

The level 4b myth - English

We were lead to believe that the new end-of-KS2 expectations would be broadly equivalent to the current level 4b. The detail of the new curriculum clearly shows that this is not the case. This document compares the old Level 4 - 6 attainment target statements for Reading & Writing to the expectations in the new Y6 curriculum. (The Speaking & Listening AT is not evaluated as this will not form part of the floor standards)

AT2 Reading: Level 4 Statement	Year 6 Expectations in new curriculum
In responding to a range of texts, pupils show understanding of significant ideas, themes, events and characters, beginning to use inference and deduction.	In responding to a range of texts, pupils show understanding of significant ideas, themes, events and characters, beginning to use inference and deduction. They make comparisons within and across books.
They refer to the text when explaining their views.	They refer to the text when explaining their views and use evidence to justify their inferences. They identify how language, structure and presentation contribute to the author's meaning.
They locate and use ideas and information.	They locate and use ideas and information. They summarise the ideas drawn from more than one paragraph
	They learn a wide range of poetry by heart

The following statement – the old Level 5 statement for Reading – has been highlighted to show those elements which are now expected by the end of Year 6:

Level 5

Pupils show understanding of a range of texts, selecting essential points and using inference and deduction where appropriate. In their responses, they identify key features, themes and characters and select sentences, phrases and relevant information to support their views. They retrieve and collate information from a range of sources.

AT3 Writing:**Year 6 Expectations in new curriculum****Level 4 Statement**

Pupils' writing in a range of forms is lively and thoughtful. Ideas are often sustained and developed in interesting ways and organised appropriately for the purpose of the reader.

~~Pupils' writing in a range of forms is lively and thoughtful.~~ Ideas are often sustained and developed in interesting ways and organised appropriately for the purpose of **/to guide** the reader.
In writing narratives they use character, setting, atmosphere and dialogue to contribute towards a sense of character or to progress action.

Vocabulary choices are often adventurous and words are used for effect.

Vocabulary choices are often adventurous and words are used for effect, **including to enhance meaning**
They use a wide range of cohesive devices both within and between paragraphs. They use expanded noun phrases to convey detail, and modal verbs to indicate degrees of possibility.

Pupils are beginning to use grammatically complex sentences, extending meaning.

Pupils are beginning to use grammatically complex sentences, extending meaning.
The construct paragraphs around common ideas/themes. They ensure consistent tense, and correct use of subject-verb agreement
They recognise informal and formal patterns, including the subjunctive form. They use passive verbs and the perfect form to alter the meaning of a sentence.

Spelling, including that of polysyllabic words that conform to regular patterns, is generally accurate.

Spelling, including that of polysyllabic words that conform to regular patterns, is generally accurate. **They spell words with silent letters and distinguish between commonly-confused words and homophones. They use morphology and etymology to support spelling.**

Full stops, capital letters and question marks are used correctly, and pupils are beginning to use punctuation within the sentence.

Full stops, capital letters and question marks are used correctly, and pupils are beginning to use punctuation within the sentence.
They use commas to clarify meaning, to avoid ambiguity and to indicate parenthesis. They use colons and semi-colons to mark linked clauses, and colons to introduce lists

Handwriting style is fluent, joined and legible

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They précis longer passages

They use grammatical terminology for features such as the main word classes, personal and possessive pronouns, determiners, subject, object, relative pronouns and relative clauses, cohesion, conjunction, etc.

The following statement – the old Level 5 statement for Writing – has been highlighted to show those elements which are now expected by the end of Year 6:

Level 5

Pupils' writing is varied and interesting, conveying meaning clearly in a range of forms for different readers, using a more formal style where appropriate.

Vocabulary choices are imaginative and words are used precisely. Simple and complex sentences are organised into paragraphs. Words with complex regular

patterns are usually spelt correctly. A range of punctuation, including commas, apostrophes and inverted commas, is usually used accurately. Handwriting is joined, clear and fluent and, where appropriate, is adapted to a range of tasks.

For comparison, the Level 6 statement is also included:

Level 6

Pupils' writing often engages and sustains the reader's interest, showing some adaptation of style and register to different forms, including using an impersonal style where appropriate. Pupils use a range of sentence structures and varied vocabulary to create effects. Spelling is generally accurate, including that of irregular words. Handwriting is neat and legible. A range of punctuation is usually used correctly to clarify meaning, and ideas are organised into paragraphs.