

Achievement Statements

Reading 2018 Update

Precision Pedagogy

Teaching the right thing, in the right way to the right learners



Compass

Tracking and planning
success for learners

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Achievement Statements and the philosophy that underpins them in overview

EdisonLearning's Achievement Statements are designed make it easier for teachers to plan and assess for success whilst enabling judgements on whether learners are working at a beginning, expected or deeper depth of understanding against age related expectations. Achievement Statements are one part of EdisonLearning's *Precision Pedagogy* an integrated approach to 'Teaching the right thing, in the right way to the right learners'.

The Achievement Statements or 'I can' statements have been systematically mapped to the National Curriculum for Reading, Writing and Maths for Key Stages 1 and 2. They have also been cross referenced against the Teacher Assessment Frameworks and the Pre Key Stage Standards.

The Achievement Statements have been broken down into expectations within each year group including key outcomes for learners approaching the end of Early Years Foundation Stage (EYFS).

Achievement Statements have been grouped in three important ways:

- As *Foundational* or *Conceptual* learning outcomes – the former relating to those things learners need to know accurately and fluently, the latter being concerned with comprehension and application. This distinction gives strong pointers for lesson planning, more information on this is given later.
- Curriculum subareas- Achievement Statements have been grouped in each year group within curriculum subareas

(defined in the National Curriculum) to help teachers to plan, assess and track progress.

- Power Statements- within each age related list of Achievement Statements some have been designated as Power Statements. These have been selected on the basis of either being vital building blocks for the development of many later skills or that they are more likely to be represented in formal tests.

The difference in assessment between *Foundational* and *Conceptual* Achievement Statements is stamped on the three levels of competence attached to the statements. For *Foundational* statements- "Accurate recall" first (beginning), then "Quick recall" (expected) before "Applied recall" (deeper) whilst for *Conceptual* statements the parallel criteria for demonstrating success are "With support" (beginning), then "By myself" (expected) and aspiring to "Supporting someone else" (deeper).

Foundational Learning

Foundational Learning is geared to ensuring essential knowledge and skills are learned to automaticity (accuracy of recall) and fluency (speed of recall) – obvious examples being phonics and multiplication tables. It is essential that learners develop accurate recall first. Following this, the learner must then rehearse that accurate recall often enough to ensure that the speed of recall is fast enough to enable the application of the knowledge to be integrated into tasks involving multiple steps or more complex concepts.

Many people might regard this as a lower level of learning but there is abundant evidence that lack of automaticity with fluency in



Foundational knowledge and skills has wide ranging consequences. Children who fail to achieve these in primary school face a widening gap in performance thereafter. Automaticity with fluency gives access to *Conceptual* and *Collaborative Learning*. Research is crystal clear on the ways this type of knowledge and skills are best learned, in summary:

- It is focused on essential content
- Learners move stepwise/ hierarchically through learning objectives with progression related to competence
- Learning involves numerous learning rehearsals which are as near to errorless as possible
- Learning is best organised in short and frequent sessions (the 'Spacing Effect')
- Accuracy and not just fluency is always necessary
- Prior learning and new learning are interleaved.

Conceptual Learning

It is widely accepted that the way we develop our understanding of the world is by building networks of connections between units of information, usually referred to as schema. The task of teachers in *Conceptual Learning* is to enable learners to develop schema in relation to the curriculum and enable these to become steadily more sophisticated. Active learning is central to enable filtering and linking what they are encountering against prior knowledge, establishing gaps and generating new connections.

Research on this mode of learning stresses the importance of:

- Scaffolding & Metacognition:
 - Overtly showing and articulating thought processes when modelling skills and introducing subject content
 - Connections made to past learning concepts
 - Higher order questioning- explain, justify, what if...
- A mixture of individual, pair and group work that build mental schema
- 'Active' learning:
 - Examining similarities and differences in concepts e.g. Venn Diagrams
 - Activities that map and extrapolate ideas and concepts e.g. graphic organisers, concept maps
 - Novel applications of knowledge e.g. simulations, mysteries
- Cognitive replay:
 - Paraphrasing & summarising
 - Think-pair-share
 - Plan-do-review cycles
 - Self & peer assessment
- Challenge assignments:
 - Writing/ designing/ creation assignments involving deductive and inductive reasoning

The Benefits of Differentiating between *Foundational* and *Conceptual Learning* outcomes



First of all the distinction helps everyone to be clearer about what success looks like and how it will be assessed in relation to both age related expectations and depth of learning.

Planning for lessons is clarified in terms of learners' starting points and the steps from where they are towards the desired goals, while the choice of objectives also gives pointers to teaching methods e.g. little and often for a *Foundational* one.

Planning for assessment is clarified in terms of the type of task that a learner must complete to be able to demonstrate both modes of learning. The differential in the methodology for assessing the depth of understanding will also act as a guide to support the development of an assessment task within each mode of learning.

Learners, teaching assistants and parents all have a clearer view on the direction of travel, progress and their contributions.

EdisonLearning's Compass- tracking and planning success for learners



Compass is EdisonLearning's online tracking tool. It is the only online application that incorporates these Achievement Statements (as well as the *Learning and Life Skills 'I can' Statements*). It is designed primarily to support teachers to finely focus their planning, choices of teaching method and assessment criteria, although it will also generate summative data on individuals, cohorts and groups typically found in other trackers.

Subscribers can expect to benefit from a stream of further additions and refinements including pupil grouping tools, ladders (series of small steps toward a skill), short assessment tasks and depth tasks that teachers can speedily incorporate into their planning.

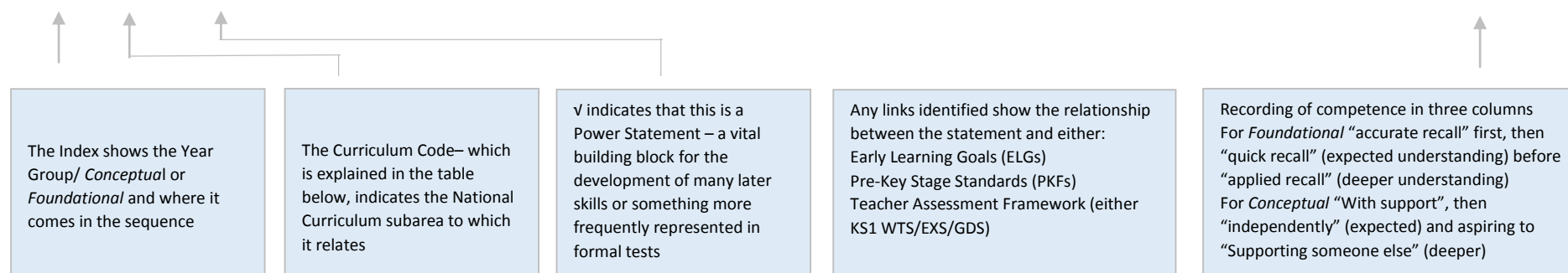


Finding your way around the Achievement Statements

The Achievement Statements have been organised by National Curriculum year from 1 to 7+.

Within each year group there are separate lists of *Foundational* and *Conceptual* Achievement Statements; within these two lists, Statements have been grouped in curriculum subareas in a typical order of difficulty or teaching.

Year 1						
Index	Curriculum Code	Power Statement	Conceptual Achievement Statements. Learners Can:	Beginning With support	Expected Independently	Deeper Supporting someone else
1C1	C		Join in with parts of familiar texts, especially repeated parts or rhymes			
1C2	C	√	Tell if a sentence that has been read does not make sense			
1C3	C		Talk about a book, poem or rhyme that is liked or disliked and say why			



Curriculum Codes (sub areas)

Code	Sub area	Code	Sub area
d	Decoding	c	Comprehension

Transition from Early Years Foundation Stage to Year 1

Links have been made between Early Learning Goals (ELG) and Year 1 statements to aid transition from EYFS to KS1 and to inform planning for pupils who are not yet secure in aspects of the ELG. If a child is not yet ready to access the Year 1 curriculum, he or she should continue to be taught and assessed against the EYFS curriculum until the end of Y1, at which time their progress will be measured using the P scales.

In EYFS, “Literacy development involves encouraging children to read and write, both through listening to others reading, and being encouraged to begin to read and write themselves. Children must be given access to a wide range of reading materials – for example books, poems, and other materials to ignite their interest.”

ELG 09 Reading: Children read and understand simple sentences. They use phonic knowledge to decode regular words and read them aloud accurately. They also read some common irregular words. They demonstrate an understanding when talking with others about what they have read.



Cross Referencing Teacher Assessment Frameworks and Pre-Key Stage Standards

Achievement Statements have been cross-referenced against the Pre-Key Stage Standards and the Teacher Assessment Frameworks. Please note that the Pre-Key Stage Standards and Teacher Assessment Frameworks are documents to support teachers in making statutory Teacher Assessments at the end of both key stages. They are not intended as a formative assessment tool.

At the end of Key Stage 1, teachers should use the Pre-Key Stage Standards 1 – 4 (referenced in this document as PKF S1 – PKF S4) for children working below the expectations of the national curriculum, and the Key Stage 1 Teacher Assessment Frameworks (referenced in this document as KS1 WTS, KS1 EXS, KS1 GDS) for those working within the National Curriculum.

At the end of Key Stage 2, teachers should use the Pre-Key Stage Standards 1 – 6 (referenced in this document as PKF S1 – PKF S6) for learners working below the expectations of the key stage. The Key Stage 2 Teacher Assessment Framework only applies to Writing and Science. There is therefore no reference to the KS2 TAF in this document.

For the purposes of referencing only, each PKF and KS1 TAF bullet point in the statutory documentation has been given a numerical value. For example, the first bullet point in the Pre-Key Stage 'Standard 1' is referenced as PKF S1.1, and the first bullet point in the Teacher Assessment Framework 'working towards the KS1 expected standard' is referenced as KS1 WTS 1.

It should be noted that Standards 5 and 6 can only be used to report Teacher Assessments at the end of Key Stage 2. However, they are exactly the same standards as the Key Stage 1 Teacher Assessment Framework judgements of 'working towards the KS1 expected standard' (reported to the DfE as WTS) and 'working at the KS1 expected standard' (reported to the DfE as EXS) respectively.

Teachers are advised to use the supporting document "Using Achievement Statements to support statutory reporting of Teacher Assessments at the end of key stages 1 and 2"



Year 1						
Index	Curriculum Code	Power Statement	Foundational Achievement Statements Learners Can:	Beginning Accurate recall	Expected Quick recall	Deeper Applied recall
1F2	c	√	Recite some simple rhymes and poems			
1F2	d		Pause at a full stop			
1F3	d	√	Say the correct sound to graphemes for all 40+ graphemes (ELG 9) (KS1 WTS 1) (PKF S5.1)			
1F4	d	√	Give alternative sounds for graphemes (ELG 9)			
1F5	d	√	Blend sounds to read unfamiliar words containing the taught GPCs (ELG 9) (KS1 WTS 5) (PKF S5.5)			
1F6	d	√	Read common exception words (ELG 9) If 'some' words read accurately – (KS1 WTS 3) (PKF S5.3) If 'most' words read accurately – (KS1 EXS 3)(PKF S6.3)			
1F7	d	√	Read words with common GPCs that end with –s, –es, –ing, –ed, –er and –est			
1F8	d	√	Read words of more than one syllable that contain the taught GPCs If 'some' words read accurately – (KS1 WTS 2) (PKF S5.2) If 'most' words read accurately – (KS1 EXS 1)(PKF S6.1)			
1F9	d		Read contracted words and understand that the apostrophe shows where letters have been omitted			
1F10	d		Read at an age equivalent level of 6 years or more (as measured on a normative test)			
1F11	d	√	Read aloud a familiar text which is at an appropriate level at a rate of 50 words per minute			



Year 1						
Index	Curriculum Code	Power Statement	Conceptual Achievement Statements. Learners Can:	Beginning With support	Expected Independently	Deeper Supporting someone else
1C1	c		Join in with parts of familiar texts, especially repeated parts or rhymes			
1C2	c	√	Tell if a sentence that has been read does not make sense			
1C3	c		Talk about a book, poem or rhyme that is liked or disliked and say why			
1C4	c	√	Answer simple questions about the books that have been read <i>(KS1 WTS 6 with 1C4 and 1C13) (PKF S5.6 with 1C4 and 1C13)</i>			
1C5	c	√	Take part in discussions about books, taking turns, listening and responding to others			
1C6	c		Talk about how a text that has been listened to links with personal experiences e.g. whether s/he has done something similar			
1C7	c		Talk about how a text has been listened to is like other rhymes, poems or stories			
1C8	c	√	Talk about how a text that has been read is like other rhymes, poems or stories			
1C9	c		Talk about some of the events in a story			
1C10	c		Re-tell fairy stories and traditional tales and talk about what happens in them			
1C11	c		Talk about the meanings of some simple words e.g. how they link to words already known			
1C12	c		Talk about why the book has the title that it does			
1C13	c	√	Suggest something that might happen next in a story that is being read <i>(KS1 WTS 6 with 1C4 and 1C13) (PKF S5.6 with 1C4 and 1C13)</i>			
1C14	c		Make simple deductions from what people say or do in a story e.g. why they did something			
1C15	c	√	Find where has been read up to in a book			



Year 2						
Index	Curriculum Code	Power Statement	Foundational Achievement Statements Learners Can:	Beginning Accurate recall	Expected Quick recall	Deeper Applied recall
2F1	d	√	Decode words quickly and fluently using GPCs <i>If 'many' words, then (KS1 WTS 4) (PKF S5.4)</i> <i>If 'most' words, then (KS1 EXS 5) (PKF S6.5)</i>			
2F2	d	√	Read 100 high frequency irregular words			
2F3	d	√	Recognise and read alternative sounds for graphemes			
2F4	d	√	Read words of two or more syllables by blending sounds in words			
2F5	d		Read words containing common suffixes			
2F6	c		Recite a range of poems, using intonation to help make the meaning clear			
2F7	d		Read at an age equivalent level of 7 years and 8 months or more (as measured on a normative test)			
2F8	d	√	Read aloud a familiar text which is at an appropriate level at a rate of 90 words per minute <i>(KS1 EXS 4) (PKF S6.4)</i>			



Year 2						
Index	Curriculum Code	Power Statement	Conceptual Achievement Statements. Learners Can:	Beginning With support	Expected Independently	Deeper Supporting someone else
2C1	c		Use information in the text to talk about a story that is being read or listened to			
2C2	c		Ask other people simple questions about a text			
2C3	c	√	Re-tell a range of familiar stories			
2C4	c		Give examples of some phrases and sentences that appear in a lot of stories (e.g. Once upon a time ...)			
2C5	c		Talk about my favourite words and phrases in different books that have been read			
2C6	c		Talk about a part of a story and explain why they liked it			
2C7	c	√	Talk about the plot, setting and characters in familiar and less familiar books (KS1 GDS 3)			
2C8	c	√	Notice when reading does not make sense and suggest a possible correction (KS1 EXS 6 with 2C8 and 2C10) (PKF S6.6 with 2C8 and 2C10)			
2C9	c		Use the meanings of known words to try to understand the meaning of an unfamiliar word			
2C10	c	√	Self-correct by looking backwards and forwards in a text (KS1 EXS 6 with 2C8 and 2C10) (PKF S6.6 with 2C8 and 2C10)			
2C11	c		Talk about the sequence of events in books and how they are linked to one another (KS1 EXS 8) (PKF S6.8)			
2C12	c	√	Talk about things that might have happened in a story and make predictions (KS1 GDS 2)			
2C13	c		Make inferences from what is being said or done in a story If 'sometimes' in age appropriate books, then (KS1 EXS 7) (PKF S6.7) If 'consistently' in independently chosen books, then (KS1 GDS 1)			
2C14	c		Express an opinion about the way a story is unfolding			



Year 2						
Index	Curriculum Code	Power Statement	Conceptual Achievement Statements. Learners Can:	Beginning With support	Expected Independently	Deeper Supporting someone else
2C15	c		Give an opinion about events and actions within the text			
2C16	c		Comment on the way that non-fiction text is organised and can see how this helps the reader to find wanted information			
2C17	c		Refer to parts of the text to help me explain what was enjoyable and/or not enjoyable about a book			



Year 3						
Index	Curriculum Code	Power Statement	Foundational Achievement Statements Learners Can:	Beginning Accurate recall	Expected Quick recall	Deeper Applied recall
3F1	d	√	Use knowledge of root word, prefixes and suffixes to decode words while reading			
3F2	d	√	Find given words in a dictionary			
3F3	c	√	Use a contents page, index, chapters, headings and glossaries to locate a place in a text			
3F4	c	√	Read aloud clearly and audibly for an audience			
3F5	d		Read at an age equivalent level of 8 years and 9 months or more (as measured on a normative test)			
3F6	d	√	Read aloud a familiar text which is at an appropriate level at a rate of 100 words per minute			



Year 3

Index	Curriculum Code	Power Statement	Conceptual Achievement Statements. Learners Can:	Beginning With support	Expected Independently	Deeper Supporting someone else
3C1	c	√	Use knowledge of root words, prefixes and suffixes to tell someone the meanings of many new words (-ing, un- etc. See Appendix in NC Programme of Study)			
3C2	c		Retell a story or relate instructions from a text that has been read			
3C3	c	√	Explain a book's message or main theme in their own words			
3C4	c	√	Ask questions which will help to better understand a text			
3C5	c		Retell stories that have been heard or read from a wide range of books			
3C6	c		Alter the voice when reading something exciting, humorous or emotional			
3C7	c		Use actions to support the audience's understanding when reading aloud			
3C8	c		Work as part of a group to discuss books that have been read or that have been read to us			
3C9	c		Tell people about reading preferences both by naming the author and talking about the types of stories liked			
3C10	c	√	Suggest how a character might be feeling or why they chose to act in particular ways			
3C11	c	√	Use the details in a text to help predict what might happen			
3C12	c	√	Use examples to support their point of view in a text			



Year 4						
Index	Curriculum Code	Power Statement	Foundational Achievement Statements Learners Can:	Beginning Accurate recall	Expected Quick recall	Deeper Applied recall
4F1	d		Identify unusual matches between spellings and sounds to help me read exception words			
4F2	c	√	Use a dictionary to speedily look up an unknown word's meaning or its spelling			
4F3	c	√	Use a contents page, index, chapters, headings and glossary to get information to answer a question			
4F4	c		Name conventions in a wide range of books			
4F5	c		Recognise and name some different forms of poetry (e.g. free verse, narrative)			
4F6	c		Use pauses and body language when reading aloud			
4F7	d		Read at an age equivalent level of 9 years and 8 months or more (as measured on a normative test)			
4F8	d	√	Read aloud a familiar text at an appropriately challenging level at a rate of 110 words per minute			



Year 4						
Index	Curriculum Code	Power Statement	Conceptual Achievement Statements. Learners Can:	Beginning With support	Expected Independently	Deeper Supporting someone else
4C1	c	√	Explain what type of text is being read and describe some of its features (e.g. fiction, poetry, play, non-fiction)			
4C2	c	√	Consistently use knowledge of root words, prefixes and suffixes to get the likely meaning of unfamiliar words (See Appendix in NC Programme of Study)			
4C3	c	√	Tell someone else the main ideas in a fiction or non-fiction text at their own reading level			
4C4	c		Identify themes in a wide range of books			
4C5	c	√	Find what is needed in a book by searching quickly for key words or phrases			
4C6	c		Talk about the possible meanings of new words within a sentence			
4C7	c	√	Identify when reading is not making sense and use strategies to self correct			
4C8	c	√	Name and describe some similarities and differences between books that have been read			
4C9	c		Describe some similarities and differences between poems that have been read			
4C10	c		Compare different versions of the same myth and legend			
4C11	c		Point to different types of sentences a writer has used			
4C12			Talk about the way a writer's choice of words makes the reader feel or think			
4C13	c	√	Justify predictions about a text through talking about what has been noticed so far			
4C14	c	√	Find and tell the main arguments for or against a particular point of view in a text			



Year 5

Index	Curriculum Code	Power Statement	Foundational Achievement Statements Learners Can:	Beginning Accurate recall	Expected Quick recall	Deeper Applied recall
5F1	c	√	Apply a wide knowledge of prefixes, suffixes and root words to work out the meaning of unfamiliar words (See Appendix in NC Programme of Study)			
5F2	c	√	Locate and use information from a range of given sources, both fiction and non-fiction to investigate a question or topic			
5F3	c		Recite poems with expression that enhances their meaning			
5F4	d		Read at an age equivalent level of 10 years and 7 months or more (as measured on a normative test)			
5F5	d	√	Read aloud a familiar text at an appropriately challenging level at a rate of 120 words per minute			



Year 5						
Index	Curriculum Code	Power Statement	Conceptual Achievement Statements. Learners Can:	Beginning With support	Expected Independently	Deeper Supporting someone else
5C1	c	√	Recommend books to their friends, giving reasons for their choices			
5C2	c	√	Skim materials to gain an overview of the text			
5C3	c	√	Select and give the main points of an information text			
5C4	c	√	Summarise key points when reading appropriate texts, showing understanding of the main significant ideas, themes, events and characters			
5C5	c		Deduce from the evidence in the text what the characters are like and why they act as they do			
5C6	c		Explain similarities and differences between different versions of a story or text			
5C7	c		Give examples of ways in which words have been used figuratively to give a special effect			
5C8	c		Say why a writer has chosen key words and phrases to capture the reader's interest			
5C9	c		Say something about the way a writer describes characters that are not literal e.g. through details or the language used			
5C10	c	√	Use a range of technical terms to describe what has been read including metaphor, simile, analogy, imagery, style and effect			
5C11	c	√	Give an antonym, a synonym and examples of their usage with a wide range of words			
5C12	c		Point to ways an author has used language precisely to get across a point of view			
5C13	c	√	Point to ways a writer sets out to persuade a reader			
5C14	c		Point to features of a text that show bias in persuasive writing, including in articles and advertisements			
5C15	c	√	Explain thoughts and use points raised from two different perspectives to help clarify ideas e.g. On the one hand ... on the other...			



Year 6						
Index	Curriculum Code	Power Statement	Foundational Achievement Statements Learners Can:	Beginning <i>Accurate recall</i>	Expected <i>Quick recall</i>	Deeper <i>Applied recall</i>
6F1	c		Read with great expression, showing awareness of the listener and using pauses, emphases and pacing			
6F2	d		Read at an age equivalent level of 11 years and 8 months or more (as measured on a normative test)			
6F3	d	√	Read aloud a familiar text at an appropriately challenging level at a rate of 140 words per minute			



Year 6						
Index	Curriculum Code	Power Statement	Conceptual Achievement Statements. Learners Can:	Beginning With support	Expected Independently	Deeper Supporting someone else
6C1	c	√	Use skimming, scanning and note-taking to identify the key points in a text			
6C2	c	√	Plan a strategy to research a topic including choosing appropriate books and other sources, search terms, and using indexes and glossaries			
6C3	c		Make up questions that help to review a text and improve understanding			
6C4	c	√	Answer questions that require thinking beyond the text			
6C5	c	√	Infer, deduce and speculate about the feelings of the main characters (e.g. unhappy, angry or stressed) making reference to supporting quotations			
6C6	c	√	Infer, deduce and speculate about what a person in a story is thinking making reference to relevant quotations			
6C7	c		Make predictions about what might happen next from the stated and implied details in a text			
6C8	c	√	Point to parts of a text that support an idea or an opinion			
6C9	c		Distinguish between fact and opinion and explain how they know			
6C10	c		Talk about an author's techniques for describing characters, settings and actions and the impact they are designed to have on the reader			
6C11	c		Point to language that is expressive, figurative or descriptive and creates effects in poetry and prose			
6C12	c	√	Explain an understanding of words in context			
6C13	c	√	Take part in discussions about books, including comparing them, building on the ideas of others and challenging their views courteously			



Year 7+						
Index	Curriculum Code	Power Statement	Foundational Achievement Statements Learners Can:	Beginning <i>Accurate recall</i>	Expected <i>Quick recall</i>	Deeper <i>Applied recall</i>
7+F1	c	√	Read fluently and expressively, adjusting the tone of voice to suit an audience			
7+F2	d		Read at an age equivalent level of 12 year 8 months or more (as measured on a normative test)			
7+F3	d	√	Read aloud a familiar text at an appropriately challenging level at a rate of 150 words per minute			



Year 7+						
Index	Curriculum Code	Power Statement	Conceptual Achievement Statements. Learners Can:	Beginning With support	Expected Independently	Deeper Supporting someone else
7+C1	c		Explain implied meaning by making reference to text			
7+C2	c	√	Read an entirely new information or fiction text to independently using strategies and a dictionary to work out unknown vocabulary			
7+C3	c	√	Select relevant information and identify key features, themes and characters from a range of appropriate texts			
7+C4	c		Give convincing answers to questions about a text by drawing on textual evidence			
7+C5	c	√	Keep good notes so that the main points of a text can be summarised			
7+C6	c		Point to ways an author controls the pace of a story to manipulate suspense			
7+C7	c		Point to ways an author has used Standard English, colloquialism or dialect to suit the writer's intentions			
7+C8	c		Describe how an author has organised and composed a text to have an effect on the reader			
7+C9	c		Point to the way an author has managed detail and sequence to sustain the reader's interest e.g. conflict, relationship between characters			
7+C10	c	√	Reference my comments about a text to appropriate information and quotations in a text			
7+C11	c		'Read between the lines' in texts and use quotations and other evidence to back up judgements			
7+C12	c		Talk about the way a text may have meanings at more than one level			
7+C13	c		Identify a range of poetic conventions			
7+C14	c		Explain why particular conventions have been used in particular poems			



Year 7+						
Index	Curriculum Code	Power Statement	Conceptual Achievement Statements. Learners Can:	Beginning With support	Expected Independently	Deeper Supporting someone else
7+C15	c		Talk about the enduring qualities of a classic book			
7+C16	c		Explore some textual conventions or features as used by writers from different periods			
7+C17	c		Explain how the work of dramatists is communicated through performance and how alternative staging supports different interpretations of the same play			
7+C18	c		Present an understanding of what has been read in a debate, maintaining focus on the topic and using notes, where necessary			

