sight, some words in a range of meaningful contexts.

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

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

Phonic Knowledge and Skills

Literacy Indicators: Progression in Talking and Listening

By the end of Year 1 most children should:
- be able to listen attentively to a range of stimuli
- be able to listen to and carry out instructions
- recognise some words that rhyme
- show some awareness of the structure of words by recognizing syllables and sounds within words.

Literacy Indicators: Progression in Reading

By the end of Year 1 most children should:
- show some awareness that words are made up of sounds and syllables
- understand that sounds are represented by letters (phoneme/grapheme awareness)
- show some awareness of the sounds at the beginning, middle and end of a word.

Reading Comprehension

Literacy Indicators: Progression in Reading

By the end of Year 1 most children should:
- develop concepts of print:
  o understand the difference between print and picture
  o be able to track text
  o recognise the difference between words, letters and spaces
  o make one-to-one correspondence, between spoken and written word
- be aware of features in written language, for example, bold print, size variation, exclamation marks, speech bubbles, capital letters, full-stops and question marks
- recognise some familiar words in context
- use prior knowledge and pictures to make sense of a text
- use sound symbol correspondence to read
- use a range of reading cues with increasing independence
- read on sight, some words in a range of meaningful contexts.

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

Northern Ireland

Table 7: Links between sections of the test and relevant aspects of the Levels of Progression in Communication across the Curriculum: Primary (Levels 1–5) (2012/13).[7]

Phonic Knowledge and Skills

Communication – Level 1

Talking and Listening

Pupils can:
- listen for information
- follow short, straightforward instructions.

Reading

Pupils can:
- show understanding of the meaning carried by print, pictures and images
- understand that words are made up of sounds and syllables and that sounds are represented by letters
- use visual clues to locate information.

Reading Comprehension

Communication – Level 1

Talking and Listening

Pupils can:
- listen for information
- follow short, straightforward instructions

Reading

Pupils can:
- show understanding of the meaning carried by print, pictures and images
- use reading strategies
- use visual clues to locate information
- talk about what they read and answer questions.

[7] The relevant aspects of the Levels of Progression in Communication across the Curriculum: Primary (Levels 1-5) sampled within this test have been extracted from the levels of progression in Communication mainly at Level 1. Full details can be viewed online at http://www.nicurriculum.org.uk/docs/skills_and_capabilities/cross_curricular_skills/new_levels/Communication/Communication_levels1-5.pdf

Feedback to parents and carers

A report on the individual pupil is available to support feedback to parents or carers. This *Individual report for parents* strips away much of the technical detail that is included in the *Group report for teachers*, simply presenting the pupil's results as phonic knowledge and skills bias, reading comprehension bias or balanced profile. A series of statements, tailored for parents, is included to explain what the results mean (in terms of the profile of learning bias demonstrated by the pupil on the test) and how learning may be affected. Recommendations focus on how the parent or carer can work with the school to support the pupil at home.

In addition to the *Individual report for parents*, you may wish to provide supporting information, either orally or in writing, explaining the process and outcomes. The following list provides you with guidelines to assist with this communication.

Stress the school's commitment to identifying and addressing the needs of each individual pupil in order to understand and maximise their potential.
Explain that testing with *Progress Test in English 5* is part of the school's regular assessment regime and that all pupils in the year group(s) have been tested.
Explain that there are two component parts to *Progress Test in English 5*, each measuring the child's skills in a different area of English.

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

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

A sample letter is provided (Figure 1) to support your communications with parents / carers after testing with *Progress Test in English 5*.

Figure 1: Sample parent / carer feedback letter

Dear Parent or Carer,

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

As part of this process, your child has completed the *Progress Test in English 5,* which assesses key aspects of English, such as phonic knowledge and skills, spelling, grammar and punctuation, and reading comprehension.

A copy of the *Individual report for parents* is included[8]. This shows your child's results and describes what these mean in terms of the ways in which he/she will learn best and how you can support him/her at home.

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

If you have any queries or concerns please contact us.

Yours faithfully,

[School/establishment name]

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