

KLIPS

Key Learning Indicators of Performance

English - Writing

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 skill or 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.

Guidance for Using KLIPs: 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.

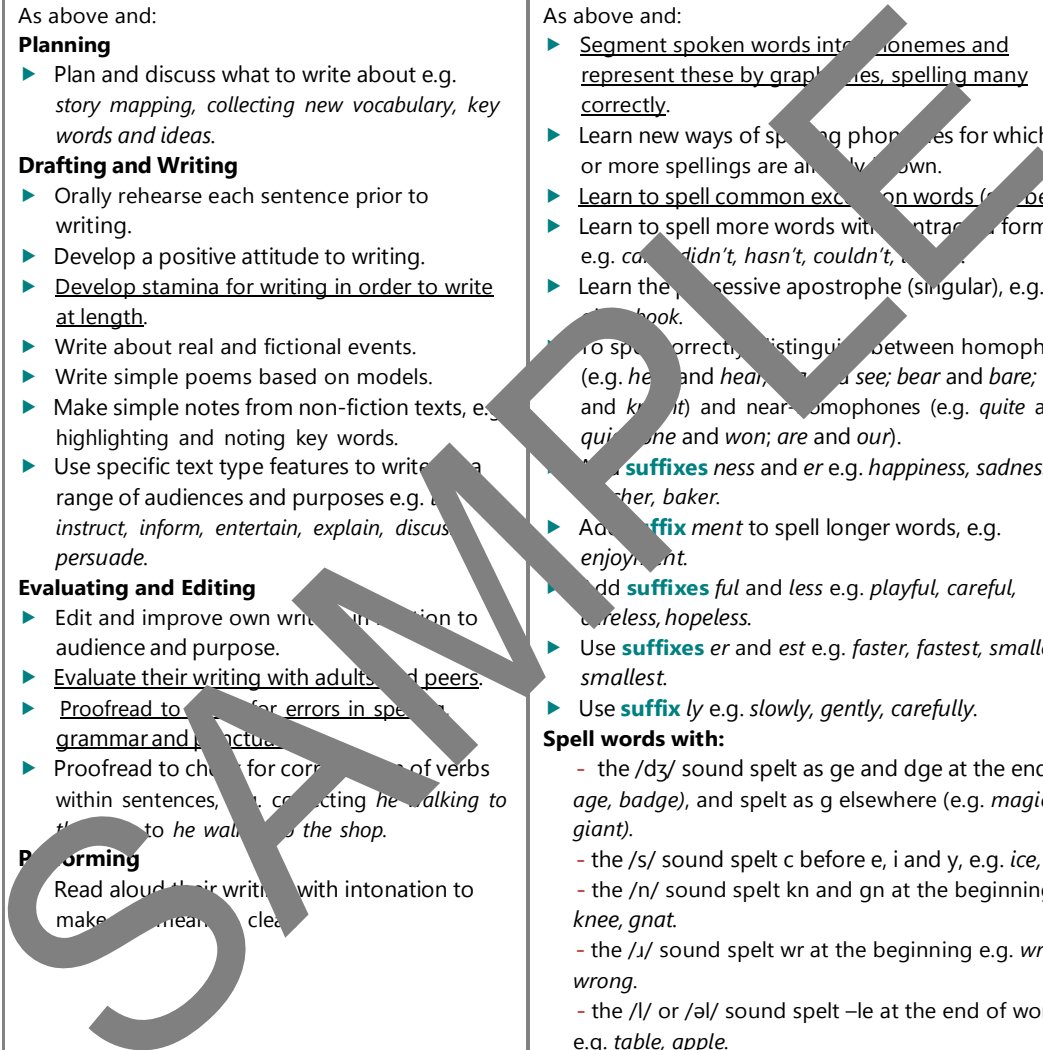
SAMPLE

English

Key Learning Indicators of Performance in Writing: Year 2



Composition		Transcription	
Vocabulary, grammar and punctuation	Composition	Spelling	Handwriting
<p>As above and:</p> <ul style="list-style-type: none"> ▶ <u>Say, write and punctuate simple and compound sentences using the joining words <i>and, but, so and or</i> (co-ordination).</u> ▶ Use sentences with different forms: statement, question, command, exclamation. ▶ Secure the use of full stops, capital letters, exclamation marks and question marks. ▶ Use commas to separate items in a list. ▶ Use apostrophes for contracted forms e.g. <i>don't, can't, wouldn't, you're, I'll.</i> ▶ Use apostrophes for singular possession in nouns, e.g. <i>the girl's name.</i> ▶ <u>Use subordination for time using <i>when, before and after</i> e.g. <i>We went out to play when we had finished our writing. When we had finished our writing, we went out to play.</i></u> ▶ <u>Use subordination for reason using <i>because and if</i> e.g. <i>I put my coat on because it was raining. Because it was raining, I put on my coat.</i></u> ▶ Use the subordinating conjunction <i>that</i> in a sentence, e.g. <i>I hope that it doesn't rain on sports day.</i> ▶ Select, generate and effectively use verbs. ▶ Explore the progressive form of verbs in the present tense (e.g. <i>she is drumming</i>) and past tense (e.g. <i>he was shouting</i>) to mark actions in progress. ▶ Use past tense for narrative, recount (e.g. <i>diary, newspaper report, biography</i>) historical reports. ▶ Use present tense for non-chronological reports and persuasive adverts. ▶ Select, generate and effectively use nouns. ▶ Add suffixes <i>ness</i> and <i>er</i> to create nouns e.g. <i>happiness, sadness, teacher, baker.</i> 	<p>As above and:</p> <p>Planning</p> <ul style="list-style-type: none"> ▶ Plan and discuss what to write about e.g. <i>story mapping, collecting new vocabulary, key words and ideas.</i> <p>Drafting and Writing</p> <ul style="list-style-type: none"> ▶ Orally rehearse each sentence prior to writing. ▶ Develop a positive attitude to writing. ▶ <u>Develop stamina for writing in order to write at length.</u> ▶ Write about real and fictional events. ▶ Write simple poems based on models. ▶ Make simple notes from non-fiction texts, e.g. highlighting and noting key words. ▶ Use specific text type features to write for a range of audiences and purposes e.g. <i>to instruct, inform, entertain, explain, discuss or persuade.</i> <p>Evaluating and Editing</p> <ul style="list-style-type: none"> ▶ Edit and improve own writing in relation to audience and purpose. ▶ <u>Evaluate their writing with adults and peers.</u> ▶ <u>Proofread to check for errors in spelling, grammar and punctuation.</u> ▶ Proofread to check for correct use of verbs within sentences, e.g. <i>correcting he walking to the shop to he walks to the shop.</i> <p>Performing</p> <p>Read aloud their writing with intonation to make their meaning clear.</p>	<p>As above and:</p> <ul style="list-style-type: none"> ▶ <u>Segment spoken words into phonemes and represent these by graphemes, spelling many correctly.</u> ▶ Learn new ways of spelling phonemes for which one or more spellings are already known. ▶ <u>Learn to spell common exception words (see below).</u> ▶ Learn to spell more words with contracted forms, e.g. <i>can't, didn't, hasn't, couldn't, won't.</i> ▶ Learn the possessive apostrophe (singular), e.g. <i>the teacher's book.</i> ▶ Spell correctly, distinguishing between homophones (e.g. <i>hear and here, see and sea; bear and bare; night and knight</i>) and near-homophones (e.g. <i>quite and quiet, one and won; are and our</i>). ▶ Add suffixes <i>ness</i> and <i>er</i> e.g. <i>happiness, sadness, teacher, baker.</i> ▶ Add suffix <i>ment</i> to spell longer words, e.g. <i>enjoyment.</i> ▶ Add suffixes <i>ful</i> and <i>less</i> e.g. <i>playful, careful, careless, hopeless.</i> ▶ Use suffixes <i>er</i> and <i>est</i> e.g. <i>faster, fastest, smaller, smallest.</i> ▶ Use suffix <i>ly</i> e.g. <i>slowly, gently, carefully.</i> <p>Spell words with:</p> <ul style="list-style-type: none"> - the /dʒ/ sound spelt as <i>ge</i> and <i>dge</i> at the end (e.g. <i>age, badge</i>), and spelt as <i>g</i> elsewhere (e.g. <i>magic, giant</i>). - the /s/ sound spelt <i>c</i> before <i>e, i</i> and <i>y</i>, e.g. <i>ice, cell</i> - the /n/ sound spelt <i>kn</i> and <i>gn</i> at the beginning, e.g. <i>knee, gnat</i>. - the /ɹ/ sound spelt <i>wr</i> at the beginning e.g. <i>wrote, wrong</i>. - the /l/ or /əl/ sound spelt <i>-le</i> at the end of words, e.g. <i>table, apple</i>. - the /l/ or /əl/ sound spelt <i>-el</i> at the end of words, e.g. <i>camel, tunnel</i>. 	<p>As above and:</p> <ul style="list-style-type: none"> ▶ Form lower-case letters of the correct size relative to one another. ▶ Orientate capital letters correctly. ▶ Use capital letters appropriately e.g. <u><i>not always writing A as a capital, not using capitals within words.</i></u> ▶ Write capital letters and digits of the correct size relative to one another and to lower case letters. ▶ Start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined. ▶ Use spacing between words which reflects the size of the letters.

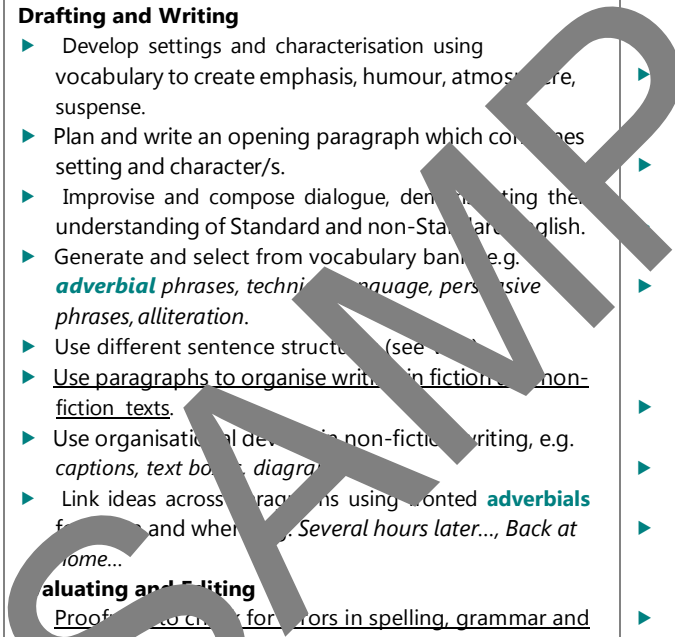


English

Key Learning Indicators of Performance in Writing: Year 4



Composition		Transcription	
Vocabulary, grammar and punctuation	Composition	Spelling	Handwriting
<p>As above and:</p> <ul style="list-style-type: none"> ▶ Create complex sentences with adverb starters e.g. <i>Silently trudging through the snow, Sam made his way up the mountain.</i> ▶ <u>Use commas to mark clauses in complex sentences.</u> ▶ <u>Create sentences with fronted adverbials for when</u> e.g. <i>As the clock struck twelve, the soldiers sprang into action.</i> ▶ <u>Create sentences with fronted adverbials for where</u> e.g. <i>In the distance, a lone wolf howled.</i> ▶ Use commas after fronted adverbials. ▶ Identify, select and use determiners including: <ul style="list-style-type: none"> - articles: <i>a/an, the</i> - demonstratives: <i>this/that, these/those</i> - possessives: <i>my/your/his/her/its/our/their</i> - quantifiers: <i>some, any, no, many, much, every</i> ▶ <u>Use inverted commas and other punctuation to indicate direct speech</u> e.g. <i>The tour guide announced, "Be back here at four o' clock."</i> ▶ Identify, select and effectively use pronouns. ▶ Use nouns for precision, e.g. <i>burglar</i> rather than <i>man</i>, <i>bungalow</i> rather than <i>house</i>. ▶ <u>Explore, identify, collect and use noun phrases</u> e.g. <i>the crumbly cookie with tasty marshmallow pieces.</i> ▶ Explore, identify and use Standard English verb inflections for writing e.g. <i>We were</i> instead of <i>we was</i>. <i>I was</i> instead of <i>I were</i>, <i>I did</i> instead of <i>I done</i>. <i>She saw it</i> instead of <i>she seen it</i>. ▶ Use apostrophes for singular and plural possession e.g. <i>the dog's bone and the dogs' bones.</i> 	<p>As above and:</p> <p>Planning</p> <ul style="list-style-type: none"> ▶ Read and analyse narrative, non-fiction and poetry in order to plan their own versions. ▶ Identify and discuss the purpose, audience, structure, vocabulary and grammar of narrative, non-fiction and poetry. ▶ <u>Discuss and record ideas for planning</u> e.g. <i>story mountain, text map, non-fiction bridge, story board, boxing-up text types to create a plan.</i> <p>Drafting and Writing</p> <ul style="list-style-type: none"> ▶ Develop settings and characterisation using vocabulary to create emphasis, humour, atmosphere, suspense. ▶ Plan and write an opening paragraph which conveys setting and character/s. ▶ Improvise and compose dialogue, demonstrating their understanding of Standard and non-Standard English. ▶ Generate and select from vocabulary bank e.g. adverbial phrases, technical language, persuasive phrases, alliteration. ▶ Use different sentence structures (see below). ▶ <u>Use paragraphs to organise writing in fiction and non-fiction texts.</u> ▶ Use organisational devices in non-fiction writing, e.g. <i>captions, text boxes, diagrams.</i> ▶ Link ideas across paragraphs using fronted adverbials for time and where e.g. <i>Several hours later..., Back at home...</i> <p>Evaluating and Editing</p> <ul style="list-style-type: none"> ▶ <u>Proofread to check for errors in spelling, grammar and punctuation.</u> ▶ Discuss and propose changes to own and others' writing with partners/small groups. ▶ Improve writing in light of evaluation. <p>Performing</p> <ul style="list-style-type: none"> ▶ Use appropriate intonation, tone and volume to present their writing to a range of audiences. 	<p>As above and:</p> <ul style="list-style-type: none"> ▶ Use further prefixes e.g. <i>in-, im-, ir-, sub-, inter-, super-, sub-, auto-</i>. ▶ Use further suffixes, e.g. <i>-ion, -tion, -sion, -cian.</i> ▶ Investigate which suffixes to words ending in <i>f</i> when suffixes are added, e.g. <i>calves</i>. ▶ Identify and spell words with the /k/ sound spelt <i>ch</i> (Greek in origin), e.g. <i>scheme, chorus</i>. ▶ Identify and spell words with the /ʃ/ sound spelt <i>ch</i> (mostly French in origin), e.g. <i>chef, chaise, machine</i>. ▶ Identify words ending with the /g/ sound spelt <i>gue</i> and the /k/ sound spelt <i>-que</i> (French in origin), e.g. <i>tongue, antique</i>. ▶ Identify and spell words with the /s/ sound spelt <i>sc</i> (Latin in origin), e.g. <i>science, scene</i>. Understand how diminutives are formed using e.g. suffix <i>-ette</i> and prefix <i>mini-</i>. ▶ Investigate ways in which nouns and adjectives can be made into verbs by the use of suffixes e.g. <i>pollen</i> (noun) and <i>-ate</i> = <i>pollinate</i> (verb). ▶ The /t/ sound spelt <i>y</i> elsewhere than at the end of words, e.g. <i>myth, gym, Egypt</i>. ▶ <u>Use the first three letters of a word to check its spelling in a dictionary.</u> ▶ Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far. ▶ Explore and use the possessive apostrophe, e.g. <i>boy's books</i> (books belonging to a boy) and <i>boys' books</i> (books belonging to more than one boy). ▶ Spell words from the Year 4 list (selected from the statutory Year 3/4 word list) - see below. 	<p>As above and:</p> <ul style="list-style-type: none"> ▶ Use a joined style throughout their independent writing. ▶ <u>Write with consistency in size and proportion of letters, e.g. by ensuring that the downstrokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch.</u>



English

Key Learning Indicators of Performance in Writing: Year 5



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| <ul style="list-style-type: none">▶ Use devices to build cohesion within a paragraph e.g. <i>firstly, then, presently, this, subsequently</i>.▶ Use expanded noun phrases to convey complicated information concisely, e.g. <i>carnivorous predators with surprisingly weak jaws and small teeth</i>.▶ Explore, collect and use modal verbs to indicate degrees of possibility e.g. <i>might, could, shall, will, must</i>.▶ Explore, collect and use adverbs to indicate degrees of possibility e.g. <i>surely, perhaps, maybe, definitely, alternatively, certainly, probably</i>.▶ Use suffixes <i>-ate, -ise, -ify</i> to convert nouns and adjectives into verbs.▶ Investigate verb prefixes e.g. <i>dis-, de-, re-, pre-, mis-, over-</i>. | | | |
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SAMPLE

English

Key Learning Indicators of Performance in Writing: 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	amphibian	bargain
curiosity	excellent	hindrance	neighbour	queue	temperature
bruise	desperate	existence	imposed	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	frequently	necessary	relevant	system
appreciate	correspond	guarantee	opportunity	restaurant	thorough
attached	criticise (critic + ise)	harass	parliament	sacrifice	variety
awkward	definite	quantity	prejudice	signature	vehicle
yacht					

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