



Stepping Stone Pathways Assessment and Judgements



Gaining attainment judgements: English Reading

Which year group is the child in?	Pathway One 0 - 33	Pathway Two 34 - 68	Pathway Three 69-93	Pathway Four 94-114	Pathway 5 114-132			
Year One	Emerging (0-25)	Exp (26-29)	Exc (30-39)	Exceeding + (40+)				
Year Two	Emerging (0-60)		Exp (61-64)	Exc (65-70)	Exceeding + (71+)			
Year Three	Emerging (0-78)			Exp (79-81)	Exc (81-82)	Exceeding + (82+)		
Year Four	Emerging (0-88)				Exp (89-90)	Exc (90-96)	Exceeding + (97+)	
Year Five	Emerging (0-99)				Exp (100-102)	Exc (102-108)	Exceeding + (109+)	
Year Six	Emerging (0-109)					Exp (110-112)	Exc (113-114)	Exc + KS 3
Key Stage Three	Emerging (0-128)					Exp (129-130)	Exc (131-132)	



Stepping Stone Pathways Assessment and Judgements



Gaining attainment judgements: English Writing

Which year group is the child in?	Pathway One 0 - 32			Pathway Two 33 - 71		Pathway Three 72-104		Pathway Four 105-144			KS3 144- 163
Year One	Emerging (0-24)	Exp (25 - 29)	Exc (30 - 43)	Exceeding + (44+)							
Year Two	Emerging (0-64)			Exp (65-68)	Exc (69-77)	Exceeding + (78+)					
Year Three	Emerging (0-84)					Exp (85-87)	Exc (88-93)	Exceeding + (94+)			
Year Four	Emerging (0-96)						Exp (97-99)	Exc (100 - 107)	Exceeding + (106+)		
Year Five	Emerging (0-120)							Exp (121-123)	Exc (124-127)	Exceeding + (128+)	
Year Six	Emerging (0-137)								Exp (138 - 140)	Exc (141 - 144)	Exc + KS3
Key stage 3	Emerging (0-159)								Exp (160-161)	Exc (162-163)	



Stepping Stone Assessment

Writing - Objectives for handwriting, grammar, spelling, punctuation and vocabulary



Pathway One

I understand which letters are formed in similar ways and practise them

I can use names of letters to distinguish between alternative spellings of a sound

I leave spaces between words when writing

Can use appropriate vocabulary, (should be coherent and sensible).

I can write the digits 0-9

I can name the letters of the alphabet in order

I use grammatical terms that have been taught to talk about my writing

I can write capital letters

I can spell the days of the week

Can use ANY connective, (may only ever be 'and') to join 2 simple sentences, thoughts, ideas etc.

I understand grammar rules that have been taught

I can write lower-case letters in the correct orientation and shape

I can spell words that are common exceptions to the spelling rules I know

I have started to use capital letters, full stops, question marks and exclamation marks to punctuate sentences

I can sit at a table and hold a pencil correctly

I can spell words containing the phonemes I have been taught

Orange - Aut 1
Green - Aut 2
Pink - Spr 1
Blue - Spr 2
Yellow - Sum 1
Purple - Sum 2

Name _____



Stepping Stone Assessment

Writing - Objectives for transcription and composition



Pathway One

Can produce a paragraph or more of developed ideas independently that can be read without help from the child

Begins to show awareness of how full stops are used in writing. (May be in the wrong places or only one, final full stop.)

Can write simple texts such as lists, stories, reports, recounts (A paragraph or more).

Writes captions, labels and attempts other simple forms of writing, (lists, stories, retell etc).

I can add 's' or 'es' to nouns to form plurals and to verbs to form the third person singular part of the verb (e.g. runs)

I can add the 'un' prefix to words

I can add 'ing', 'ed', 'er' and 'est' to words where the spelling of the root word does not change

I can apply spelling rules that have been taught to words I write

I can write simple sentences correctly from dictation including words that follow spelling rules taught and common exceptions

I can explain out loud what they are going to write about

I can read what I have written out loud so that teachers and other pupils can listen to it

I can discuss what I have written with other people

I can read back over writing to check it makes sense

I can join sentences together to form narratives

I can compose a sentence out loud before writing it

Orange - Aut 1
Green - Aut 2
Pink - Spr 1
Blue - Spr 2
Yellow - Sum 1
Purple - Sum 2

Name _____



Stepping Stone Assessment

Reading - Objectives for reading, comprehension and spoken language

Pathway One

Orange - Aut 1
 Green - Aut 2
 Pink - Spr 1
 Blue - Spr 2
 Yellow - Sum 1
 Purple - Sum 2

I can read multiple syllable words and that contain graphemes taught

I can accurately read books aloud when reading words which follow the phonics rules taught

I can discuss books that have been read to me and listen to other's opinions about me

I can explain understanding of books that have been read to me

I can choose and use appropriate registers (e.g. formal or informal speaking to communicate effectively)

I can read words ending in 's', 'es', 'ing', 'ed', 'er' and 'es'

I can reread books to increase confidence and fluency

I can predict what may happen next in a story based on what has been read or heard

I can listen and respond appropriately to adults and other people my age

I can read words that are common exceptions to phonics rules

I can discuss fiction, poetry and non-fiction that is above the level I can read on my own

I infer meanings from what characters say and do

I can use different ways to expand vocabulary

I can read new words accurately by blending sounds and use knowledge of phonics rules

I can compare what I read or hear with my own experiences

I can discuss the importance of a book's title and events

I can explain and justify my answers, arguments and opinions

I can assess different viewpoints and build on other people's contributions

I can use grapheme knowledge to sound out new words quickly, including graphemes which represent more than one sound

I can retell and explain features of well-known stories, fairy stories and traditional tales

I can check that a text makes sense as I read and I correct errors in my reading

I can describe, explain and narrate for different purposes in a structured way, including expressing feelings

I can gain, keep and monitor the interest of people listening

I can use phonics knowledge to spell and pronounce words

I can recognise and completes predictable phrases

I can use knowledge or information and vocabulary provided by the teacher to understand books read or heard

I can pay attention and take part in conversations with others, staying on topic and making and responding to comments

I can take part in discussions, presentations, performances, role play, improvisations and debates

I can appreciate rhymes and poetry and can recite some by heart

I can discuss word meanings and links words they already know to new words

I can use spoken language to suggest ideas and explanations and to explore my imagination and ideas

I can speak clearly and fluently, increasingly using Standard English

Name _____



Stepping Stone Assessment

Writing - Objectives for handwriting, grammar, spelling, punctuation and vocabulary



Pathway Two

I can tell the difference between a homophone and a near-homophone

I can use an apostrophe for singular noun possession

I use spacing between words that is appropriate for the size of letters

I can add suffixes to form longer words including 'ment', 'ness', 'less' and 'ly'

I use the grammatical terms taught to talk about my writing

I can spell an increasing number of contractions

I can write capital letters and digits of the correct size and relationship to one another and lower-case letters

I use new and familiar punctuation correctly including full stops, capital letters, exclamation marks, question marks, commas for lists, apostrophes for contractions and apostrophes for singular noun possession

I understand some features of written Standard English

I can spell words that are common exceptions to the spelling rules I know

I use diagonal and horizontal strokes to join adjacent letters

I can write statements, questions, exclamations and commands

I use the grammar rules taught

I have learnt new ways of spelling sounds which have several alternative spellings, including words containing each spelling and some common homophones

I can write lower-case letters in the correct size compared to one another

I use subordinating and co-ordinating conjunctions correctly in sentences

I can spell many words correctly by breaking spoken words into sounds and using the correct letters to represent these sounds

I can apply the spelling rules taught to words they write

I use expanded noun phrases for descriptions and to be specific

I use the present and past tense correctly and consistently including the progressive form

Orange - Aut 1
Green - Aut 2
Pink - Spr 1
Blue - Spr 2
Yellow - Sum 1
Purple - Sum 2

Name _____

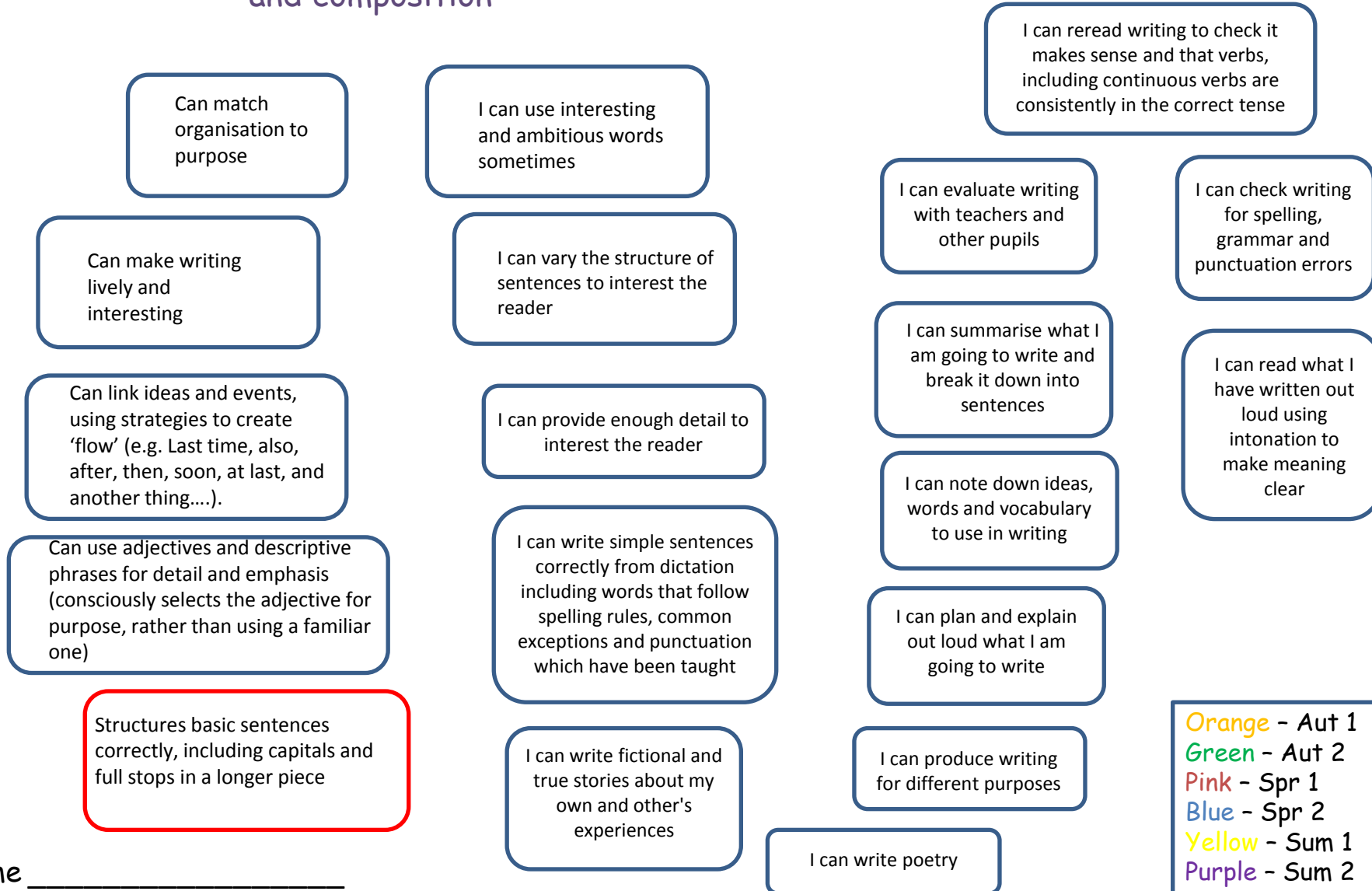


Stepping Stone Assessment

Writing - Objectives for transcription and composition



Pathway Two



- Orange - Aut 1
- Green - Aut 2
- Pink - Spr 1
- Blue - Spr 2
- Yellow - Sum 1
- Purple - Sum 2

Name _____



Stepping Stone Assessment

Reading - Objectives for reading, comprehension and spoken language



Pathway Two

Orange - Aut 1
Green - Aut 2
Pink - Spr 1
Blue - Spr 2
Yellow - Sum 1
Purple - Sum 2

I can accurately read books aloud when reading words which follow the phonics rules taught and I can sound out unfamiliar words correctly and quickly

I can read most words with speed and accuracy, without needing to blend the sounds of familiar words aloud

I can read an increasing number of words that are common exceptions to spelling rules and can identify unusual relationships between letters and sounds

I can read words containing common suffixes

Reads words with multiple syllables containing graphemes taught, especially graphemes containing more than one sound

I can read accurately by blending sounds in words that include graphemes taught, especially graphemes which represent more than one sound

I can use knowledge of phonics rules to spell and pronounce words in order to read fluently

I can reread books to increase confidence and fluency

I can listen to, discuss and express views on a range of contemporary and classic poetry, fiction and non-fiction (above my own reading level)

I can describe the order of events in a book and how the information is related

I can read and retell an increasing number of stories, fairy stories and traditional tales

I have been introduced to non-fiction texts with different structures

I can identify simple recurring literary language in stories and poetry

I can discuss word meanings and link words I already know to new words

I can talk to other people about favourite words and phrases

I can take part in discussions about books that I have read and those that have been read to me and listen to other people's opinions about them

I can predict what may happen next in a story based on what has been read or heard

I can ask and answer questions about the books I have read or heard

I can infer meanings from what characters say and do

I can check that a text makes sense as read and correct any errors in my reading

I can use knowledge or information and vocabulary provided by the teacher to understand books read or heard

I know and enjoy an increasing amount of poems and can recite some of these out loud by heart using intonation correctly

I can explain my understanding of books I have read and those that have been read to me

I can listen and respond appropriately to adults and other people my age

I can ask relevant questions to increase understanding and knowledge

I can use different ways to expand my vocabulary

I can explain and justify my answers, arguments and opinions

I can describe, explain and narrate for different purposes in a structured way, including expressing feelings

I can pay attention and take part in conversations with others, staying on topic and making and responding to comments

I can choose and use appropriate registers (e.g. formal or informal speaking to communicate effectively)

I can assess different viewpoints and build on other people's contributions

I can gain, keep and monitor the interest of people listening

I can take part in discussions, presentations, performances, role play, improvisations and debates

I can speak clearly and fluently, increasingly using Standard English

I can use spoken language to suggest ideas and explanations and to explore my imagination and ideas

Name _____



Stepping Stone Assessment

Writing - Objectives for handwriting, grammar, spelling, punctuation and vocabulary



Pathway Four

I can recognise vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms

I can use passive verbs to affect the presentation of information in a sentence

I can use semi-colons, colons or dashes to mark boundaries between independent clauses

I can use a colon to introduce a list

I can develop my understanding of the concepts set out in English Appendix 2

I can use the perfect form of verbs to mark relationships of time and cause

I can punctuate bullet points consistently

I can choose the writing implement that is best suited for a task.

I can use expanded noun phrases to convey complicated information concisely

I can use brackets, dashes or commas to indicate parenthesis

I can use and understand the grammatical terminology in English Appendix 2 accurately and appropriately in discussing their writing and reading

I can choose which shape of a letter to use when given choices and decide whether or not to join specific letters

I can use modal verbs or adverbs to indicate degrees of possibility

I can use hyphens to avoid ambiguity

I can use commas to clarify meaning or avoid ambiguity in writing

I can write legibly, fluently and with increasing speed

I can use relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun

I can indicate grammatical and other features

I learn the grammar for years 5 and 6 in English Appendix 2

Orange - Aut 1
Green - Aut 2
Pink - Spr 1
Blue - Spr 2
Yellow - Sum 1
Purple - Sum 2

Name _____



Stepping Stone Assessment

Writing - Objectives for transcription and composition



Pathway Four

I can use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary

I can use dictionaries to check the spelling and meaning of words

I can use knowledge of morphology and etymology in spelling and I understand that the spelling of some words needs to be learnt specifically, as listed in English Appendix 1

I can continue to distinguish between homophones and other words which are often confused

I can spell some words with 'silent' letters [for example, knight, psalm, solemn]

I can use further prefixes and suffixes and understand the guidance for adding them

I can use a thesaurus

I can identify the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for my own

I can note and develop initial ideas, drawing on reading and research where necessary

In writing narratives, I consider how authors have developed characters and settings in what I have read, listened to or seen performed

I can select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning

I propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning

I assess the effectiveness of my own and others' writing

I can use further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining]

I can use a wide range of devices to build cohesion within and across paragraphs

I can précis longer passages

In narratives, I describe settings, characters and atmosphere and integrate dialogue to convey character and advance the action

I ensure the consistent and correct use of tense throughout a piece of writing

I ensure correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register

I can proof-read for spelling and punctuation errors

I can perform my own compositions, using appropriate intonation, volume, and movement so that meaning is clear

Name _____

Orange - Aut 1
Green - Aut 2
Pink - Spr 1
Blue - Spr 2
Yellow - Sum 1
Purple - Sum 2



Stepping Stone Assessment

Reading - Objectives for reading, comprehension and spoken language



Pathway Four

I can increase my 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

I can read books that are structured in different ways and reading for a range of purposes

I continue to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks

I can apply my 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 I meet

I can recommend books that I have read to my peers, giving reasons for my choices

I can identify and discuss themes and conventions in and across a wide range of writing

I make comparisons within and across books

I can learn a wider range of poetry by heart

I prepare 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

I check that the book makes sense to me, discuss my understanding and explore the meaning of words in context

I can summarise the main ideas drawn from more than one paragraph, identifying key details that support the main ideas

I can predict what might happen from details stated and implied

I can draw inferences such as inferring characters' feelings, thoughts and motives from my actions, and justifying inferences with evidence

I ask questions to improve my understanding

I can identify how language, structure and presentation contribute to meaning

I can discuss and evaluate how authors use language, including figurative language, considering the impact on the reader

I can distinguish between statements of fact and opinion

I can retrieve, record and present information from non-fiction

I can participate in discussions about books that are read to me and those they can read for themselves, building on their own and others' ideas and challenging views courteously

I can explain and discuss my understanding of what I have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary

I can provide reasoned justifications for my views

- Orange - Aut 1
- Green - Aut 2
- Pink - Spr 1
- Blue - Spr 2
- Yellow - Sum 1
- Purple - Sum 2

Name _____