

RISING STARS  
ASSESSMENT

Progression  
Frameworks

FOR  
ENGLISH  
YEAR 6

Developed in Association with



CORNWALL  
LEARNING

## Introduction

The Progression Framework for English comprises two separate domains:

- Reading, which is then presented in the following 'dimensions':
  - ◆ Word reading
  - ◆ Comprehension
- Writing, which is then presented in the following 'dimensions':
  - ◆ Transcription (spelling and handwriting)
  - ◆ Composition

Spelling, vocabulary, grammar and punctuation (underpins the entire Programme of Study and is set out in detail in the statutory appendices)

The Programmes of Study for English (including the statutory appendices) outline the expectations of what children will have been taught by the end of:

- ◆ Year 1
- ◆ Year 2
- ◆ Year 4 (includes learning in Year 3)
- ◆ Year 6 (includes learning in Year 5).

For this reason, the majority of Progression Statements for Years 3 and 4, and for Years 5 and 6, are identical in the Progression Framework, with progression built into the 'What to look for' guidance notes. Where the wording from the Programme of Study is virtually identical across most year groups (e.g. the Reading comprehension strands around prediction and inference or the Writing strand around proofreading for errors in spelling and punctuation), carefully graded realistic examples of what pupils might typically be saying or doing will help teachers to decide which descriptor is the best match for a pupil or group of pupils.

See the separate document 'About the Progression Framework for English' for more detailed information.

## Rising Stars Progression Framework for English, Year 6

Domain: Reading <sup>1</sup>						
Dimension	Sub-dimension	Progression statement	NAHT key performance indicator (Y/N)	What to look for guidance (Working towards expectations)	What to look for guidance (Meeting expectations)	What to look for guidance (Exceeding expectations)
1) Word Reading	a) Word Reading – Decoding	<b>6.1.a.1 Apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in English Appendix 1, both to read aloud and to understand the meaning of new words that they meet</b>	Y	Pupil can use their knowledge of a wider range of root words, prefixes and suffixes to identify the meaning of unfamiliar words and pronounce them.	Pupil can use their knowledge of a wider range of root words, prefixes and suffixes to understand and pronounce new words with minimal impact on fluency: e.g. <i>uses knowledge of the word 'tolerate' to read and understand tolerance intolerable, toleration, tolerant.</i>	Pupil can use their knowledge of a wider range of root words, prefixes and suffixes to read fluently and interpret new words in the context of what is read.
2) Comprehension <sup>2</sup>	a) Range of Reading	<b>6.2.a.1 Maintain positive attitudes to reading and understanding of what they read by: continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</b>	Y	Pupil can read and give opinions on a wide range of fiction and non-fiction that they have read for themselves. They are beginning to develop personal preferences for particular authors.	Pupil can participate in discussion about a widening range of longer and more challenging fiction, poetry, plays non-fiction and reference books, including some whole books, that they have read for themselves, expressing views and preferences about authors, poets and genres, justifying them by reference to the text, drawing on, comparing and contrasting examples.	Pupil can discuss how their reading preferences have developed through their experiences of reading a wide range of fiction and non-fiction including some whole books and series that they have chosen for themselves.

<sup>1</sup> All progression incorporates and builds on prior learning. When assessing, be aware of the need to look back and take previous year groups' descriptors into account.

<sup>2</sup> **Note for references to 'age-appropriate' texts:** The English programmes of study: key stages 1 and 2 (page 26) states that 'The knowledge and skills that pupils need in order to comprehend are very similar at different ages. That is why the programme of study for comprehension in years 3 and 4 and years 5 and 6 are similar: the complexity of the writing increases the level of challenge.' It goes on to say (page 35) that 'Pupils should continue to apply what they have already learnt to more complex writing.' For this reason, the 'What to look for' descriptors read very similarly across the year groups for comprehension, so progression is achieved by increasing the complexity and challenge of what pupils are being asked to read and the questions they are being asked to discuss. The examples given are drawn from 'age-appropriate' texts. Pupils should not be assessed as meeting or exceeding expectations if they are not reading and discussing texts suitable to their age group.

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Domain: Reading						
Dimension	Sub-dimension	Progression statement	NAHT key performance indicator (Y/N)	What to look for guidance (Working towards expectations)	What to look for guidance (Meeting expectations)	What to look for guidance (Exceeding expectations)
2) Comprehension	a) Range of Reading	6.2.a.2 Maintain positive attitudes to reading and understanding of what they read by: reading books that are structured in different ways and reading for a range of purposes	N	Pupil can use their experience of reading a range of books to give examples of how books can be structured to suit a wide range of different purposes.	Pupil can select and read books making effective use of the structure: e.g. <i>first person historical accounts, spy series, series set in alternative worlds, historical fiction.</i>	Pupil can give examples of where they feel a book has not been structured well to achieve its purpose and make suggestions as to how this could have been changed.
		6.2.a.3 Maintain positive attitudes to reading and understanding of what they read by: making comparisons within and across books	N	Pupil can make comparisons within and between books, sometimes identifying similarities and differences: e.g. <i>Elya and Stanley both have to carry things up the mountain; Elya carries a pig and Stanley carries Zero.</i>	Pupil can make comparisons within and between books and between versions of the same text, giving examples to support opinions: e.g. <i>Stanley is a bit like Sirius Black because they are both held captive even though they are innocent.</i>	Pupil can make comparisons within and between books and between versions of the same text, giving examples and drawing confidently on wider reading to support opinions: e.g. <i>Sam the onion seller is a bit like Stanley because they are both judged harshly and punished for things they had no control over.</i>
	b) Familiarity with Texts	6.2.b.1 Maintain positive attitudes to reading and understanding of what they read by: increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions	N	Pupil is familiar with a wide range of age-appropriate books and can, with support, name some genres.	Pupil is familiar with a wide range of age-appropriate books and can independently identify, name and describe some genres: e.g. <i>espionage, magical worlds, comedy.</i>	Pupil is familiar with a wide range of age-appropriate books and can identify, name and describe most genres.

## Rising Stars Progression Framework for English, Year 6

### Domain: Reading

Dimension	Sub-dimension	Progression statement	NAHT key performance indicator (Y/N)	What to look for guidance (Working towards expectations)	What to look for guidance (Meeting expectations)	What to look for guidance (Exceeding expectations)
2) Comprehension	b) Familiarity with Texts	6.2.b.2 Maintain positive attitudes to reading and understanding of what they read by: <b>identifying and discussing themes and conventions in and across a wide range of writing</b>	Y	Pupil can, with support, recognise and discuss the themes and conventions used in a wide range of age-appropriate texts.	Pupil can independently recognise and discuss the themes and conventions used in a wide range of age-appropriate texts: e.g. <i>isolation, flashback in narrative.</i>	Pupil can confidently recognise and discuss the themes and conventions used in a wide range of age-appropriate texts.
	c) Performance & Poetry	6.2.c.1 Maintain positive attitudes to reading and understanding of what they read by: learning a wider range of poetry by heart	N	Pupil can, with support, learn a wide range of age-appropriate poetry by heart.	Pupil can select and learn by heart an increasing range of age-appropriate poems.	Pupil can select and learn by heart an ever-widening range of age-appropriate poems.
		6.2.c.2 Maintain positive attitudes to reading and understanding of what they read by: preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience	N	Pupil can, with support, prepare, read aloud and perform age-appropriate poems and play scripts with some understanding of intonation, tone, volume so as to gain the attention of an audience.	Pupil can prepare, read aloud and perform age-appropriate poems and play scripts showing understanding of intonation, tone, volume so as to gain and maintain the attention of an audience.	Pupil can confidently prepare, read aloud and perform age-appropriate poetry and play scripts using intonation, tone and volume so as to gain and maintain the attention of an audience.
	d) Word Meanings	There is no content for this sub-dimension in Year 6.				

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2) Comprehension	e) Understanding	6.2.e.1 Understand what they read by: checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context	N	Pupil can, with support, monitor reading of age-appropriate texts for sense and self-correct when they misread and can sometimes explore how the same word can have different meanings in different contexts.	Pupil can usually monitor reading for sense and self-correct when they misread and can usually explore how the same word can have different meanings in different contexts: e.g. <i>dissolve</i> , <i>solution (in science)</i> , ' <i>He dissolved in tears</i> ', <i>Parliament was dissolved</i> , <i>there was no solution to the problem</i> .	Pupil can almost always monitor reading of age-appropriate texts for sense and self-correct when they misread and can often explore how the same word can have different meanings in different contexts, identifying a word from their reading and giving alternative meanings for it.
		6.2.e.2 Understand what they read by: asking questions to improve their understanding	N	Pupils can sometimes ask themselves questions to improve their understanding when independently reading an age-appropriate texts.	Pupils can usually ask themselves questions to improve their understanding when independently reading an age-appropriate texts: e.g. <i>Well, if the water all disappeared from Green Lake because of a curse, I wonder if it could be brought back again somehow?</i>	Pupils can almost always ask themselves questions to improve their understanding when independently reading an age-appropriate texts.
		6.2.e.3 Understand what they read by: <b>summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas</b>	Y	Pupil can, with support, when reading an age-appropriate book independently, recognise the main ideas in paragraphs and can sometimes summarise the content of these succinctly.	Pupil can, when reading an age-appropriate book independently, identify the main ideas in paragraphs and can usually produce a succinct summary, paraphrasing the main ideas.	Pupil can, when reading an age-appropriate book independently, almost always identify the main ideas in paragraphs and can routinely produce a succinct summary.

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Dimension	Sub-dimension	Progression statement	NAHT key performance indicator (Y/N)	What to look for guidance (Working towards expectations)	What to look for guidance (Meeting expectations)	What to look for guidance (Exceeding expectations)
2) Comprehension	<b>The statements below will be evidenced from increasingly challenging books</b>					
	f) Inference	6.2.f.1 Understand what they read by: <b>drawing inferences such as inferring characters' feelings, thoughts and motives from their actions and justifying inferences with evidence</b>	Y	Pupil usually interprets text literally but is beginning, with support, to draw straightforward inferences from their independent reading of age-appropriate texts and sometimes returns to a single point in the text to support opinions: e.g. <i>Mr Sir is just evil through and through. Even when he seems to do something kind, like making sure Stanley gets enough water, it's only so he can get what he wants out of him.</i>	Pupil can draw inferences from their independent reading of age-appropriate texts and explains thinking, routinely returning to text to support opinions: e.g. <i>Mr Pendanski sits in a circle with the boys and ask them about their future. He seems to really care about them because he won't let X-ray laugh at the idea of Magnet being an animal trainer. He talks to all of them with respect but he's not soft because he tells them they are each the only person responsible for them being there.</i>	Pupil can almost always confidently draw inferences from their independent reading of age-appropriate texts and justify opinions with evidence from the text: e.g. <i>Kate was a kind, happy person and it took Sam's death to turn her into a ruthless killer. If she and Sam had been left alone to be happy, I think she would never have turned to a life of crime and revenge.</i>

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2) Comprehension	g) Prediction	6.2.g.1 Understand what they read by: <b>predicting what might happen from details stated and implied</b>	Y	Pupil can sometimes read 'between the lines' when independently reading an age-appropriate text and draw on their experience of similar texts to predict what might happen next, sometimes identifying clues the writer has planted for the reader.	Pupil can usually read 'between the lines' when independently reading an age-appropriate text and draw on their experience of similar texts to predict what might happen next, usually identifying clues the writer has planted for the reader: e.g. <i>I think we're being told about the yellow-spotted lizard and how it likes to live in holes because Stanley is going to get bitten by one. The author just made sure in the previous chapter that we know the boys use holes to go to the bathroom so the reader is being set up for it. Magnet also warns him, and often when a character gets a warning it also warns the reader the bad thing is going to happen.</i>	Pupil can almost always read 'between the lines' when independently reading an age-appropriate text and draw on their experience of similar texts to predict what might happen next, identifying clues the writer has planted for the reader.



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Dimension	Sub-dimension	Progression statement	NAHT key performance indicator (Y/N)	What to look for guidance (Working towards expectations)	What to look for guidance (Meeting expectations)	What to look for guidance (Exceeding expectations)
2) Comprehension	h) Authorial Intent	6.2.h.1 Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader	N	Pupil can, with support, identify language, including figurative language in age-appropriate texts the writer has chosen for impact, and sometimes discuss and evaluate the impact on them as a reader: e.g. <i>The sneakers Stanley is being punished for stealing belonged to a basketball player whose nickname is Sweet Feet which is a joke when you think how trainers often smell after they've been worn for a while. Stanley says they were smelly, too, so the nickname is amusing.</i>	Pupil can usually identify language, including figurative language in age-appropriate texts the writer has chosen for impact, and usually discuss and evaluate the impact on them as a reader: e.g. <i>The author says Stanley's water canteen banged against his chest as he ran, reminding him every time it hit that it was empty, empty, empty. The author repeats the word empty to echo the thumping of the canteen, and he writes about the canteen reminding Stanley as if it were alive and a character. It made me feel thirsty and desperate like Stanley.</i>	Pupil can almost always identify language, including figurative language in age-appropriate texts the writer has chosen for impact, and almost always discuss and evaluate the impact on them as a reader e.g. <i>The boys' nicknames are all really gross like Armpit, Squid and Barfbag or super-hero style like Magnet and X-ray and they hardly know each other's real names. I think the writer is showing us that the only way they can cope with the dreadful conditions is by inventing new, tough, names and hiding their feelings and fears behind them. The names are part of a tough act they all put on to survive.</i>

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2) Comprehension	h) Authorial Intent	6.2.h.2 Understand what they read by: identifying how language, structure and presentation contribute to meaning	N	Pupil can, with support, identify distinctive language, structural and presentational features in their independent reading of age-appropriate texts and sometimes demonstrate their understanding of how these help the reader draw meaning from the text.	Pupil can usually identify distinctive language, structural and presentational features in their independent reading of age-appropriate texts and sometimes demonstrate their understanding of how these help the reader draw meaning from the text: e.g. <i>recognises the shape a range of poetic forms make on the page such as ballads, sonnets, haiku; recognises nuances of meaning between similar words, such as respect and deference; uses a wide range of presentational features to draw meaning from non-fiction texts such as pie charts, Venn diagrams, maps with keys, cross-sectional diagrams.</i>	Pupils can almost always identify distinctive language, structural and presentational features in their independent reading of age-appropriate texts and almost always demonstrate their understanding of how these help the reader draw meaning from the text.

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2) Comprehension	i) Non Fiction	6.2.i.1 Distinguish between statements of fact and opinion	N	Pupil can sometimes, in their reading of age-appropriate texts, distinguish opinions and assertions from facts, questioning what they read and looking for evidence to support questions within a text or in footnotes or references.	Pupil can usually, in their reading of age-appropriate texts, distinguish opinions and assertions from facts, questioning what they read and looking for evidence to support questions within a text or in footnotes or references.	Pupil can almost always, in their reading of age-appropriate texts, distinguish opinions and assertions from facts, questioning what they read and looking for evidence to support questions within a text or in footnotes or references.
		<b>6.2.i.2 Retrieve, record and present information from non-fiction</b>	Y	Pupil can, with support, identify questions to be answered beforehand and use the specific features of age-appropriate non-fiction texts on paper and on screen to answer them. Sometimes records information in a form that can be easily retrieved. Sometimes presents information in ways that are coherent and useful to themselves and others.	Pupil can usually identify questions to be answered beforehand and use the specific features of age-appropriate non-fiction texts on paper and on screen to answer them. Usually records information in a form that can be easily retrieved. Usually presents information in ways that are coherent and useful to themselves and others.	Pupil can almost always identify questions to be answered beforehand and use the specific features of age-appropriate non-fiction texts on paper and on screen to answer them. Almost always records information in a form that can be easily retrieved. Almost always presents information in ways that are coherent and useful to themselves and others.

## Rising Stars Progression Framework for English, Year 6

### Domain: Reading

Dimension	Sub-dimension	Progression statement	NAHT key performance indicator (Y/N)	What to look for guidance (Working towards expectations)	What to look for guidance (Meeting expectations)	What to look for guidance (Exceeding expectations)
2) Comprehension	j) Discussing Reading	6.2.j.1 Maintain positive attitudes to reading and understanding of what they read by: recommending books that they have read to their peers, giving reasons for their choices	N	Pupil can, with support, share their opinions about age-appropriate books they have read independently and sometimes make appropriate recommendations to their peers, giving reasons for their choices.	Pupil can usually share their opinions about age-appropriate books they have read independently and usually make appropriate recommendations to their peers, giving reasons for their choices: e.g. <i>I would recommend Tolkien's The Hobbit to my group because there are two great films to go with the book and we really enjoyed exploring how episodes from our novel had been adapted for film and discussing which we preferred.</i>	Pupil can almost always share their opinions about age-appropriate books they have read independently and almost always make appropriate recommendations to their peers, giving reasons for their choices.
		6.2.j.2 Participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously	N	Pupil can, with support, take part in discussions about age-appropriate books they have read or had read to them, taking turns, listening to and building on ideas, observing courtesies when challenging and being challenged.	Pupil can usually take part in discussions about age-appropriate books they have read or had read to them, taking turns, listening to and building on ideas, observing courtesies when challenging and being challenged: e.g. <i>suggesting alternative interpretations and being open to those suggested by others.</i>	Pupil can almost always take part in discussions about age-appropriate books they have read or had read to them, taking turns, listening to and building on ideas, observing courtesies when challenging and being challenged.

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### Domain: Reading

Dimension	Sub-dimension	Progression statement	NAHT key performance indicator (Y/N)	What to look for guidance (Working towards expectations)	What to look for guidance (Meeting expectations)	What to look for guidance (Exceeding expectations)
2) Comprehension	j) Discussing Reading	6.2.j.3 Explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary	N	Pupils can recognise the points that are key for them to use in formal presentations and debates.	Pupils can give thorough explanations of their points and prepare responses to likely conflicting opinions.	Pupils can present their points clearly and thoroughly, taking into account likely conflicting opinions to minimise the impact of them.
		6.2.j.4 Provide reasoned justifications for their views	N	Pupil can, with support, justify their view, sometimes offering coherent evidence to support it.	Pupil can justify views usually offering coherent evidence to support them: e.g. <i>I think Sachar is really writing about the power for good and bad that some people have over others, especially adults over children, because all the way through the book Stanley seems powerless and at the mercy of the adults around him. Even at the end it is adults who set him free.</i>	Pupil can justify their view, almost always offering coherent evidence to support it.

## Rising Stars Progression Framework for English, Year 6

### Domain: Writing<sup>3,4</sup>

Dimension	Sub-dimension	Progression statement	NAHT key performance indicator (Y/N)	What to look for guidance (Working towards expectations)	What to look for guidance (Meeting expectations)	What to look for guidance (Exceeding expectations)
1) Writing – transcription	a) Phonic and Whole Word Spelling	6.1.a.1 Spell some words with ‘silent’ letters: e.g. <i>knight, psalm, solemn</i>	N	Spells some common ps, psy and gn words correctly: e.g. <i>psalm, gnaw</i> .	Spells most common ps, psy, gn and silent n words correctly: e.g. <i>as left and government, environment</i> .	Spells nearly all ps, psy, gn and silent n words correctly.
		6.1.a.2 Continue to distinguish between homophones and other words which are often confused	N	Distinguishes and correctly spells some confusing pairs: e.g. <i>guessed/guest, serial/cereal, bridal/bridle, altar/alter, desert/dessert, draft/draught, aisle/isle, advise/advice, practise/practice, license/licence, stationary/stationery, principal/principle</i> .	Distinguishes and correctly spells most confusing pairs: e.g. <i>at left and assent/ascent, decent/descent, compliment/complement, affect/effect, precede/proceed, devise/device, prophesy/prophesy, morning/mourning</i> .	Distinguishes and correctly spells nearly all confusing pairs: e.g. <i>as at left</i> .
		6.1.a.3 Use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in English Appendix 1	N	Pupil can, with support, draw on known root words to correctly spell inflected words and other words related by meaning; has some successful strategies for learning and recalling spelling of anomalous words.	Able to draw on a wider range of known root words to correctly spell inflected words and other words related by meaning; operates some successful strategies for learning and recalling spelling of anomalous words: e.g. <i>sounds the silent letters in tricky words like government, muscle, guarantee; uses knowledge of common letter strings in affixes and the rules for adding them; uses mnemonic as a last resort</i> .	Almost always able to draw on known root words to correctly spell inflected words and other words related by meaning; operates a range of effective strategies for learning and recalling spelling of anomalous words.

<sup>3</sup> All progression incorporates and builds on prior learning. When assessing, be aware of the need to look back and take previous year groups’ descriptors into account.

<sup>4</sup> Pupils should continue to be supported in understanding and applying the concepts of word structures (see English Appendix 2, pages 64, 68–69):

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/335186/PRIMARY\\_national\\_curriculum\\_-\\_English\\_220714.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/335186/PRIMARY_national_curriculum_-_English_220714.pdf)

## Rising Stars Progression Framework for English, Year 6

### Domain: Writing

Dimension	Sub-dimension	Progression statement	NAHT key performance indicator (Y/N)	What to look for guidance (Working towards expectations)	What to look for guidance (Meeting expectations)	What to look for guidance (Exceeding expectations)
1) Writing – transcription	b) Other Word Building Spelling	6.1.b.1 Use further prefixes and suffixes and understand the guidelines for adding them	N	Pupil can, with support, spell words with prefixes and suffixes with or without associated changes in spelling: e.g. <i>applicable, adorable, reliable, changeable, noticeable.</i>	Pupil can spell words with prefixes and suffixes with or without associated changes in spelling: e.g. <i>legible, preference, dependable.</i>	Pupil can almost always spell words with prefixes and suffixes with or without associated changes in spelling: e.g. <i>applicable, adorable, reliable, changeable, noticeable.</i>
		<b>6.1.b.2 Use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary</b>	Y	Pupil can, with support, navigate a dictionary to find the initial letter of any word and use the guide words to fine tune their search to the third and fourth letter, then read and understand the definition.	Pupil turns confidently and readily to the dictionary to find the initial letter of any word, using the guide words to fine tune their search to the third or fourth letter and beyond, then independently reads and understands the definition.	Pupil turns spontaneously to the dictionary to extend vocabulary, especially when reading independently or after listening to a speaker.
	c) Transcription	There is no content for this sub-dimension in Year 6.				
	d) Handwriting	6.1.d.1 Write legibly, fluently and with increasing speed by: choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters	N	Pupil sometimes independently makes choices over letter shapes and joins to ensure fluency and legibility and is increasing the pace of writing while sustaining neatness and accuracy.	Pupil can make choices over letter shapes and joins to ensure fluency, legibility and good presentation and is increasing the pace of writing while sustaining neatness and accuracy: e.g. <i>chooses unjoined style for labelling a diagram or data, writing an email address or algebra.</i>	Pupil can almost always make choices over letter shapes and joins to ensure fluency, legibility, good presentation and individuality and is increasing the pace of writing while sustaining neatness and accuracy.
6.1.d.2 Write legibly, fluently and with increasing speed by: choosing the writing implement that is best suited for a task		N	With support, pupil can select the appropriate writing instrument and is beginning to increase the pace of writing while sustaining neatness and legibility.	Pupil can select the appropriate writing instrument: e.g. <i>colour-coded markers for explaining keys on maps or labelling axes on a graph and is increasing the pace of writing while sustaining neatness and legibility across longer passages.</i>	Pupil can nearly always select the appropriate writing instrument and justify their choice: e.g. <i>as at left and can explain why a particular pen colour and thickness was chosen for a particular poster or flyer and is able to write quickly and for extended periods without loss of neatness and legibility or undue strain or cramp.</i>	

## Rising Stars Progression Framework for English, Year 6

### Domain: Writing

Dimension	Sub-dimension	Progression statement	NAHT key performance indicator (Y/N)	What to look for guidance (Working towards expectations)	What to look for guidance (Meeting expectations)	What to look for guidance (Exceeding expectations)
2) Writing – composition	a) Contexts for Writing	6.2.a.1 Plan their writing by: <b>identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own</b>	Y	Pupil can, with support, identify the intended audience and purpose for writing and choose a suitable writing model from a range of familiar texts to support their own writing.	Pupil can identify the intended audience and purpose for writing and choose a suitable writing model from a range of familiar texts to support their own writing. Uses a favourite poem as a model for their own writing.	Pupil can almost always identify the intended audience and purpose for writing and choose a suitable writing model from a secure mental selection to support their own writing.
		6.2.a.2 Plan their writing by: in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed	N	With support, pupil can draw on and adapt what they have learned about how authors develop characters and settings to help them create their own.	Pupil can draw imaginatively on what they have learned about how authors develop characters and settings to help them create their own: e.g. <i>drawing on known characters and adapting them, taking elements from different settings and combining them in new ways.</i>	Pupil can draw confidently and imaginatively on what they have learned about how authors develop characters and settings to help them create their own, and is capable of developing lively, convincing narratives.
	b) Planning and Drafting Writing	6.2.b.1 Plan their writing by: noting and developing initial ideas, drawing on reading and research where necessary	N	Pupil can, with support, think aloud and record their ideas, sometimes choosing ideas for impact and to enhance the effectiveness of what they write, drawing on independent reading and research.	Pupil can think aloud and record their ideas, sometimes drawing on independent reading and research, choosing ideas for impact and to enhance the effectiveness of what they write: e.g. <i>selecting from a range of planning models to organise and develop related ideas drawn from notes made when reading and researching.</i>	Pupil can think aloud and record their ideas, drawing on independent reading and research, choosing ideas for impact and to enhance the effectiveness of what they write.



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### Domain: Writing

Dimension	Sub-dimension	Progression statement	NAHT key performance indicator (Y/N)	What to look for guidance (Working towards expectations)	What to look for guidance (Meeting expectations)	What to look for guidance (Exceeding expectations)
2) Writing – composition	b) Planning and Drafting Writing	6.2.b.2 Draft and write by: using a wide range of devices to build cohesion within and across paragraphs	N	Pupil can, with support, organise writing into a logical sequence of paragraphs: e.g. by using topic sentences and developing an idea within each paragraph.	Pupil can produce internally coherent paragraphs in a logical sequence and understands and deploys some hooking devices to create cohesion between paragraphs: e.g. <i>repetition of a key word or phrase in the final sentence of one paragraph and the opening sentence of the next; using conjunctions such as furthermore, moreover, on the other hand, or conversely, to link paragraphs.</i>	Pupil can produce internally coherent paragraphs in a logical sequence and link them, signposting the reader, and understands and deploys a range of hooking devices to create cohesion between paragraphs: e.g. <i>Conclusions explicitly refer back to openings; element of summary included in conclusions.</i>
		6.2.b.3 Draft and write by: in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action	N	Pupil can, when prompted, describe settings, characters and atmosphere and integrate dialogue to convey character and advance the action.	Pupil can usually describe settings, characters and atmosphere and integrate dialogue to convey character and advance the action: e.g. <i>help reader distinguish between characters by introducing variations in their vocabulary choices, using expanded noun phrases, adverbials and relative clauses.</i>	Pupil can almost always describe settings, characters and atmosphere and integrate dialogue to convey character and advance the action. Pupil can apply what they have learned about standard English and non-standard English: e.g. <i>writing dialogue for character.</i>
		6.2.b.4 Draft and write by: selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning	N	Pupil can sometimes select appropriate grammar and vocabulary and is beginning to be able to make choices to change and enhance meaning.	Pupil can usually select appropriate grammar and vocabulary and is able to make choices to change and enhance meaning: e.g. <i>choose the most appropriate word from a range of synonyms or newly acquired subject specialist vocabulary, ensuring precision or expressing nuances of meaning.</i>	Pupil can almost always select appropriate grammar and vocabulary and is able to make choices to change and enhance meaning.

## Rising Stars Progression Framework for English, Year 6

### Domain: Writing

Dimension	Sub-dimension	Progression statement	NAHT key performance indicator (Y/N)	What to look for guidance (Working towards expectations)	What to look for guidance (Meeting expectations)	What to look for guidance (Exceeding expectations)
2) Writing – composition	b) Planning and Drafting Writing	6.2.b.5 Draft and write by: précis longer passages	N	Pupil can, with support, précis longer passages and justify inclusions and exclusions.	Pupil can usually précis longer passages, identifying key ideas, reformulating them coherently in their own words and justifying inclusions and exclusions.	Pupil can almost always précis longer passages identifying key ideas, reformulating them elegantly in their own words and justifying inclusions and exclusions.
		6.2.b.6 Draft and write by: <b>using further organisational and presentational devices to structure text and to guide the reader (e.g. headings, bullet points, underlining)</b>	Y	Pupil can, when prompted, use further organisational and presentational devices to structure text and to guide the reader: e.g. <i>pose questions as heading or sub-headings, use bullet points to organise material, integrate diagrams, charts or graphs.</i>	Pupil can usually use further organisational and presentational devices to structure text and to guide the reader: e.g. <i>pose questions as heading or sub-headings, use bullet points to organise material, integrate diagrams, charts or graphs; link closing to opening; include glossary, fact box etc.</i>	Pupil can almost always use further organisational and presentational devices to structure text and to guide the reader: e.g. <i>pose questions as heading or sub-headings, use bullet points to organise material, integrate diagrams, charts or graphs; link closing to opening; include glossary, fact box, footnotes, references, bibliography.</i>
	c) Editing Writing <sup>5</sup>	6.2.c.1 Evaluate and edit by: assessing the effectiveness of their own and others' writing	N	Pupil can, with support, sometimes work alone and with a partner to evaluate writing against agreed success criteria, identifying aspects for alteration linked to previous and recent teaching and is beginning to feed back appropriately in detail.	Pupil can usually work alone and with a partner to evaluate writing for overall impact and suitability for audience and purpose against agreed success criteria, identifying aspects for alteration linked to previous and recent teaching and feeding back appropriately with helpful details.	Pupil can almost always work alone and with a partner to evaluate writing for overall impact and suitability for audience and purpose against agreed success criteria, identifying aspects for alteration linked to previous and recent teaching and confidently feeding back appropriately with helpful details.

<sup>5</sup> The activity of proofreading for errors in grammar, spelling and punctuation is essentially unchanged across the age range. Progression lies in the growing knowledge they bring to bear on the task. A pupil should not be assessed as meeting or exceeding expectations unless they can demonstrate that they are applying their recently acquired, age-expected knowledge to the task as well as drawing on all their earlier learning. Pupils should be expected to feed back appropriately to others and to make corrections in their own writing.

## Rising Stars Progression Framework for English, Year 6

### Domain: Writing

Dimension	Sub-dimension	Progression statement	NAHT key performance indicator (Y/N)	What to look for guidance (Working towards expectations)	What to look for guidance (Meeting expectations)	What to look for guidance (Exceeding expectations)
2) Writing – composition	c) Editing Writing	6.2.c.2 Evaluate and edit by: proposing changes to grammar, vocabulary and punctuation to enhance effects and clarify meaning	N	Pupil can, with support, sometimes propose appropriate changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning in their own and others' writing.	Pupil can usually propose appropriate changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning in their own and others' writing, making specific suggestions to a writing partner or incorporating such changes in their own writing: e.g. <i>You've used 'but' to join those two clauses: 'He opened the door but the room stood empty! It could be much more dramatic if you used a colon instead. The reader is expecting the room to be packed with people so it's a shock that the character finds it empty. That's where a colon will work. 'He opened the door: the room stood empty!'</i>	Pupil can almost always propose appropriate changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning in their own and others' writing.
		6.2.c.3 Evaluate and edit by: <b>ensuring the consistent and correct use of tense throughout a piece of writing</b>	Y	Pupil can, with support, sometimes write using tense consistently and correctly throughout and write using deliberate changes of tense for effect in narrative.	Pupil can usually write using tense consistently and correctly throughout and write using deliberate changes of tense for effect in narrative, checking for these when editing: e.g. <i>in flashbacks, letters and interviews.</i>	Pupil can almost always write using tense consistently and correctly throughout and write using deliberate changes of tense for effect in narrative.

## Rising Stars Progression Framework for English, Year 6

### Domain: Writing

Dimension	Sub-dimension	Progression statement	NAHT key performance indicator (Y/N)	What to look for guidance (Working towards expectations)	What to look for guidance (Meeting expectations)	What to look for guidance (Exceeding expectations)
2) Writing - composition	c) Editing Writing <sup>3</sup>	<b>6.2.c.4 Proof-read for spelling and punctuation errors</b>	Y	Pupil can, with support, spot some of their own and others' spelling and punctuation errors but does not always notice errors in the most recently taught spelling patterns and punctuation items	Pupil can usually spot most of their own and others' spelling and punctuation errors quickly and knows how to correct them, including errors in the most recently taught spelling patterns and punctuation items: e.g. <i>I called my character's leap from rooftop to balcony 'death defying', but I know I need to use a hyphen when I double up words like that to make an adjective. I'll make it 'a death-defying leap'; There is no 'w' or 'i' in the word language. Remember we learned it by saying 'lan-goo-age'? Use letter 'u' then 'a-g-e' and it will be correct.</i>	Pupil can consistently and confidently spot almost all of their own and others' spelling and punctuation errors quickly and knows how to correct them, including errors in the most recently taught spelling patterns and punctuation items. Pupil draws on own further knowledge from personal reading to spot and correct errors in some spelling patterns and punctuation items not yet taught.
		6.2.c.5 Evaluate and edit by: ensuring correct subject and verb agreement when using singular and plural, <b>distinguishing between the language of speech and writing and choosing the appropriate register</b>	Y	Pupil can, with support, begin to choose the appropriate register (standard or colloquial language) as appropriate for writing.	Pupil consciously chooses the appropriate register (standard or colloquial language as appropriate) for writing: e.g. <i>casual language for an email or text to a close friend, more formal constructions when writing to a supermarket manager asking for donations to the class charity raffle.</i>	Pupil consciously chooses the appropriate register (standard or colloquial language as appropriate) for writing to good effect, deploying this knowledge across a range of independent writing.

## Rising Stars Progression Framework for English, Year 6

### Domain: Writing

Dimension	Sub-dimension	Progression statement	NAHT key performance indicator (Y/N)	What to look for guidance (Working towards expectations)	What to look for guidance (Meeting expectations)	What to look for guidance (Exceeding expectations)
3) Writing – vocabulary, grammar and punctuation	d) Performing writing	6.2.d.1 Perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear	N	Pupil can, when prompted, perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.	Pupil can perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear: e.g. <i>monitor, maintain or regain audience engagement, speaking loudly enough to be heard.</i>	Pupil can almost always perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear, almost always engaging and maintaining the audience even for longer compositions.
	a) Vocabulary	6.3.a.1 Use a thesaurus	N	Pupil can, with support, use a thesaurus to introduce varied and precise vocabulary, keep descriptors, and avoid repetitious language.	Pupil can usually use a thesaurus to introduce varied and precise vocabulary and avoid repetitious or bland language: e.g. <i>backing up choices with a dictionary check to ensure selected word is appropriate.</i>	Pupil can almost always use a thesaurus to introduce varied and precise vocabulary and avoid repetitious language: e.g. <i>after proof-reading own work, turns spontaneously to thesaurus to address perceived need for wider and more varied vocabulary.</i>
		6.3.a.2 Develop their understanding of the concepts set out in English Appendix 2 by: using expanded noun phrases to convey complicated information concisely	N	Pupil can, when prompted, use expanded noun phrases to convey complicated information concisely.	Pupil can usually use expanded noun phrases to convey complicated information concisely: e.g. <i>...the younger predators with less experience of hunting and fewer successful kills...; ...those pupils with completed art work and no overdue homework assignments...</i>	Pupil can almost always use expanded noun phrases to convey complicated information concisely and uses them across a range of independent writing.
		6.3.a.3 Converting nouns or adjectives into verbs using suffixes: e.g. <i>-ate, -ise, -ify</i>	N	Pupil can, with support, sometimes convert nouns or adjectives into verbs.	Pupil can usually convert nouns or adjectives into verbs: e.g. <i>example into exemplify; class into classify; magnet into magnetise; orchestra into orchestrate.</i>	Pupil can almost always convert nouns or adjectives into verbs.
		6.3.a.4 Verb prefixes: e.g. <i>dis-, de-, mis-, over-, re-</i>	N	Pupil can, with support, use prefixes to generate new verbs.	Pupil can usually use prefixes to generate new verbs: e.g. <i>disapprove; defuse, misunderstand, overestimate, recombine.</i>	Pupil can almost always use prefixes to generate new verbs: e.g. <i>decelerate, demystify.</i>

## Rising Stars Progression Framework for English, Year 6

### Domain: Writing

Dimension	Sub-dimension	Progression statement	NAHT key performance indicator (Y/N)	What to look for guidance (Working towards expectations)	What to look for guidance (Meeting expectations)	What to look for guidance (Exceeding expectations)
3) Writing – vocabulary, grammar and punctuation	b) Grammar	6.3.b.1 Develop their understanding of the concepts set out in English Appendix 2 by: using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun	N	Pupil can, when prompted, use relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun.	Pupil can usually use embedded relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun to write complex sentences that sometimes use embedded relative clauses needing parenthetic commas: e.g. <i>The riverbank where we used to play was washed away in last week's flood.</i> ; <i>Our teacher, whose special skill is playing the guitar, accompanied our song at leavers' assembly.</i> ; <i>The school hall, which has become quite shabby, is being repainted over the summer holiday.</i>	Pupil confidently uses relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun, across a range of independent writing, using parenthetic commas for embedded relative clauses.
		6.3.b.2 Develop their understanding of the concepts set out in English Appendix 2 by: using modal verbs or adverbs to indicate degrees of possibility	N	Pupil can, when prompted, use modal verbs or adverbs to indicate degrees of possibility.	Pupil confidently uses modal verbs or adverbs to indicate degrees of possibility: e.g. <i>might have done...</i> <i>could have acted...</i> <i>ought to have listened...</i> <i>should have known usually, frequently, probably, regularly, seldom, almost never.</i>	Pupil can almost always use modal verbs or adverbs to indicate degrees of possibility, including using modals to write about things that never happened: e.g. <i>If dinosaurs had survived, we might have been tucking in to brontosaurus burgers for school dinner today!</i>

## Rising Stars Progression Framework for English, Year 6

### Domain: Writing

Dimension	Sub-dimension	Progression statement	NAHT key performance indicator (Y/N)	What to look for guidance (Working towards expectations)	What to look for guidance (Meeting expectations)	What to look for guidance (Exceeding expectations)
3) Writing – vocabulary, grammar and punctuation	b) Grammar	6.3.b.3 Develop their understanding of the concepts set out in English Appendix 2 by: using the perfect form of verbs to mark relationships of time and cause	N	Pupil can, with support, use the present perfect form of verbs to mark relationships of time and cause: e.g. <i>She has taken her seat (and is still in it, or we would write she took her seat); The clock has struck twelve (so Cinderella had better hurry).</i> Pupil understands that the past perfect form is another variation to show relationships of time and cause and, with support, is beginning to experiment with using it.	Pupil confidently uses the present perfect form of verbs to mark relationships of time and cause and is usually able to choose to use the past perfect form to mark relationships of time and cause: e.g. <i>She had known for some time that the money was missing but had hoped it would turn up.</i>	Pupil confidently always uses the present perfect and past perfect forms of verbs to mark relationships of time and cause and combines them appropriately in writing: e.g. <i>they had always intended to have a holiday there but the recent earthquake has changed their plans.</i>
		6.3.b.4 Using passive verbs to affect the presentation of information in a sentence	N	Pupil is beginning, with support, to understand how use of the passive voice enables the writer to put the agent of the action in the background: e.g. <i>'The contaminated water was poured through a sieve', in contrast to: 'We poured the contaminated water through a sieve'.</i>	Pupil can use the passive voice appropriately in independent writing such as writing up a science investigation: e.g. <i>The temperature of the ice was measured at five-minute intervals</i> or explaining a geographical phenomenon: e.g. <i>Rocks are gradually worn down by rain and wind.</i>	Pupil confidently and appropriately uses the passive voice across a wide range of independent writing, demonstrating understanding of the nuances of meaning thus achieved.
		6.3.b.5 Devices to build cohesion, including adverbials of time, place and number	N	Pupil can, with support, use devices to build cohesion, including adverbials of time, place and number.	Pupil can usually use devices to build cohesion, including adverbials of time, place and number: e.g. <i>linking ideas within and across paragraphs using later, nearby, secondly.</i>	Pupil can almost always use devices to build cohesion, including adverbials of time, place and number. Y6 tense choices he had seen her before...

## Rising Stars Progression Framework for English, Year 6

### Domain: Writing

Dimension	Sub-dimension	Progression statement	NAHT key performance indicator (Y/N)	What to look for guidance (Working towards expectations)	What to look for guidance (Meeting expectations)	What to look for guidance (Exceeding expectations)
3) Writing – vocabulary, grammar and punctuation	c) Punctuation <sup>6</sup>	<b>6.3.c.1 Use of the semi-colon, colon and dash to mark the boundary between independent clauses</b> <b>Use of the colon to introduce a list and use of semi-colons within lists</b> <b>Punctuation of bullet points to list information</b> <b>How hyphens can be used to avoid ambiguity</b>	Y	With support, pupil can use the semi-colon, colon and dash to mark the boundary between independent clauses; the colon to introduce a list and semi-colons within lists. Pupil is aware of the need to punctuate bullet points accurately and beginning to understand how hyphens can be used to avoid ambiguity.	Pupil can use the semi-colon, colon and dash to mark the boundary between independent clauses; the colon to introduce a list and semi-colons within lists. Pupil punctuates bullet points accurately and uses hyphens to avoid ambiguity e.g. <i>It's raining; I'm fed up; He opened the treasure chest: it was empty; a nail-biting moment; re-enter; re-interpret, re-invent</i> . Pupil applies this knowledge across a wide range of independent writing.	Pupil confidently and consistently uses the semi-colon, colon and dash to mark the boundary between independent clauses; the colon to introduce a list and semi-colons within lists. Pupil punctuates bullet points accurately and confidently uses hyphens to avoid ambiguity. Pupil applies this knowledge across a wide range of independent writing and is exploring in their own writing the use of more sophisticated punctuation encountered in their personal wider reading.

<sup>6</sup> Remember to include all the elements taught in previous years in your expectations and assessment.



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# Progression Frameworks

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Publisher: Camilla Erskine

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Developed in Association with

