

Support for day-to-day assessment of literacy in the Primary Framework

This section provides links to the Primary Framework's guidance on:

- targeting and tailoring learning to meet different needs;
- planning and teaching sequences;
- day-to-day assessment;
- recording and tracking of progress.

This guidance will allow you to make formative and periodic assessments that will inform how you plan learning for children with different immediate learning and progression needs and make the best use of *Assessment for learning (AfL)*.

The links will take you to areas of the Primary Framework that will help you:

- establish age-related expectations;
- ensure you are building on prior learning;
- maintain expectations and progression;
- judge the quality of and progress evident in children's learning outcomes;
- intervene effectively using guided sessions to address specific needs;
- track and monitor progress.

Tracking and monitoring progress

The tracking tutorial helps schools to engage colleagues across the whole school in a professional dialogue about children's progress, groupings, expectations and appropriate use of interventions. The associated tracking grid will help schools identify children who are at risk of underachievement against national standards.

- Tracking tutorial: www.standards.dcsf.gov.uk/primaryframeworks/downloads/PPT/yr5_6_timeline_tracking_v1.ppt

- Tracking grid: www.standards.dcsf.gov.uk/primaryframeworks/introduction/improving/pupil_tracking_sheet/

Establishing age-related expectations

It is useful to have a benchmark of outcomes for children when tracking and assessing children's progress.

- Learning overviews: www.standards.dcsf.gov.uk/primaryframeworks/introduction/overview/

Progression in learning objectives

Literacy objectives are aligned to 12 strands to demonstrate progression in each strand.

- Literacy objectives by strand: www.standards.dcsf.gov.uk/primaryframeworks/literacy/learningobjectives/Strands/

Progression and pace in key literacy skills

A number of progression papers describe children's learning in core literacy text type areas, such as narrative, poetry and a range of non-fiction. The literacy progression papers illustrate how progression in core literacy skills is developed across the primary phase and can be used to support *AfL* by reviewing children's progress against national expectations and pace and progression.

- Progression papers: www.standards.dcsf.gov.uk/primaryframeworks/literacy/Papers/progression/

Developing assessment for learning – continuing professional development

The continuing professional development (CPD) area of the Primary Framework can also be used to support the development of *AfL* practice. This area contains materials aimed specifically at schools that wish to address the teaching of reading and writing, particularly guided writing, across the school. It is also supported by additional video material that exemplifies the effective teaching of writing in Years 1, 3 and 5, which demonstrates specific interventions based on day-to-day and periodic assessment.

- CPD materials: www.standards.dcsf.gov.uk/primaryframeworks/cpd/literacy/improving_writing/handouts_resources/

Guidance on assessment for learning and guided writing

Guided writing is underpinned by effective *AfL*, and guided writing sessions provide opportunities for ongoing assessment. Teachers identify the learning needs of pupils based on their assessments and set precise writing targets that will address the needs of each group. Teachers explain the targets to the group and regularly review them with the pupils. Feedback is provided at every stage; this may take the form of self-assessment, peer assessment or teacher assessment.

- Further guidance is available on page 11 of the document *Improving writing with a focus on guided writing*: www.standards.dcsf.gov.uk/primaryframeworks/cpd/literacy/improving_writing/handouts_resources/

Differentiation and mixed-age teaching

The year group medium-term plans and units are structured to support mixed-age teaching. The starting point is planning for age-related expectations. Each of the literacy units has a grouped set of objectives that are covered through the unit. By reviewing these objectives and moving backwards or forwards in the same strand to the year above or the year below, each unit can be adapted for use with mixed-age classes. In addition, a small number of exemplified mixed-age planning units can be used as a model for this process. These might be particularly useful when looking for assessment prompts and linked resources.

- Example mixed-age planning unit for Years 5 and 6 focusing on narrative:
www.standards.dcsf.gov.uk/primaryframeworks/literacy/planning/Year5/Narrativestories/mixedageplanning/

Children's learning outcomes

In every exemplified literacy unit, learning outcomes are given for each phase of teaching and learning as part of the teaching sequence. These are written as learning outcome statements and can be adapted for use with individuals or groups of children. They may be displayed to show the class the progress they are making or to show steps across a longer teaching sequence and final written outcome. They also provide a resource for engaging children in the assessment of their own progress.

- Example outcomes (*Year 3 non-fiction – unit 1*): www.standards.dcsf.gov.uk/primaryframeworks/literacy/planning/Year3/Nonfiction/unit1/teaching/

Curricular targets

The Primary Framework includes exemplification of curricular targets for literacy in Years 5 and 6 to support the use of literacy curricular targets. These curricular

targets focus on high-value literacy skills and also demonstrate the range of teaching approaches that will help children achieve their targets.

- Example of literacy curricular targets for Year 5: www.standards.dcsf.gov.uk/primaryframeworks/literacy/planning/Year5/timeline/keyquestions/

Planning – literacy units

Building on prior learning

In every fully exemplified literacy planning unit, a section on prior learning gives prompts that identify what children need to know, need to understand and need to be able to do to access the learning intentions in that unit. The teacher might need to assess children individually or in groups at the beginning of the unit to investigate their prior learning related to one or two of these prompts.

- Example unit (*Year 5 narrative – unit 1*): www.standards.dcsf.gov.uk/primaryframeworks/literacy/planning/Year5/Narrativestories/unit1/

Designing opportunities for learning

The section on key aspects of learning within each unit illustrates the kinds of learning skills that children might experience over the course of the unit. This shows how skills, knowledge and understanding of literacy can be incorporated into teaching and learning approaches. These central skills of empathy, creative thinking, social skills and communication are key to children being able to engage with and take responsibility for their learning.

- Example unit (*Year 3 narrative – unit 3*): www.standards.dcsf.gov.uk/primaryframeworks/literacy/planning/Year3/Narrativestories/unit3/aspects/

Periodic assessment

For each exemplified literacy unit, the main assessment focuses to support periodic assessment have been identified and listed. These are further supported

by assessment prompts for each phase of the unit, which highlight the range of assessment opportunities to gather a range of evidence linked to the teaching sequences.

- Example unit (*Year 1 narrative – unit 3*): www.standards.dcsf.gov.uk/primaryframeworks/literacy/planning/Year1/Narrativestories/unit3/assessment/