

KLIPs

Key Learning Indicators of Performance

English - Reading

SAMPLE

Guidance for Using KLIPs:

English

These materials have been written by Lancashire Professional Development Service (LPDS) Teaching and Learning Consultants for Primary English in conjunction with the aims and statutory requirements set out in the National Curriculum 2014.

What are the KLIPs?

The KLIPs, or **Key Learning Indicators of Performance**, have been developed from Lancashire's National Curriculum Support Materials, which detail the key learning in reading and writing for each year group. These key learning grids for each year group can be used to provide:

- ▶ detailed assessment information for the teacher to use to inform their future planning of next steps (formative);
- ▶ overall judgements which can be made more summatively (for example once a term), to enable senior leadership teams to track progress across the school, during the year. This will assist schools with self-evaluation and in informing discussions with others e.g. inspection teams, about attainment and progress;
- ▶ a means of informing parents about attainment and progress.

The underlined statements on the grids have been identified as **Key Learning Indicators of Performance** (KLIPs) as these have the greatest impact on the further development of skills and subsequent learning. Consequently, the **Key Learning Indicators of Performance** (KLIPs) play a particularly significant role in the assessment process.

How Do I Use KLIPs to Support Assessment in English?

The KLIPs approach is intended to be used for periodic assessment, in other words 'stepping back', perhaps termly, and asking the question 'How is this pupil performing in reading?' or 'How is this pupil performing in writing?'

The Process

- ▶ Consider the pupil's performance in relation to **all** of the key learning statements not just the KLIPs (the ones which have been underlined).
- ▶ Make a professional judgement as to whether the expectations have been achieved, highlighting statements, or partial statements to record judgements. If statements are highlighted termly, consider using different coloured highlighters each term to indicate where progress has been made.
- ▶ A child does not need to demonstrate an aspect of key learning a specific number of times for them to be assessed as having achieved it. However, they would be expected to **demonstrate and apply** the skills/knowledge **independently in different subjects or contexts**.
- ▶ When assessing writing, consider a range of evidence including narrative writing, non-fiction and pieces completed in other subjects. Think about the child as a writer; how effective is his/her writing in relation to its purpose and audience? Avoid merely 'spotting techniques' used, or using the key learning grid as a checklist.
- ▶ Assessing reading involves examining pupils' competence in both word reading and comprehension. Rich opportunities to gather evidence include guided reading sessions, phonics sessions, shared reading drama, and use of reading journals. Look out also for wider opportunities to gather evidence such as reading in other subjects, class assemblies and personal reading. Texts need to be suitable for the age-related grid which is being used. For example, if a Year Three key learning grid is being used, texts would need to be Year Three appropriate.
- ▶ Assessment information, highlighted on the grids, should be used to inform the teacher's planning so that gaps and next steps can be addressed.

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English

Making a Summative Judgement Using the KLIPs Approach

- ▶ Make a judgement about the child's current position in learning, based on a balance of strengths and aspects that need further learning opportunities. Consider whether the child is 'on track' to achieve the year group expectations by the end of the academic year.
- ▶ The three definitions used here are offered as guidance to teachers making 'best fit' judgements, at the end of each term:
 - **Entering** - starting to demonstrate some of the features of this year group's expectations (although these may not yet be evident in independent writing). Typically what would be expected if a child was on track at the end of the autumn term in a particular year group (e.g. a child typically working at what you would expect, at end of autumn term Y3, would be 'entering, Y3').
 - **Developing** – demonstrating more of the features of this year group's expectations. Some learning in some aspects might not be fully embedded across all situations. Typically what would be expected if a child was on track at the end of the spring term in a particular year group (e.g. a child typically working at what you would expect, at end of spring term Y3, would be 'developing, Y3').
 - **Secure** - demonstrating most (or indeed all) of the features of this year group's expectations. To attain a secure judgement, the child must have achieved all of the **key learning indicators of performance** (KLIPS, underlined statements) unless they have a specific learning difficulty that prevents them from doing so. Their typical knowledge/understanding/skill demonstrated is behaviour which is **embedded**. Typically what would be expected if a child was on track at the end of the summer term in a particular year group (e.g. a child typically working at what you would expect for a typical child at the end of Y3, would be 'secure, Y3').
- ▶ There are no set percentages or numbers of statements which need to be highlighted in order to determine whether a child is entering, developing or secure in relation to a particular age group expectation. Profiles of children judged to be 'developing' for instance could be very different.

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English

Key Learning Indicators of Performance in Reading: Year 1

Word Reading	Comprehension
<p>As above and:</p> <ul style="list-style-type: none">▶ <u>Read aloud accurately books that are consistent with their developing phonic knowledge.</u>▶ <u>Apply phonic knowledge and skills as the route to decode words.</u>▶ <u>Respond speedily with the correct sound to grapheme for the 44 phonemes.</u>▶ <u>Recognise and use the different ways of pronouncing the same grapheme; e.g. ow in snow and cow.</u>▶ <u>Read accurately by blending sounds in unfamiliar words.</u>▶ Read common exception words, noting tricky parts (see below).▶ Read words containing -s, -es, -ing, -ed, -er, -est endings.▶ Split two and three syllable words into the separate syllables to support blending for reading.▶ Read words with contractions e.g. <i>I'm, I'll, we'll</i> and understand that the apostrophe represents the omitted letter.▶ Develop fluency, accuracy and confidence by re-reading books.▶ Read more challenging texts using phonics and common exception word recognition.	<p>As above and:</p> <p>Developing pleasure in reading and motivation to read</p> <ul style="list-style-type: none">▶ Listen to and discuss a range of texts at a level beyond that at which they can read independently, including stories, non-fiction and poems.▶ Relate texts to own experiences.▶ Recognise and join in with language patterns and repetition.▶ Use patterns and repetition to support oral retelling, e.g. fairy stories, traditional tales and stories by well-known authors.▶ Orally retell familiar stories in a range of contexts e.g. <i>small world, role play, storytelling.</i>▶ Enjoy and recite rhymes and poems by heart.▶ Make personal reading choices and explain reasons for choices. <p>Understanding books which they can read themselves and those which are read to them</p> <ul style="list-style-type: none">▶ Introduce and discuss key vocabulary, linking meanings of new words to those already known.▶ Activate prior knowledge e.g. <i>what do you know about minibeast?</i>▶ <u>Check that texts make sense while reading and self-correct.</u>▶ Develop and demonstrate their understanding of character and events through role play and drama, drawing on language from the text.▶ Give opinions and support with reasons e.g. <i>I like the Little Red Hen because she...</i>▶ Explain clearly their understanding of what is read to them.▶ <u>Demonstrate understanding of texts by answering questions relating to who, what, where, when, why, how.</u>▶ <u>Identify and discuss the main events in stories.</u>▶ <u>Identify and discuss the main characters in stories.</u>▶ <u>Recall specific information in fiction and non-fiction texts.</u>▶ Locate parts of text that give particular information, e.g. <i>titles, contents page and labelled diagram.</i>▶ Discuss the title and how it relates to the events in the story e.g. <i>Peace at Last by Jill Murphy.</i>▶ Make basic inferences about what is being said and done.▶ <u>Make predictions based on what has been read so far.</u> <p>Participating in discussion</p> <ul style="list-style-type: none">▶ <u>Listen to what others say.</u>▶ Take turns.

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English

Key Learning Indicators of Performance in Reading: Year 5

Word Reading	Comprehension
<p>As above and:</p> <ul style="list-style-type: none">▶ Read books at an age appropriate interest level.▶ Use knowledge of root words to understand meanings of words.▶ Apply knowledge of prefixes to understand meaning of new words, e.g. <i>dis-</i>, <i>re-</i>, <i>pre-</i>, <i>mis-</i>, <i>over-</i>.▶ Use suffixes to understand meanings e.g. <i>-ant</i>, <i>-ance</i>, <i>-ancy</i>, <i>-ent</i>, <i>ence</i>, <i>-ency</i>, <i>-ible</i>, <i>-able</i>, <i>-ibly</i>, <i>-ably</i>.▶ Read and understand words from the Year 5 list (selected from the statutory Year 5/6 word list) - see below	<p>As above and:</p> <p>Maintaining positive attitudes to reading</p> <ul style="list-style-type: none">▶ Listen to and discuss a range of fiction, poetry and non-fiction which they might not choose to read themselves.▶ Regularly listen to whole novels read aloud by the teacher from an increasing range of authors.▶ Explore themes within and across texts e.g. <i>loss</i>, <i>heroism</i>, <i>friendship</i>.▶ Make comparisons within a text e.g. characters' viewpoints of same events.▶ Recommend books to their peers with reasons for choices.▶ Read books and texts that are structured in different ways for a range of purposes.▶ Express preferences about a wider range of books including modern fiction, traditional stories, myths and legends.▶ Learn a wider range of poems by heart.▶ Prepare poems and play scripts to read aloud and perform, showing understanding through intonation, tone, volume and action so the meaning is clear to an audience. <p>Understanding texts they read independently and those which are read to them</p> <ul style="list-style-type: none">▶ Explain the meaning of words within the context of the text.▶ Use punctuation to determine intonation and expression when reading aloud to a range of audiences.▶ <u>Check that the book makes sense to them and demonstrate understanding e.g. through discussion, use of reading journals.</u>▶ <u>Demonstrate active reading strategies e.g. generating questions to guide thinking, noting thoughts in a reading journal.</u>▶ <u>Infer characters' feelings, thoughts and motives from their actions and justify inferences with evidence.</u>▶ Predict what might happen from information stated and implied.▶ <u>Through close reading of the text, re-read and read ahead to look for clues to support understanding.</u>▶ <u>Scan for key words and text mark to locate specific information.</u>▶ Summarise main ideas drawn from more than one paragraph and identify key details which support this.▶ <u>Justify opinions and elaborate by referring to the text, e.g. using the PEE prompt - Point + Evidence + Explanation.</u>▶ Analyse the conventions of different types of writing e.g. <i>use of first person in autobiographies and diaries.</i>▶ Identify how language, structure and presentation contribute to meaning e.g. <i>formal letter, informal diary, persuasive speech.</i> <p>Evaluating the impact of the author's use of language</p> <ul style="list-style-type: none">▶ <u>Explore, recognise and use the terms metaphor, simile, imagery.</u>▶ Explain the effect on the reader of the authors' choice of language.▶ Distinguish between statements of fact or opinion within a text. <p>Participating in discussion and debate</p> <ul style="list-style-type: none">▶ 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.▶ Explain and discuss their understanding of what they have read, including through formal presentations and debates.▶ Prepare formal presentations individually or in groups.▶ Use notes to support presentation of information.▶ Respond to questions generated by a presentation.▶ Participate in debates on an issue related to reading (fiction or non-fiction).

English

Key Learning Indicators of Performance in Reading: Word Lists

Year 5					
apparent	cemetery	determined	explanation	interfere	occupy
rhythm	amateur	communicate	develop	familiar	language
occur	secretary	ancient	community	dictionary	foreign
leisure	persuade	shoulder	available	conscience*	environment
forty	lightning	physical	soldier	average	convenience
equip (-ped, -ment)	government	muscle	programme	branch	bargain
curiosity	excellent	hindrance	neighbour	queue	temperature
bruise	desperate	existence	involved	nuisance	recognise
twelfth	rhyme	vegetable			

Year 6					
accommodate	category	disastrous	immediate(ly)	privilege	sincere(ly)
accompany	committee	embarrass	interrupt	profession	sufficient
according	competition	especially	marvellous	pronunciation	suggest
achieve	conscious*	exaggerate	mischievous	recommend	symbol
aggressive	controversy	frequency	necessary	relevant	system
appreciate	correspond	guarantee	opportunity	restaurant	thorough
attached	criticise (critic + ise)	harass	parliament	sacrifice	variety
awkward	definite	quantity	prejudice	signature	vehicle
yacht					

English

Key Learning Indicators of Performance in Reading: Word Lists

Year 3					
accident(ally)	century	February	length	popular	strange
actual(ly)	circle	forward(s)	library	potatoes	thought
address	decide	fruit	minute	promise	through
answer	describe	heard	naughty	purpose	weight
arrive	early	heart	notice	quarter	woman/women
believe	earth	height	occasion(ally)	reason	
bicycle	eight/eighth	history	often	reign	
centre	enough	learn	perhaps	sentence	

Year 4					
appear	continue	grammar	material	possible	suppose
breadth	different	group	medicine	pressure	surprise
breathe	difficult	guard	motion	probably	therefore
build	disappear	guide	natural	recent	though/although
busy/business	exercise	imagine	opposite	regular	
calendar	experience	important	ordinary	remember	
caught	experiment	increase	particular	separate	
certain	extreme	interest	peculiar	special	
complete	famous	island	position	straight	
consider	favourite	knowledge	possess(ion)	strength	

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