

# Attainment target

## Level descriptions

The following level descriptions describe the types and range of performance that pupils working at a particular level should characteristically demonstrate. In deciding on a pupil's level of attainment at the end of a key stage, teachers should judge which description best fits the pupil's performance. Each description should be considered in conjunction with the descriptions for adjacent levels.

By the end of Key Stage 2, the performance of the great majority of pupils should be within the range of Levels 2 to 5, and by the end of Key Stage 3 within the range 3 to 7. Level 8 is available for very able pupils and, to help teachers differentiate Exceptional Performance at Key Stage 3, a description above Level 8 is provided.

### Level 1

Pupils begin to make connections between their own work and the work of others, and respond to these by simple communication methods. They record their ideas and feelings through drawing and other methods from observation, experience and imagination. They use materials and tools to make images and artefacts and experiment practically and imaginatively with the basic visual, tactile and sensory language of art, craft and design.

### Level 2

Pupils recognise similarities and differences between their own practical work and that of others; they respond to these by simple communication methods and can describe what they feel and think about them. They record their images and ideas from observation, experience, memory and imagination using a range of resources that they have collected and organised. They use a range of materials and tools to make images and artefacts, and explore practically and imaginatively visual, tactile and sensory qualities, making changes to their work where they think these are necessary.

### Level 3

Pupils describe similarities and differences between their own work and that of others and begin to indicate an awareness of, and imaginative response to, the method and purposes of the work of artists, craftworkers and designers. They select and record their ideas and feelings through drawing and other methods from observation, experience and imagination, choosing from a range of resources that they have collected and organised as a basis for their work. They use a range of materials, tools and techniques to achieve different outcomes, and experiment with visual, tactile and sensory qualities, making suitable changes to the work where they identify the need for modification.

## Level 4

Pupils make comparisons between their own work and that of others from a range of cultures. They communicate their ideas and feelings imaginatively, indicating an awareness of the methods used by others and demonstrating an understanding of the different purposes of their work. They select and record images and ideas from observation, experience and imagination, and use a range of materials and methods to support the development of their work. They prepare and develop an idea or theme for their work by collecting and organising visual and other resources. They are able to control a range of materials, tools and techniques to achieve a variety of outcomes. They apply their understanding of visual, tactile and sensory qualities and review and modify their work where they recognise the need to do so.

## Level 5

Pupils make comparisons between the methods and techniques used in their own work and that of others, communicating their ideas and feelings imaginatively, and clearly indicating an understanding of the methods and purposes used by others from various cultures. They make drawings and use other methods selectively to explore, interpret and record their ideas and feelings from observation, experience and imagination. They organise their work by collecting and using reference materials to develop an idea or theme. They experiment practically and imaginatively with a variety of methods, materials, tools and techniques, applying a broad knowledge of visual, tactile and sensory qualities. They review and modify their work to fulfil their intentions.

## Level 6

Pupils explore and demonstrate their understanding when comparing the methods and techniques used in their own work and that of others. They respond practically and imaginatively to the way in which ideas and feelings are conveyed in different cultures and contexts. They make drawings and use other methods selectively to explore, interpret and record their ideas, feelings and perceptions from observation, experience and imagination. They demonstrate their ability to organise their work, and collect and use reference materials to develop an idea or theme. They experiment practically and imaginatively, show increasing confidence in the use of materials, tools and techniques to implement ideas, and explore visual, tactile and sensory qualities, reviewing and modifying their work to achieve their intentions.

# Attainment target

## Level 7

Pupils make considered comparisons between their own work and the work of others, demonstrating a clear understanding of the variety of methods and approaches used. They are able to speculate and communicate how ideas and feelings may be interpreted differently, and respond practically and imaginatively to images and artefacts from a range of cultures and contexts. They explore, select, record and communicate observations, ideas, perceptions and feelings from a variety of sources, and organise stimulus and reference material in planning and developing their investigations. They experiment confidently with a broad range of media, tools and techniques to achieve a variety of intentions, and experiment with a range of methods developed by themselves and others, demonstrating their understanding of the visual, tactile and sensory language of art, craft and design. They show their ability to review processes and outcomes critically and constructively.

## Level 8

Pupils explore and analyse the methods and techniques of others and demonstrate insight into the relationship of these with their own work. They evaluate images and artefacts and can communicate how ideas, feelings and meanings are conveyed and are open to different interpretations. They respond practically and imaginatively to a range of different stimuli. They display the ability to explore, select, record and communicate using a range of appropriate methods, and effectively interpret personal perceptions and experiences. In planning the development of their own investigations they identify, assemble and organise stimulus and reference material, and consider methods and outcomes. They select and use appropriate media, tools and techniques, and confidently develop methods to create images and artefacts informed by their broad knowledge of the visual, tactile and sensory language of art, craft and design. They are able to review constructively their work in progress.

## Exceptional Performance

Pupils explore and analyse the methods and techniques of others, and demonstrate a clear understanding of the relationship between these and their own work. They are able to evaluate images and artefacts critically and constructively, and can explain how ideas, feelings and meanings are conveyed and may have various interpretations. They respond practically and imaginatively, showing their ability to synthesise a range of contextual and cultural conventions. They display consistent ability to explore, select, record and communicate using a range of appropriate methods, and effectively interpret personal perceptions and experiences. In planning the development of their own investigations they identify, assemble and organise stimulus and reference material, and analyse methods and outcomes. They thoughtfully select and skilfully use appropriate media tools and techniques, and confidently develop methods of creating images and artefacts informed by their broad understanding and sensitive application of the visual, tactile and sensory language of art, craft and design. They demonstrate their competence in critical and constructive review of their work.

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### Level 1

When designing and making, pupils talk about existing and familiar products in terms of appearance, function, likes and dislikes. They assemble and rearrange given materials, ingredients and components in different ways to make simple constructions and products. They use simple tools/utensils and talk about what they will make and how they will make it.

### Level 2

When designing and making, pupils ask questions and suggest ideas for making things based on their examination of familiar products and their experience of using materials, ingredients and techniques. They use pictures and words to convey what they want to do. They manipulate simple tools/utensils and assemble, join and mix materials and ingredients in a variety of ways. Pupils talk about what they like or dislike about what they have made.

### Level 3

With guidance, pupils gather given information to support their ideas when designing and making. They draw on their developing knowledge and understanding of materials, ingredients and components to develop their ideas, and begin to consider sustainability issues related to the materials and ingredients they are working with. They use labelled sketches, and/or models to develop and show the detail of their designs. Pupils use simple tools/utensils and techniques to cut, shape, join and mix materials and ingredients. Their products are similar to their design intentions and any changes are identified.

## Level 4

When designing and making, pupils gather information independently and use it to help generate a number of ideas. They develop ideas for products recognising that users have views and preferences and consider sustainability. They illustrate alternative ideas using sketches, models and/or ICT, and make choices between them based on their experiences. Pupils outline what they are going to make and how they are going to make it. They select and use appropriate tools/utensils and equipment when working with a range of given materials and ingredients, and produce functional or edible products. They evaluate their work as it develops, making changes when necessary.

## Level 5

When designing and making, pupils develop an outline design specification/recipe using supporting information gathered from various sources, and use it to help generate a number of imaginative ideas for products considering the user, health and safety and sustainability. They research a range of their ideas using sketches, models and/or ICT, and make choices between them based on their knowledge and understanding. Pupils produce drawings/patterns/recipes with outline dimensions and sequence what they are going to do. They select and use appropriate tools/utensils and equipment to measure, mark out, cut, join and mix a range of materials and ingredients, and produce products of acceptable quality, function or taste. They evaluate their work as it develops, bearing in mind their original intentions.

## Level 6

Pupils identify and use a range of information sources to research and develop a specification/recipe. They recognise the need to refine or change ideas in the light of their research, user needs, health and safety considerations and sustainability. Pupils produce formal drawings/patterns/recipes with details of manufacture using a range of skills, including the use of CAD. They sequence the manufacture of their product and use tools/utensils and equipment accurately, adapting to unforeseen problems. They choose from a range of materials and ingredients and produce products to an appropriate standard of construction, finish or taste. They evaluate the final product comparing it with their original specification/recipe, and suggest improvements.

# Attainment target

## Level 7

Pupils seek out relevant information sources to research details of their ideas and generate a detailed specification/recipe. Their work demonstrates elements of creativity, innovation and originality, and they modify or change ideas in the light of their research and knowledge and understanding. They consider user needs, health and safety and sustainability when making decisions about their products. They annotate design ideas and, where appropriate, model them in order to aid development. They communicate appropriately, using a range of skills including the use of CAD. Pupils order and sequence the manufacture of their product, and use tools/utensils and equipment with increasing precision, making changes in the light of unforeseen problems. They choose from a range of materials and ingredients, and produce products to a good standard of construction, finish or taste. They evaluate the final product comparing it with their original specification/recipe and identify possible improvements.

## Level 8

Pupils are focused and selective when identifying and using research materials, and in the way they explore and evaluate existing products. They demonstrate creativity, innovation and originality in generating and developing design solutions. Pupils are responsive to limitations of cost, user preferences, health and safety, and sustainability. They can cross-reference ideas in their specification/recipe to their research. They use high-level communication skills, including detailed annotation of development sketches, accurate drawings and CAD models. They can sequence manufacture and are becoming increasingly independent in the selection of equipment and potential materials and ingredients. They are able to make products with precision and a high standard of manufacture, finish or taste. They use a range of evaluation strategies, including detailed testing against the specification/recipe, considering user response and future developments.

## Exceptional Performance

Pupils systematically seek out information to aid their design thinking, recognising the needs of a variety of client groups. They successfully combine design ideas and concepts from their research to reach creative, innovative and original design solutions that satisfy conflicting demands, including issues of sustainability. They draw on their accumulated knowledge and understanding to arrive at a justifiable optimum solution through modelling, and communicate to others the key features of their designs, together with information that will aid manufacture in a detailed specification/recipe. Pupils produce and work from plans that specify how each stage in the making is to be achieved, and that make best use of the time and resources available. They work with a high degree of precision to make products that are healthy, sustainable, reliable, robust, and that fully reflect the quality requirements and detail given in the specification/recipe. They devise evaluation procedures, use these to indicate ways of improving their products, and implement those improvements.



## Attainment target 1: Oracy

<b>Level 1</b>	Learners talk about matters of immediate interest. They listen to others and usually respond appropriately. They convey simple meanings to a range of listeners, speaking audibly, and begin to extend their ideas or accounts by providing some detail.
<b>Level 2</b>	Learners begin to show confidence in talking and listening, particularly where the topics interest them. On occasions, they show awareness of the needs of the listener by including relevant detail. In developing and explaining their ideas they speak clearly and use a growing vocabulary. They usually listen carefully and respond with increasing appropriateness to what others say. They are beginning to be aware that in some situations a more formal vocabulary and tone of voice are used.
<b>Level 3</b>	Learners talk and listen confidently in different contexts, exploring and communicating ideas. In discussion, they show understanding of the main points. Through relevant comments and questions, they show they have listened carefully. They begin to adapt what they say to the needs of the listener, varying the use of vocabulary and the level of detail. They express an opinion simply. They are beginning to be aware of standard forms and when they are used.
<b>Level 4</b>	Learners talk and listen with confidence in an increasing range of contexts. Their talk is adapted to the purpose: developing and organising ideas thoughtfully, describing events and conveying their opinions clearly, including reasons occasionally. In discussion, they listen carefully, making contributions and asking questions that are responsive to others' ideas, needs and views. They can suggest changes in vocabulary and style which would improve talk. They use appropriately some of the features of standard English vocabulary and grammar.
<b>Level 5</b>	Learners talk and listen confidently in a wide range of contexts, including some that are of a formal nature. Their talk engages the interest of the listener as they begin to vary their expression and vocabulary. In discussion, they pay close attention to what others say, ask questions to develop ideas and make contributions that take account of others' views. They develop their talk purposefully and when expressing opinions they provide reasons to support their views. They are able to evaluate talk and understand how changes in vocabulary and style can improve its quality. They begin to use standard English in formal situations.
<b>Level 6</b>	Learners adapt their talk to the demands of different contexts with growing confidence. By varying their vocabulary, expression and tone, they engage the interest of the listener. They take an active part in discussion, using evidence to support their views. They show understanding of ideas and consider how and when to respond to others. They express opinions and can use evidence to support their views. They are able to evaluate their own and others' performance as speakers and can suggest ways to improve. They are usually fluent in their use of standard English in formal situations.
<b>Level 7</b>	Learners are confident in the demands of matching their talk to different contexts. They use vocabulary precisely and organise their talk to communicate clearly. They express opinions and select evidence to support their views. In discussion, they make significant, sensitive and thoughtful contributions, evaluating others' ideas and varying how and when they participate. They are able to evaluate the quality of participation and performance and make salient points about ways to improve. They show confident use of standard English in situations that require it.
<b>Level 8</b>	Learners maintain and develop their talk coherently and purposefully in a range of contexts. They structure what they say clearly, using apt vocabulary and appropriate intonation and emphasis. They consider information from various sources and use evidence in a balanced way to justify opinion. They make a range of contributions and are able to take a leading role, showing that they have listened perceptively and are sensitive to the development of discussion. They are able to evaluate, adapt and improve talk through insightful comment and response to their own and others' participation and performance. They show confident use of standard English in a range of situations, adapting their talk as necessary.
<b>Exceptional Performance</b>	Learners select and use structures, styles and registers appropriately in a range of contexts, varying their vocabulary and expression confidently for a range of purposes. They initiate and sustain discussion through the sensitive use of a variety of contributions. They take a leading role in discussion and listen with concentration and understanding to varied and complex speech. They are able to recognise and evaluate features of talk and make sensitive and discerning suggestions about how to improve. They show assured and fluent use of standard English in a range of situations and for a variety of purposes.



## Attainment target 2: Reading

<b>Level 1</b>	Learners recognise familiar words in simple texts. They use their knowledge of letters and sound–symbol relationships in order to read words and to establish meaning when reading aloud. In these activities they sometimes require support. They express their response to poems, stories and non-literary texts by identifying aspects they like.
<b>Level 2</b>	Learners' reading of simple texts shows understanding and is generally accurate. They express opinions about major events or ideas in stories, poems and non-literary texts. They use more than one strategy, such as phonic, graphic, syntactic and contextual, in reading unfamiliar words and establishing meaning.
<b>Level 3</b>	Learners read a range of texts fluently and accurately. They can use appropriate strategies in order to read independently and establish meaning. In responding to literary and non-literary texts they show understanding of the main points and express preferences. They use their knowledge of the alphabet to locate books and find information.
<b>Level 4</b>	In responding to a range of texts, learners show understanding of significant ideas, themes, events and characters, and are beginning to use inference and deduction. They refer to the text when explaining their views. They locate and use ideas and information on a specific topic from more than one source, and use them effectively.
<b>Level 5</b>	Learners show understanding of a wide 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 relevant words, phrases, sentences, images and other information to support their views. They retrieve and collate information from a range of sources.
<b>Level 6</b>	In reading and discussing a wide range of texts, learners select relevant words, phrases and information in order to comment on their significance and effect. They are able to identify different layers of meaning in text. They give personal responses to both literary and non-literary texts, referring to aspects of language, structure, themes, images and ideas in justifying their views. They summarise a range of information from different sources.
<b>Level 7</b>	Learners show understanding of the ways in which meaning and information are conveyed in a range of texts. They articulate personal and critical responses to literary and non-literary texts, showing awareness of their thematic, structural, linguistic and visual features. They select and synthesise a range of information from a variety of sources.
<b>Level 8</b>	Learners' response is shown in their appreciation of and comment on a range of texts. They analyse and evaluate how particular effects are achieved through the use of linguistic, structural and presentational devices. They select, analyse and synthesise information and ideas, commenting on the ways in which they are presented in different texts.
<b>Exceptional Performance</b>	Learners confidently sustain their responses to a demanding range of texts, developing their ideas and referring in detail to aspects of language, structure and presentation. They make apt and careful comparison between texts, including consideration of audience, purpose and form. They identify and analyse argument, opinion and alternative interpretations, making cross-references where appropriate.





## Attainment target 3: Writing

<b>Level 1</b>	Learners' writing communicates meaning through simple words and phrases. In their reading or their writing, they begin to show awareness of how full stops are used. Letters are usually clearly shaped and correctly orientated.
<b>Level 2</b>	Learners' writing communicates meaning in both creative and factual forms, using appropriate and interesting vocabulary, and showing some awareness of form and the reader. Ideas are developed in a sequence of sentences, sometimes demarcated by capital letters and full stops. Simple, monosyllabic words are usually spelled correctly, and where there are inaccuracies the alternative is phonetically plausible. In handwriting, letters are accurately formed and consistent in size.
<b>Level 3</b>	Learners' writing is often organised, imaginative and clear. The main features of different forms of writing are used appropriately, beginning to be adapted to different readers. Sequences of sentences are used to develop ideas and words are sometimes chosen for variety and interest. The basic grammatical structure of sentences is usually correct. Spelling is usually accurate, including that of common, polysyllabic words. Punctuation to mark sentences – full stops, capital letters and question marks – is used accurately. Handwriting is legible and work is appropriately presented.
<b>Level 4</b>	Learners' writing in a range of forms is lively. Ideas are often sustained and developed in interesting ways and organised appropriately for the purpose and reader. Opinions are stated and supported with some reasons given. Vocabulary choices are often adventurous and words are sometimes used for effect. They are beginning to extend meaning and use different sentence structures. They organise their writing into paragraphs. Spelling conforms to regular patterns and is generally accurate. Full stops, capital letters and question marks are used accurately and they are beginning to use punctuation within the sentence, including inverted commas for speech. Handwriting is clear and legible and, where appropriate, presentation is adapted according to the task.
<b>Level 5</b>	Learners' writing is varied and interesting, conveying meaning clearly in a range of forms for different readers, using a more formal style where appropriate. They express opinions, supported by reasons. Vocabulary choices are imaginative and words are often used precisely. Simple and complex sentences are organised into paragraphs. Words with complex regular patterns are usually spelled correctly. A range of punctuation is generally used accurately. Work is legible and well presented.
<b>Level 6</b>	Learners' writing often engages and sustains the reader's interest. They show some adaptation of style and register to different forms, including using an impersonal style where appropriate. They present information for various purposes and express opinions, developing some points in support of a point of view. They use a range of sentence structures and varied vocabulary to create effects. Spelling is generally accurate, including that of irregular words. A range of punctuation is usually used correctly to clarify meaning. Ideas are organised into effective paragraphs. Work is legible and well presented.
<b>Level 7</b>	Learners' writing is confident and shows appropriate choices of style in a range of forms. Writing is coherent, sustained and developed. In literary writing, characters and settings are developed and, in non-literary writing, ideas are organised and coherent. They sustain arguments and offer convincing evidence in support of their views. A range of sentence structures and vocabulary are accurately and effectively used. Spelling is correct, including that of complex irregular words. Paragraphing and correct punctuation are used for clarity and effect. Work is legible and well presented.
<b>Level 8</b>	Learners' writing shows the selection of specific features or expressions to convey particular effects and to interest the reader. Flair and originality is evident within their written work. Literary writing shows control of characters, events and settings and shows variety in structure. Non-literary writing is coherent and gives clear points of view. They structure their arguments, offering evidence consistently. The use of vocabulary and grammar enables fine distinctions to be made or emphasis achieved. Writing shows a clear grasp of the effective use of punctuation and paragraphing. Work is legible and well presented.
<b>Exceptional Performance</b>	Learners' writing has shape and impact and shows control of a range of styles, maintaining the interest of the reader throughout. Literary writing uses structure as well as vocabulary for a range of imaginative effects, and non-literary writing is coherent, reasoned and persuasive. A variety of grammatical constructions and punctuation is used accurately and appropriately and with sensitivity. Paragraphs are well constructed and linked in order to clarify the organisation of the writing as a whole. Work is legible and well presented.

# National exemplar level descriptions for religious education

The following level descriptions describe the types and range of performance that pupils working at a particular level should characteristically demonstrate. In deciding on a pupil's level of attainment at the end of a key stage, teachers should judge which description best fits the pupil's performance. Each description should be considered in conjunction with the descriptions for adjacent levels.

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All statements made within the levels should be read as they relate to Christianity and the other principal religions as identified within the specific locally agreed syllabus.

## Level 1

Pupils talk about their own experiences, the world around them and aspects of religion. They recall and respond to some basic religious beliefs, teachings and practices investigated. They show some awareness that these aspects of religion are special. They recognise that their feelings, actions and opinions may be similar to or different from those of other people. On occasion, they use simple religious vocabulary appropriately to express their ideas.

## Level 2

Pupils ask questions about their own experiences, the world around them and aspects of religion, and suggest some answers. They recall and communicate simply some of the basic religious beliefs, teachings and practices investigated. They suggest, in simple terms, why these aspects of religion are important to some people. They talk in simple terms about their own feelings, actions and opinions and those of other people. They use simple religious vocabulary appropriately.

## Level 3

Pupils discuss the questions raised by their own experiences, the world around them and aspects of religion, giving their own opinions. They describe some of the basic religious beliefs, teachings and practices investigated. They describe how some of these aspects of religion affect believers' lives. They describe their own feelings, actions and opinions, and in simple terms comment on the viewpoints of others. They begin to recognise that religious symbols carry meaning, and use religious vocabulary appropriately.

## Level 4

Pupils discuss their own and others' responses to questions about life, the world around them and religion. They describe and begin to explain the religious beliefs, teachings and practices investigated. They give specific examples of the ways in which these aspects affect believers' lives and begin to identify the similarities and differences within religions. They explain in simple terms how their own feelings, actions and opinions differ from those of others. They recognise some religious symbols and use a range of religious vocabulary appropriately.

## Level 5

Pupils express and justify ideas and opinions about fundamental questions in the light of their investigations and experiences. They make links between the religious beliefs, teachings and practices studied, describing the impact on believers' lives and identify the similarities and differences within and across religion. They explain how their own feelings, actions and opinions affect their own lives, and describe how those of others similarly affect their lives. They use a range of religious vocabulary appropriately and demonstrate a basic understanding of symbolic language.

## Level 6

Pupils draw on a variety of informed sources and their own experiences in order to present evidence and develop appropriate responses to fundamental questions. They use their understanding of the links between the religious beliefs, teachings and practices investigated to consolidate their understanding of religion and to explain differing religious viewpoints. They explain the relationship between their own beliefs and actions. They also explain the relationship between other people's beliefs and actions. They use a range of religious vocabulary appropriately and demonstrate an understanding of symbolism and symbolic language.

## Level 7

Pupils investigate fundamental religious and moral questions from a variety of religious perspectives and begin to draw reasoned conclusions. They apply a wide range of religious concepts to a variety of beliefs, teachings and practices. They accurately explain and justify the reasons for the range of viewpoints held by religious people. They consider the implications of their own beliefs and actions, compare these to other people and draw balanced conclusions. They use a range of religious vocabulary appropriately and are able to explain the symbolic meaning of religious objects, actions and/or language.

## Level 8

Pupils investigate fundamental religious and moral questions, evaluate a range of possibilities and draw rational conclusions based on evidence gathered. They demonstrate an understanding of a wide range of religious concepts, including various perspectives on beliefs, values and traditions within the religions studied. They evaluate the various aspects of religion and explain how these affect the lives of individuals, communities and society. They investigate the religious concepts studied, evaluating their own and other people's viewpoints through reasoned argument and evidence. They use a wide range of religious vocabulary appropriately and demonstrate a developed understanding of symbolic language.

## Exceptional Performance

Pupils acknowledge that fundamental religious questions are often complex and that answers are often partial and inconclusive. They analyse and give reasons for the different perspectives held concerning the beliefs, values and traditions of the religions studied, recognising the differences between religions and appreciating the tension of unity and plurality within each religion. They have a detailed knowledge and understanding of the behaviour and beliefs of adherents of various faith systems. In relation to the religious and moral concepts studied, they express well-considered opinions of the viewpoints of others based on in-depth investigation. They use an extensive range of religious vocabulary appropriately and demonstrate a well-developed understanding of symbolic language.

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### Level 1

Pupils show knowledge and understanding of their immediate locality. They describe where they are, using everyday terms, draw a simple map and follow directions. They recognise features of specific places and are aware that some change. They find answers to simple questions about places using resources provided. They express their views on features of places.

### Level 2

Pupils show knowledge and understanding of different localities. They find information from a map, draw simple maps with symbols and are aware of compass directions. They describe the natural and human features of different localities and recognise how some change. They recognise that people's actions affect the environment. They ask simple questions, make observations, collect information indoors and outdoors and find answers using resources provided. They express their views about the environment of a locality.

### Level 3

Pupils show knowledge and understanding of different localities and environments. They use globes and maps to find information about places and draw maps using a key and symbols, and understand directions. They recognise simple comparisons and offer some reasons for the natural and human features of different localities. They recognise that people have impacts on their environment. They ask and respond to a range of simple questions, observe, collect and record information indoors and outdoors, and find answers to their investigations. They express their views about places, supported with some reasons, and recognise that people have different views. They present information in a variety of ways.

## Level 4

Pupils show knowledge and understanding of places, environments and issues at more than one scale. They use direction, distance, and simple co-ordinates on maps, in atlases and on globes to locate places, and draw maps using a key and appropriate symbols. They begin to recognise patterns of obvious distributions of places and how they are connected. They begin to explain the natural and human features of different localities and how and why places are different. They identify straightforward causes and consequences of change and show some understanding of how people's actions, including their own, can improve or damage the environment. They suggest relevant questions, observe, collect, measure and record relevant data, indoors and outdoors, and organise information to present straightforward conclusions to their investigations. They express their own views and begin to take account of other people's views and opinions on geographical issues. They present information and ideas using some geographical terms and appropriate methods.

## Level 5

Pupils show knowledge and understanding of a range of places, environments and issues at more than one scale. They locate places accurately, use map co-ordinates, understand distance and direction and draw maps with a sense of scale and proportion. They describe obvious geographical patterns and how places are interconnected. They describe and offer explanations for the characteristic natural and human features of different localities. They identify reasons for the differences between places and describe how processes and the role of people in managing their environment results in changes to places. They ask relevant questions and suggest sequences, collect, accurately measure and record relevant data from different resources, including from fieldwork. They use evidence and draw plausible conclusions from their investigation. They evaluate different opinions to help form and express their own views and make decisions including about current geographical issues. They communicate their understanding using correct geographical vocabulary, and by selecting appropriate methods.

## Level 6

Pupils show and begin to apply knowledge and understanding of a range of places, environments and issues at different scales. They construct and use maps, showing understanding and accuracy in use of scale, co-ordinates and direction. They identify and describe geographical patterns and recognise how places and patterns are interconnected. They explain physical and human features and some processes. They compare and contrast places, explain how places change, and begin to recognise trends. They describe how people affect the environment and how change can be sustainable. They identify relevant geographical questions, establish sequences for their investigations, select, collect, measure and record relevant data from a range of sources, including fieldwork. They analyse information to provide logical explanations, and present conclusions that are consistent with the evidence. They distinguish between fact and opinion, evaluate conflicting views and opinions, justify their own views and make informed decisions about current geographical issues. They select and use correctly geographical terminology and techniques to present information.

# Attainment target

## Level 7

Pupils show and apply knowledge and understanding of a wide range of places, environments and issues at various scales. Pupils construct and use plans and maps and apply map skills accurately to obtain information. They identify and explain geographical patterns and how places and patterns are interconnected. They explain a range of physical and human features and processes, and describe the interactions within and between the processes. They explain how places change, identify trends and describe how people have different impacts on the environment. They recognise environmental issues and understand how change can be managed sustainably. With growing independence they implement effective sequences of questions and select their own methods for investigations. They collect, measure and record accurately more complex data, including that obtained from fieldwork. They analyse evidence to construct and justify valid explanations and substantiated conclusions. They evaluate conflicting views and opinions to help them form and justify their own views, and make informed decisions about current geographical issues. They evaluate fact and opinion and begin to recognise bias. They select and use accurately geographical terminology and a range of appropriate techniques to present information.

## Level 8

Pupils show and apply knowledge and understanding of a wide range of places, environments, topical events and issues at various scales. They demonstrate and apply a range of skills accurately and competently. They interpret maps to obtain information, and construct maps and plans that convey their geographical understanding. They explain how places are interconnected at different scales and how geographical patterns are formed and change. They offer explanations for interactions within and between physical and human features and processes. They explain how places change, identify trends and future implications. They explain how people and environments are interrelated, and recognise the causes and consequences of global and environmental issues, including sustainable opportunities. They show independence in identifying appropriate questions and implementing effective sequences of investigation, including for fieldwork, and work independently to collect, measure and record accurately more complex data. They analyse and interpret evidence, explain the relationships between cause and effect, and reach substantiated conclusions. They evaluate their methodology and findings and assess the reliability of evidence. They use their own ideas, and consider conflicting views and opinions to draw conclusions and make informed decisions about current geographical issues. They select and use precisely a range of geographical terminology and appropriate techniques to effectively present information.

# Attainment target

## Level descriptions

The following level descriptions describe the types and range of performance that pupils working at a particular level should characteristically demonstrate. In deciding on a pupil's level of attainment at the end of a key stage, teachers should judge which description best fits the pupil's performance. Each description should be considered in conjunction with the descriptions for adjacent levels.

By the end of Key Stage 2, the performance of the great majority of pupils should be within the range of Levels 2 to 5, and by the end of Key Stage 3 within the range 3 to 7. Level 8 is available for very able pupils and, to help teachers differentiate Exceptional Performance at Key Stage 3, a description above Level 8 is provided.

### Level 1

Pupils show awareness of the distinction between present and past in their own and other people's lives. They show their emerging sense of chronology by using everyday terms about the passing of time and by sequencing a few events and objects. They know and recount episodes from stories about the past. They are beginning to recognise representations of the past, and to ask and find answers to simple questions from sources. They recognise and group items of information to communicate their awareness of the past.

### Level 2

Pupils show their developing sense of chronology by using terms concerned with the passing of time, by ordering events and objects and by making distinctions between aspects of their own lives and past times. They demonstrate knowledge of aspects of the past and of some of the main events and people they have studied. They are beginning to recognise that there are reasons why people in the past acted as they did and that there are different ways of representing the past. They ask and answer questions about the past by making simple observations from historical sources. They are beginning to select, organise and communicate items of information about the past.

### Level 3

Pupils show their understanding of chronology by their increasing awareness that the past can be divided into different periods of time and their recognition of some of the similarities and differences between these periods. They demonstrate knowledge of some of the main events, people and changes studied. They are beginning to suggest a few reasons for, and results of, the main events and changes. They identify some of the different ways in which the past is represented. They ask questions about the past and suggest methods of finding answers by using historical sources, and select, organise and communicate historical information in a variety of ways, including ICT.

## Level 4

Pupils' work shows knowledge and understanding of aspects of the history of Wales and Britain and other areas of content. They use this to describe the characteristic features of past societies and periods and to identify changes within and across periods. They describe some of the main events, people and changes. They give some of the causes and consequences of the main events and changes and start to make links between them. They show how some aspects of the past have been represented and interpreted in different ways. They are beginning to select and combine information from historical sources to support an historical enquiry and evaluate its success. They are beginning to produce structured work, making appropriate use of dates and terms.

## Level 5

Pupils' work shows an increasing depth of knowledge and understanding of aspects of the history of Wales, Britain and other areas of content. They use this to describe, and to begin to make links between, features of past societies and periods. They describe events, people and changes. They describe and make links between the relevant causes and consequences of events and changes. They know that some events, people and changes have been interpreted in different ways and suggest possible reasons for this. Using their knowledge and understanding, pupils are beginning to ask historical questions and evaluate historical sources. They identify those which are useful to answer specific enquiries and evaluate the success of their strategies. They select and organise information to produce structured work, making appropriate use of dates and some specialist terms.

## Level 6

Pupils use their knowledge and understanding of the history of Wales, Britain and other areas of content, to describe past societies and periods and to make links between features within and across periods. They examine, and are beginning to analyse, the causes and consequences of events and changes. Pupils describe and are beginning to explain different historical interpretations of events, people and changes. They apply their knowledge and understanding to develop lines of enquiry, and identify and evaluate historical sources which they use critically to reach and support conclusions. They evaluate and reflect on their work and the method used. They select, organise and deploy relevant information to produce structured work, making appropriate use of dates and specialist terms.



# Attainment target

## Level 7

Pupils make links between their outline and detailed knowledge and understanding of the history of Wales, Britain and other areas of content. They use this to analyse relationships between features of a particular period or society and to analyse the causes and consequences of events and changes. They explain how and why different historical interpretations have been produced. Pupils are beginning to show independence in developing strategies for lines of enquiry. They identify and evaluate historical sources, which they use critically in relation to specific questions. They are beginning to reach and reflect on their own substantiated conclusions. They select, organise and deploy relevant information to produce well-structured narratives, descriptions and explanations, making appropriate use of dates and specialist terms.

## Level 8

Pupils use their outline and detailed knowledge and understanding of the history of Wales, Britain and other areas of content to analyse the relationships between events, people and changes, and between the features of past societies. Their explanations for, and analyses of, the causes and consequences of events and changes are set in their wider historical context. They analyse and explain different historical interpretations, and are beginning to evaluate them. Using their knowledge and understanding, they use historical sources critically. They define, carry out and evaluate enquiries about historical topics and independently reach their own substantiated conclusions. They select, organise and deploy relevant information to produce consistently well-structured narratives, descriptions and explanations, making appropriate use of dates and specialist terms.

## Exceptional Performance

Pupils use their extensive and detailed knowledge and understanding of the history of Wales, Britain and other areas of content to analyse relationships between a wide range of events, people, ideas and changes and between the features of past societies. Their explanations for, and analyses of, the causes and consequences of events and changes are well substantiated and set in their wider historical context. They analyse links between events and developments which took place in different countries and in different periods. They make balanced judgements about the value of differing interpretations of historical events and developments in relation to their historical context. Drawing on their historical knowledge and understanding, they use historical sources critically, carry out enquiries about historical topics and independently reach and sustain substantiated and balanced conclusions based on historical analysis. They select, organise and deploy a wide range of relevant information to produce consistently well-structured narratives, descriptions and explanations, making appropriate use of dates and a range of sophisticated specialist terms.

## Level descriptions

The following level descriptions describe the types and range of performance that pupils working at a particular level should characteristically demonstrate. In deciding on a pupil's level of attainment at the end of a key stage, teachers should judge which description best fits the pupil's performance. Each description should be considered in conjunction with the descriptions for adjacent levels.

By the end of Key Stage 2, the performance of the great majority of pupils should be within the range of Levels 2 to 5, and by the end of Key Stage 3 within the range 3 to 7. Level 8 is available for very able pupils and, to help teachers differentiate Exceptional Performance at Key Stage 3, a description above Level 8 is provided.

### Level 1

Pupils explore, with support, different types of information held on ICT systems. They use ICT to move objects on-screen for a defined purpose and use words and pictures to communicate ideas. They use the internet/related technologies safely, with support. They are aware of ICT in their world. They recognise the different parts of a computer system.

### Level 2

Pupils consider, create and communicate information and ideas in different forms using text, images, pictures and sound. They find information from a given source using it to answer simple questions. Pupils enter information into a record with some assistance. They explore the effects of making changes in models or simulations. Pupils store and retrieve work with some assistance. They are aware of the use of ICT in the outside world.

### Level 3

Pupils begin to organise their tasks and use ICT to create, organise, amend and present information and ideas. They find information from a range of given sources and use ICT to search, sort and/or graph data to follow simple lines of enquiry. Pupils understand how changing one variable affects another in models or simulations. They store and retrieve work independently. Pupils send and receive information electronically, with support. They understand the use of a range of input and output devices.

## Level 4

Pupils broadly plan their tasks and combine a variety of information and media when creating and developing their ideas, with a sense of purpose and audience. They use ICT to select relevant information from a range of given sources, recognising that poor quality information and data yields unreliable results. Pupils begin to check the validity of data. They add and amend records in databases. They use ICT to explore patterns and relationships. They make simple predictions about how changing one variable affects another in models or simulations. They send and receive information electronically. Pupils discuss and begin to form opinions about some of the issues raised by the use of ICT and internet safety. They use the internet/related technologies safely in accordance with given guidelines. Pupils manage their workspace effectively. They show an awareness of the basic functions of hardware and software.

## Level 5

Pupils plan their tasks for purpose and audience. They combine a variety of information and media when creating, refining and developing their own ideas and information. Their presentations are fit for purpose and meet the needs of their intended audience. They search for and select information from a range of sources, considering relevance, plausibility and accuracy. Pupils create their own databases and search or sort on more than one field to follow particular lines of enquiry. They create their own models or simulations and investigate the effect of changing data. They use ICT to send and receive files electronically. Pupils form opinions about issues raised by the use of ICT and are aware of dangers associated with misuse of the internet/related technologies. They recognise the implications of using networks.

## Level 6

Pupils plan their tasks in detail for specific purposes and audiences. They use ICT to create and refine their work using information from a range of sources, recognising the need for different styles for different audiences. They use ICT to check accuracy and plausibility by comparing information from different sources, making choices to meet the needs of a specific purpose or audience. They use databases to follow complex lines of enquiry and draw conclusions. They use models or simulations of increasing complexity, vary the rules within them and test hypotheses. Pupils have opinions about issues raised by the use of ICT and know the dangers associated with misuse of the internet/related technologies.

# Attainment target

## Level 7

Pupils plan independently for different purposes and audiences specifying resources and sources. They refine their choice of selected information to match the needs of a specific purpose or audience. Pupils identify the advantages and limitations of different applications and select and use suitable ICT facilities. They design a database making appropriate choices within a data-handling application, using its specialised functions. They design computer models and procedures, with variables, to meet specific needs. Pupils have informed opinions of legal and other issues raised by the use of ICT in the wider world. They use the internet/related technologies safely and independently.

## Level 8

Pupils plan independently for a specific purpose and refine in the light of development. They make informed judgements on selected information, evaluating its plausibility, accuracy and relevance to purpose and audience. Pupils design and implement ICT systems for others to use. They create presentations for others to meet specific requirements. They discuss in an informed way the social, economic, ethical and moral issues raised by ICT.

## Exceptional Performance

Pupils evaluate software packages and complex computer models, analysing the situation for which they were developed and assess their efficiency, ease of use and appropriateness, suggesting possible refinements. Pupils design, implement and document systems for others to use, predicting some of the consequences that could arise in use. When discussing their own and others' use of ICT, they relate their understanding of the technical features of information systems to an appreciation of how those systems affect wider social, economic, ethical and moral issues.



The following level descriptions describe the types and range of performance that learners working at a particular level should characteristically demonstrate. In deciding on a learner's level of attainment at the end of a key stage, teachers should judge which description best fits the learner's performance. Each description should be considered in conjunction with the descriptions for adjacent levels.

By the end of Key Stage 2, the performance of the great majority of learners is likely to be within the range of Levels 3 to 6, and by the end of Key Stage 3 within the range 4 to 7. Level 8 is available for very able learners and, to help teachers differentiate Exceptional Performance at Key Stage 3, a description above Level 8 is provided.

<b>Level 1</b>	Learners use mathematics as an integral part of classroom activities. They represent their work with objects or pictures and discuss it. They count, order, add and subtract numbers when solving problems involving up to 10 objects, and can read and write the numbers involved. They count on and back in steps of different sizes and from different numbers. They measure and order objects using direct comparison, and order events. They are aware of the value of different coins. They use everyday language to compare and to describe positions and properties of regular shapes. They recognise, use and make repeating patterns. They sort and classify objects, demonstrating the criterion they have used.
<b>Level 2</b>	Learners talk about their work using familiar mathematical language, and represent it using symbols and simple diagrams. They count sets of objects reliably, and use mental recall of number facts to 10 to add or subtract larger numbers. They order numbers up to 100. They choose the appropriate operation when solving addition or subtraction problems. They identify and use halves and quarters in practical situations. They recognise sequences of numbers. They use mental calculation strategies to solve number, money and measure problems. They use everyday non-standard and standard units to measure length and mass. They distinguish between straight and turning movements, recognise half-turns and quarter-turns and right angles in turns. They sort objects and classify them using more than one criterion. When they have gathered information, they record their results in simple lists, tables, diagrams and block graphs.
<b>Level 3</b>	Learners organise their work, check results, and try different approaches. They talk about and explain their work. They use and interpret mathematical symbols and diagrams. They find particular examples that satisfy a general statement. They use place value in numbers up to 1 000 to make approximations. They use decimal notation in recording money, and recognise negative numbers in the context of temperature. They develop further mental strategies for adding and subtracting numbers with at least two digits. They use mental recall of the 2, 3, 4, 5 and 10 multiplication tables in solving whole-number problems involving multiplication and division, including those giving rise to remainders. They use standard units of length, capacity, mass and time. They classify shapes in various ways. They extract and interpret information presented in simple tables and lists, and construct and interpret bar charts and pictograms.
<b>Level 4</b>	Learners develop their own strategies for solving problems, and present information and results systematically. They search for a solution by trying out ideas of their own. They use their understanding of place value to multiply and divide whole numbers by 10 and 100. They use a variety of mental and written methods for computation, including recall of multiplication facts up to 10 x 10. They add and subtract decimals to two places. They check their results are reasonable by considering the context or the size of the numbers. They use simple fractions and percentages to describe approximate parts of a whole. They recognise and describe number patterns and relationships and use simple formulae expressed in words. They use their knowledge of shape to make 3D mathematical models, draw common 2D shapes in different orientations on grids, and reflect simple shapes in a mirror line. They choose and use suitable units and instruments, reading, with appropriate accuracy, numbers on a range of measuring instruments. They find perimeters of shapes, areas by counting squares, and volumes by counting cubes. They use and interpret co-ordinates in the first quadrant. They collect discrete data, group data where appropriate, and use the mode and median as characteristics of a set of data. They draw and interpret frequency diagrams and construct and interpret simple line graphs. They understand and use simple vocabulary associated with probability.
<b>Level 5</b>	Learners identify and obtain information to solve problems, and check whether their results are sensible in the context of the problem. They describe situations mathematically using symbols, words and diagrams and draw their own conclusions, explaining their reasoning. They make general statements of their own, based on available evidence. They use their understanding of place value to multiply and divide whole numbers and decimals. They order, add and subtract negative numbers. They check their solutions by applying inverse operations or estimating using approximations. They calculate fractional or percentage parts of quantities and measurements. They construct and use simple formulae involving one or two operations. They use co-ordinates in all four quadrants. They measure and draw angles to the nearest degree. They recognise, identify and describe all the symmetries of 2D shapes. They convert one metric unit to another and know the rough metric equivalents of imperial units in daily use. They make sensible estimates of a range of everyday measures. They find areas of rectangles and triangles and volumes of cuboids. They read scales on maps, plans and graphs. They use the mean of discrete data and compare two simple distributions. They interpret graphs, diagrams and pie charts. They use the probability scale from 0 to 1, and appreciate that different outcomes may result from repeating an experiment.



<b>Level 6</b>	Learners solve complex problems by breaking them down into smaller tasks, and give some mathematical justifications to support their methods, arguments or conclusions. They interpret, discuss and synthesise information presented in a variety of mathematical forms. They use trial-and-improvement methods involving approximating and ordering decimals. They calculate one number as a fraction or percentage of another. They use the equivalences between fractions, decimals and percentages and calculate using ratios in appropriate situations. They find and describe in words the rule for the next term or nth term of a sequence where the rule is linear, and they formulate and solve a variety of simple linear equations. They represent mappings expressed algebraically. They use common 2D representations of 3D objects, and the properties of quadrilaterals to classify different types of quadrilateral. They solve problems using angle and symmetry properties of polygons and properties of intersecting and parallel lines. They use formulae for finding circumferences and areas of circles, areas of plane rectilinear figures and volumes of cuboids, and enlarge shapes by a positive whole-number scale factor. They collect and record continuous data, and construct and interpret frequency diagrams, pie charts and scatter diagrams. They use their knowledge that the total probability of all the mutually exclusive outcomes of an experiment is 1, and find and justify probabilities. They identify all the outcomes when dealing with a combination of two experiments.
<b>Level 7</b>	Learners justify their generalisations, arguments or solutions, consider alternative approaches and appreciate the difference between mathematical explanation and experimental evidence. They examine critically and justify their choice of mathematical presentation. In making estimates, they round to one significant figure and multiply and divide mentally. They understand the effects of multiplying and dividing by numbers between 0 and 1, and calculate proportional changes. They solve numerical problems with numbers of any size, using a calculator efficiently and appropriately. They describe in symbols the next term or nth term of a sequence with a quadratic rule. They use algebraic and graphical methods to solve simultaneous linear equations in two variables and solve simple inequalities. They use Pythagoras' theorem in two dimensions, calculate lengths, areas and volumes in plane shapes and right prisms, and enlarge shapes by a fractional scale factor. They appreciate the imprecision of measurement, and use compound measures such as speed. They specify and test hypotheses, taking account of bias. They analyse data to determine modal class and estimate the mean, median and range of sets of grouped data. They use measures of average and range to compare distributions, and draw a line of best fit on a scatter diagram by inspection. They use relative frequency as an estimate of probability and use this to compare outcomes of experiments.
<b>Level 8</b>	Learners develop and follow alternative approaches, reflecting on their own lines of enquiry and using a range of mathematical techniques. They examine and discuss generalisations or solutions they have reached. They convey mathematical or statistical meaning through precise and consistent use of symbols. They solve problems involving calculating with the extended number system, including powers, roots and standard form. They manipulate algebraic formulae, equations and expressions. They solve inequalities in two variables. They sketch and interpret graphs of linear, quadratic, cubic and reciprocal functions, and graphs that model real situations. They understand congruence and mathematical similarity, and use sine, cosine and tangent in right-angled triangles. They interpret and construct cumulative frequency tables and diagrams. They compare distributions and make inferences, using estimates of the median and inter-quartile range. They solve problems using the probability of a compound event.
<b>Exceptional Performance</b>	Learners give reasons for the choices they make when investigating within mathematics. They use mathematical language and symbols effectively in presenting a convincing reasoned argument, including mathematical justification. They express general laws in symbolic form. They solve problems using intersections and gradients of graphs. They use, generate and interpret graphs based on trigonometric functions. They solve problems in two and three dimensions using Pythagoras' theorem and trigonometric ratios. They calculate lengths of circular arcs, areas of sectors, surface areas of cylinders, and volumes of cones and spheres. They interpret and construct histograms. They understand how different sample sizes may affect the reliability of conclusions. They recognise when and how to use conditional probability.

# Attainment targets

## Level descriptions

The following level descriptions describe the types and range of performance that pupils working at a particular level should characteristically demonstrate in Oracy, Reading and Writing in a modern foreign language. In deciding on a pupil's level of attainment at the end of a key stage teachers should judge which description best fits the pupil's performance. Each description should be considered in conjunction with the descriptions for the adjacent levels. By the end of Key Stage 3, the performance of the great majority of pupils should be within the range of Levels 3–7.

Modern foreign languages is only statutory at Key Stage 3 and the lower levels are therefore designed to enable pupils to progress more quickly through them, so that by the end of the key stage, their expected levels of attainment are the same as other subjects. Level 8 is available for very able pupils and, to help teachers differentiate Exceptional Performance at Key Stage 3, a description above Level 8 is provided. The level descriptions are cumulative, i.e. each subsumes the content of the previous description.

The level descriptions are designed to cover a wide range of different languages, each with its distinctive features and do not refer to any particular context or aspect of grammar. For languages with non-Roman scripts, the level descriptions assume pre-reading skills (recognising letters/syllables, printed/handwritten forms) and pre-writing skills (forming letters, joining letters, making strokes in the correct order). There are specific modifications for Chinese and Japanese.

## Attainment target 1: Oracy

### Level 1

Pupils show understanding of some familiar words and a few simple statements and questions. They sometimes require support such as repetition, gesture and visual cues. They respond in single words and short simple phrases to what they see and hear, and imitate correct pronunciation with some success.

### Level 2

Pupils show understanding of familiar statements and questions but sometimes need items to be repeated. They give short simple responses to what they see and hear, and their meaning is usually clear. Their pronunciation shows an awareness of sound patterns.

### Level 3

Pupils show understanding of short simple passages, dialogues and other sources of familiar language. They ask and answer questions responding appropriately using familiar words and phrases. They occasionally substitute words to vary their language. Their pronunciation is mostly correct.

## Level 4

Pupils show understanding of familiar language made up of simple sentences and containing different sentence patterns. They sometimes hesitate, need prompts or require some items to be repeated. They take part in simple conversations or presentations. They are beginning to use their knowledge of language to substitute words or phrases. They show some consistency in their intonation.

## Level 5

Pupils show understanding of different types of spoken material in various familiar contexts, containing a variety of structures. In conversations and presentations they can vary the structures they use, sometimes producing more extended responses. Although there may be some mistakes, their communication is usually clear.

## Level 6

Pupils show understanding of a variety of spoken material containing a range of structures, including familiar language in less familiar contexts and some longer items. They adapt previously learned language and use a wider variety of structures. They produce more extended and detailed responses. Pupils make themselves understood with little or no difficulty and with increasing confidence.

## Level 7

Pupils show understanding of a range of spoken material including longer passages, which contain some complex sentences and unfamiliar language. They sometimes show a readiness to use the language in a spontaneous and improvised manner, with generally good pronunciation and intonation. They draw on a variety of previously learned language and link phrases together to give more extended and detailed responses. Their spoken language is generally accurate, but there may be errors when more ambitious language is attempted.

## Level 8

Pupils show understanding of a variety of spoken material taken from a range of sources. They discuss facts, ideas and experiences using a range of vocabulary and structures, including complex language. They adapt language to deal with unprepared situations. They speak confidently and their language is largely accurate.

## Exceptional Performance

Pupils show understanding of a wide range of factual and imaginative speech. They summarise, report and explain what they hear. They discuss a wide range of factual and imaginative topics. They speak fluently and confidently even in unfamiliar situations.



# Attainment targets

## Attainment target 2: Reading

### Level 1

Pupils show understanding, recognise and read out single words in a familiar context. They sometimes require visual support.

### Level 2

Pupils show understanding of familiar phrases. They show understanding of sound patterns, common letter strings or symbols and syllables by reading aloud familiar words and phrases. They begin to use books and glossaries to find out the meaning of new words.

### Level 3

Pupils show understanding of simple texts, dialogues and other sources of familiar language. They are developing their use of bilingual dictionaries and glossaries to look up new words.

### Level 4

Pupils show understanding of texts containing familiar language and different sentence patterns. In addition to using bilingual glossaries or dictionaries, they are beginning to use context to work out the meaning of unfamiliar words. They sometimes use what they read to develop their own productive language.

### Level 5

Pupils show understanding of different types of texts in various familiar contexts, containing a variety of structures. They are beginning to use the techniques of skimming, scanning and detailed reading to locate information. They are generally more confident in reading aloud, and in their use of reference materials. They continue to develop their use of what they read to enhance their own productive language and to use context and other cues to work out the meaning of unfamiliar language.

### Level 6

Pupils show understanding of a variety of texts containing a range of structures including familiar language in less familiar contexts and some longer texts. They use different strategies to locate and select information. They are becoming more confident in working out the meaning of unfamiliar language, using context, grammatical clues and cognates. They continue to develop their use of reference materials. They use what they read to enhance their own productive language.

## Level 7

Pupils show understanding of a range of material, including longer texts. They continue to develop strategies to identify accurately the ideas and information they need. Texts include some complex sentences and unfamiliar language. They use reference materials, and use what they read as a springboard to creative production.

## Level 8

Pupils show sound understanding of a variety of types of written material. They consult a range of reference sources. They cope readily with unfamiliar topics involving more complex language, elements of which they use productively.

## Exceptional Performance

Pupils show understanding of a wide range of factual and imaginative texts in different registers and containing a wide range of language. They summarise, report, explain and generally use what they read in their own speaking and writing.

# Attainment targets

## Attainment target 3: Writing

### Level 1

Pupils copy single words or symbols correctly. They label items and select appropriate words to complete short phrases or sentences.

### Level 2

Pupils copy simple phrases correctly. They write familiar words and phrases. Their spelling sometimes contains errors but shows an awareness of the links between sound and spelling.

### Level 3

Pupils write simple sentences with support. They are beginning to substitute words to vary their language. When writing from memory their spelling is readily understandable and they show some awareness of the punctuation conventions of the target language.

### Level 4

Pupils produce short simple texts made up of familiar language. They are beginning to use their knowledge of language to adapt a model by substituting words or phrases. They are beginning to make use of dictionaries, glossaries and other materials alongside their knowledge of spelling patterns to check the accuracy of their own writing.

### Level 5

Pupils produce simple texts, creative and factual, in familiar contexts. They vary their language and are beginning to use high frequency words or phrases to support sentence building and linking. Although there will be mistakes, spelling and punctuation of familiar language is generally accurate and the meaning is usually clear. They use dictionaries, glossaries and other materials to review the accuracy of their writing.

### Level 6

Pupils produce different types of texts including some more extended writing and sometimes use paragraphs to structure what they write. They adapt previously learnt language and use a variety of structures. Although there may be a few mistakes, the meaning is usually clear. They continue to develop their use of reference materials to enhance the quality of their writing. They are beginning to evaluate and sometimes redraft their writing to improve its accuracy.

## Level 7

Pupils produce texts for different purposes, sometimes containing more complex language. They draw on a variety of previously learnt language and structures to vary their writing, structure their ideas and adapt language to use in different contexts. They edit and redraft work, using a range of reference materials. Their writing is generally accurate, but there may be errors when more ambitious language is attempted.

## Level 8

Pupils produce texts covering a wide range of factual and imaginative contexts. They use a range of vocabulary and structures, including complex language to write about facts, ideas and experiences. Their spelling and grammar are generally accurate. They use reference materials to extend their language and improve their accuracy.

## Exceptional Performance

Pupils write coherently and accurately in a wide range of factual and imaginative contexts. They choose the appropriate form of writing for a particular task, making effective use of resources to vary the style and scope of their writing.

# Attainment target

## Level descriptions

The following level descriptions describe the types and range of performance that pupils working at a particular level should characteristically demonstrate. In deciding on a pupil's level of attainment at the end of a key stage, teachers should judge which description best fits the pupil's performance. Each description should be considered in conjunction with the descriptions for adjacent levels.

By the end of Key Stage 2, the performance of the great majority of pupils should be within the range of Levels 2 to 5, and by the end of Key Stage 3 within the range 3 to 7. Level 8 is available for very able pupils and, to help teachers differentiate Exceptional Performance at Key Stage 3, a description above Level 8 is provided.

### Level 1

Pupils sing with clear diction, performing loudly or quietly as directed. They clap or tap a steady beat in time with others. Having explored a variety of sound sources, pupils choose suitable sounds in response to a given stimulus. They recognise and respond to sounds and music, in terms of elements such as dynamics, pace, duration and timbre.

### Level 2

Pupils sing songs comprising a limited range of notes, keeping broadly in tune. They play a simple pattern on a percussion instrument in time to a steady beat. They choose and organise sounds in response to a given stimulus and create short melodic patterns, showing some control of musical elements. They make broad distinctions within musical elements and use simple terms to describe how they are used for expressive purposes.

### Level 3

Pupils sing songs in tune and control their breathing in order to enhance their performance. They play an instrumental part using a limited range of notes. They work with others to create compositions which have a simple musical shape, revising their ideas where necessary. They make distinctions within musical elements and discuss how effectively these elements are used.

### Level 4

Pupils sing and play, showing control of musical elements. They maintain a part as a member of a group in a simple part song and maintain an instrumental part in a group piece. Working with others, they devise and undertake simple development of musical ideas to produce compositions, demonstrating understanding and appropriate use of musical elements. They make distinctions within musical elements in describing, comparing and making judgements about different kinds of music.

## Level 5

Pupils demonstrate fluency in singing and playing a broad repertoire. They maintain a part as a member of a group in a part song and maintain an individual instrumental part in a group piece. Working with others, they develop and organise material within appropriate musical structures and they evaluate and refine their compositions. They discriminate within musical elements and recognise the main characteristics of, and evaluate, a variety of music.

## Level 6

Pupils demonstrate fluency, attention to detail and, where appropriate, responsiveness to others in singing and playing an expanding repertoire. They maintain a part as a member of a group in a part song and/or sing a short solo part; they play individually, in a group piece or as a solo. They produce a variety of compositions, including pieces composed individually, which sustain and develop musical ideas. They discriminate within musical elements and recognise the distinguishing characteristics of a variety of music.

## Level 7

Pupils perform with a degree of stylistic awareness and, where appropriate, a sense of ensemble. They produce coherent compositions, demonstrating a high level of understanding and control of musical elements. Through aural analysis, they recognise the distinguishing characteristics of, and make critical judgements about, a variety of music.

## Level 8

Pupils perform a technically demanding repertoire, demonstrating stylistic awareness, sensitivity of interpretation and, where appropriate, a degree of empathy with other performers. They produce convincing compositions which display general consistency of style. Through aural analysis, they identify the distinguishing characteristics of, and make critical appraisals of, a variety of music.

## Exceptional Performance

Pupils demonstrate stylistic awareness and sensitivity of interpretation in performing a repertoire that makes challenging technical and musical demands. They give a convincing performance of a solo piece and demonstrate empathy with other performers in ensemble music. They produce compositions which demonstrate a coherent development of musical ideas, consistency of style and a degree of individuality. They make detailed aural analyses and subtle critical appraisals of a variety of music.

# Attainment target

## Level descriptions

The following level descriptions describe the types and range of performance that pupils working at a particular level should characteristically demonstrate. In deciding on a pupil's level of attainment at the end of a key stage, teachers should judge which description best fits the pupil's performance. Each description should be considered in conjunction with the descriptions for adjacent levels.

By the end of Key Stage 2, the performance of the great majority of pupils should be within the range of Levels 2 to 5, and by the end of Key Stage 3 within the range 3 to 7. Level 8 is available for very able pupils and, to help teachers differentiate Exceptional Performance at Key Stage 3, a description above Level 8 is provided.

### Level 1

Pupils play and move in a variety of ways, developing their performance of simple skills, first alone and then with a partner. They use the basic actions of travel, jump and land, balance and stillness in their play and creative activities. They listen and respond readily to instructions. They show increasing awareness of the space away from others in which to work safely in different environments. They improve what they do, sometimes through watching others and helping them to improve. They recognise how their breathing changes when they exercise and how they look and feel.

### Level 2

Pupils explore different activities and move with increasing confidence and physical control. They practise to improve their skills and begin to link actions. They communicate different ideas and emotions in response to different stimuli, and repeat simple movement patterns in creative activities. They work safely with others when using equipment and apparatus and take some responsibility for taking it out and putting it away. They talk about what they and others have done and make simple suggestions about how to improve performance. They recognise and describe the physical changes to their bodies while doing different types of activity.

### Level 3

Pupils use and develop their competitive and creative skills with improving coordination and control. Movements show improved tension and a clearer shape and linked actions begin to show some fluency. They cooperate in solving problems when working with others. They recognise the different basic principles underpinning competitive, creative and adventurous activities. They sustain activity over appropriate periods of time. They watch each other's performance and say what is good about it and what could be better, beginning to use key words related to their activity. They use this understanding to plan how to improve their own skills, and start to ask relevant questions in order to improve and make progress. They describe how exercise affects the body and will give reasons why daily physical activity is good for them.

## Level 4

Pupils' performance shows improved coordination and control across a range of activities. The skills and ideas they choose and apply become increasingly relevant to the activity and show increasing efficiency and effectiveness. They communicate their ideas clearly to others. Their performance shows greater accuracy and can be sustained over appropriate periods of time. They take more responsibility for their own actions and begin to understand associated risks. They cooperate with others and observe the conventions of fair play, equality and appropriate conduct. They identify what makes a skill, idea or action successful and make simple judgements about their own and others' performance, using this information to plan how to improve. They use key words related to the different activities and ask relevant questions in order to help make progress. They describe how they feel doing different activities and show some understanding of the importance of physical activity to health, fitness and well-being.

## Level 5

Pupils demonstrate their skills, knowledge and understanding across a range of activities with consistent control and accuracy. They take increasing responsibility for their own learning, and ask relevant questions in order to extend and improve performance. They begin to develop an increasing variety of imaginative ideas. They use compositional principles in creative activities to plan a performance with an awareness of the factors that promote quality. They begin to refine and adapt previously learned tactics, techniques and skills and apply them in new situations. They listen carefully to what others say about their work and use their observations to improve the effectiveness and quality of their own and others' performances. Increasingly, they take responsibility for the planning of elements of their work. They engage in a variety of appropriate, different activities that positively affect their health, fitness and feelings about themselves.

## Level 6

Pupils show that they can refine their skills and perform with greater technical efficiency. They make sound decisions, selecting appropriate skills and strategies and applying these effectively and safely in a variety of challenging situations. They analyse their performance to identify other skills, strategies and tactics that might have been effective and plan how to improve their next attempt. They recognise the importance of rules and safety procedures and apply them consistently. They adopt alternative roles in their chosen activities. When working with others, they communicate ideas and information clearly and respond aptly to others' contributions. They vary their presentations for different audiences and purposes, and suggest amendments to improve the impact of their work. They recognise how different activities might affect their fitness and how appropriate training and nutrition can improve performance.



# Attainment target

## Level 7

Pupils demonstrate advanced skills, refined techniques and ideas, applying them accurately across a range of activities. They begin to transfer their knowledge and skill of one activity to the development of another, working with others towards identified targets for improvement. They listen carefully to others' contributions, considering their ideas and responding aptly. They communicate ideas and information, integrating different forms into presentations for different audiences and purposes and analyse, enhance and improve the impact of their work. They anticipate the responses of others and the consequences of action, adapting their own performances and suggesting alternative approaches. They evaluate accurately the strengths and limitations in planning and performance of activity. They respond appropriately to increasingly complex problems and challenges. They demonstrate confidence and competence in a range of roles and activities. They recognise how fitness, skills, selected tactics or ideas and composition impact upon the quality and effectiveness of a performance. They understand the benefits of regular, planned activity and appropriate nutrition on their health, fitness and well-being. They plan their own daily physical activity programme.

## Level 8

Pupils demonstrate an extensive knowledge and understanding of advanced skills and principles underpinning activity. They analyse strategies used in different activities and find alternative strategies that might be available. They use their detailed knowledge and performance of skill in one activity to develop other skills. They monitor and evaluate progress towards targets. Their skills of performance are consistent, controlled and effective. They evaluate sensitively and to good effect using a range of success criteria, commenting accurately on their own and others' work. They communicate ideas through more complex work. They recognise how different activities might affect their fitness and how appropriate training can improve fitness and performance. They use their knowledge of principles underpinning health, fitness and well-being activities to plan and evaluate their own and others' daily physical activity programmes, suggesting alternative approaches when appropriate and revising the plan effectively when necessary.

## Exceptional Performance

Pupils demonstrate their extensive knowledge and understanding of advanced skills and principles across activities. They perform with confidence, originality and style. Their techniques are refined and remain consistent under pressure. Decision making is sound in constantly changing situations. They explain why chosen skills, strategies and tactics have been selected and identify possible problems. They develop and express a variety of imaginative ideas and use technical vocabulary consistently and accurately. They evaluate their own work and that of others and revise it effectively when necessary.

## Level descriptions

The following level descriptions describe the types and range of performance that pupils working at a particular level should characteristically demonstrate. In deciding on a pupil's level of attainment at the end of a key stage, teachers should judge which description best fits the pupil's performance. Each description should be considered in conjunction with the descriptions for adjacent levels.

By the end of Key Stage 2, the performance of the great majority of pupils should be within the range of Levels 2 to 5, and by the end of Key Stage 3 within the range 3 to 7. Level 8 is available for very able pupils and, to help teachers differentiate Exceptional Performance at Key Stage 3, a description above Level 8 is provided.

### Level 1

Pupils listen and respond to scientific ideas and react appropriately. They take part in simple activities and through a variety of experiences explore the world around them. They observe and describe simple features of organisms, objects, materials and events through talking, drawing, mark-making or writing simple words. They recognise and name a range of common organisms, objects, materials, light sources and sound sources.

### Level 2

Pupils choose from given options where to find evidence, information and ideas. They talk about the steps needed to carry out their enquiries and what is needed to be successful.

They make enough observations to be able to sort, group and compare organisms, objects, materials, and events. They make simple records of their findings by talking, drawing, writing simple sentences, constructing tally charts or pictograms. They describe the basis for their groupings using simple differences between organisms, objects, materials and physical phenomena.

They respond to questions about what worked and what didn't.

### Level 3

Pupils suggest where to find evidence, information and ideas and plan, with support, the method to be used for their enquiries. They talk about their ideas and using their everyday experience they make simple predictions. They agree on some basic success criteria.

They follow a simple series of instructions safely to gather their findings, and where appropriate make observations that they could measure using simple equipment. They begin to organise their findings and display them in a given format, to include simple tables and bar charts. They begin to identify simple patterns and trends. They begin to distinguish between scientific 'facts', beliefs and opinions. They give an explanation, based upon their everyday experiences, for their findings, including any patterns. They give simple explanations for differences between and changes to organisms, objects, materials and physical phenomena. They say what they have found out from their work and make their own decisions by weighing up pros and cons.

They link outcomes to success criteria and identify what worked and what didn't, beginning to think about how the method could be improved. They link the learning, with support, to familiar situations.

## Level 4

Pupils find and use a variety of evidence, information and ideas. They use scientific knowledge and skills to plan their enquiries and predict outcomes. In a fair test enquiry, they recognise, with support, the variables to change and measure and those to be kept the same. They decide upon some basic success criteria.

They follow the planned method making amendments where necessary. They make qualitative observations and use standard equipment to measure within a given range using S.I. units. They organise and communicate their findings using relevant scientific language and display these in tables, bar charts and in simple line graphs when the axes and scales are given. They identify patterns and trends. They distinguish between 'facts', beliefs and opinions and begin to recognise bias. They use some scientific knowledge and understanding to explain their findings and differences between, or changes to organisms, materials and physical phenomena. They begin to draw conclusions, form considered opinions and make informed decisions.

They decide whether their method was successful by referring to their success criteria and say how they could improve it. They describe how they have learned and identify the ways that worked the best. They link the learning to similar situations.

## Level 5

Pupils find and use relevant evidence, information and ideas. They systematically plan their enquiries, making predictions based on scientific knowledge and understanding, including simple models. When planning a fair test, they identify key variables and distinguish between independent and dependent variables and those that they will keep the same. They give some justification for their success criteria.

They select measuring instruments that allow them to make a series of accurate measurements. They regularly check progress and revise the method where necessary. They organise and communicate their findings integrating different forms in various presentations and record these systematically, using S.I. units where appropriate. They select the most appropriate type of graph or chart to display data. They can use a line graph to describe relationships between two continuous variables. They identify bias and start to consider reliability. They use scientific knowledge and understanding, including simple models, when explaining their findings and differences between, or changes to organisms, materials and physical phenomena. They draw conclusions that are consistent with the findings and consider others' views to inform opinions and decisions.

They begin to evaluate how far success criteria fully reflect successful outcomes. They identify the learning/thinking strategy they have used and link the learning to dissimilar but familiar situations.

# Attainment target

## Level 6

Pupils suggest a variety of methods or strategies for their enquiries. They make predictions using abstract scientific ideas. In a fair test enquiry, they plan how to control the variables that they need to keep the same and make decisions about the range and values of the independent variable. They justify their success criteria.

They make precise observations and accurate measurements using equipment with fine divisions. They regularly check progress, make ongoing revisions when necessary and begin to justify any amendments or improvements made. They organise and communicate their findings in a variety of ways fit for purpose and audience. They use appropriate axes and scales for graphs to show data effectively and begin to use some quantitative definitions. When considering their findings they assess bias, consider reliability and offer some explanations for any anomalies. They use abstract scientific knowledge and understanding, including models, when explaining their findings and differences between, or changes to organisms, materials and physical phenomena. They recognise that a number of factors and/or processes may have to be considered when explaining changes. They consider a wider range of perspectives to inform opinions and decisions.

They evaluate how far success criteria fully reflect successful outcomes. They identify the learning/thinking strategies being used and link the learning to unfamiliar situations.

## Level 7

Pupils give some justification for the methods and strategies they plan to use. They make qualitative predictions using linked scientific knowledge and understanding gained from a variety of sources. They identify key variables that may not be readily controlled explaining why this is the case.

They systematically observe and measure, justifying any amendments made to the method/strategy. They draw lines of best fit on line graphs. They use some quantitative definitions and perform calculations using the correct units. They begin to evaluate their findings in order to gauge bias, reliability and validity. They explain to what extent their findings are consistent with scientific knowledge and understanding, using abstract ideas at times. In explanations they apply abstract ideas and make links between processes or systems. They begin to use their explanations to make predictions. They describe how they might collect more information in order to check the validity of their conclusions.

They refine success criteria in the light of experience for future occasions. They review their strategies in light of results obtained or the information gathered and link the learning to more abstract situations.

## Level 8

Pupils justify their methods and strategies in view of the reliability of the information and/or the data to be gathered and the accuracy of the equipment to be used. They identify any possible problems with the method/strategy. They make quantitative predictions, where appropriate, using detailed scientific knowledge and abstract ideas.

They evaluate their findings in order to gauge levels of bias, reliability and validity. They identify and explore uncertainties and explain anomalies. They explain to what extent their findings are consistent with abstract scientific ideas. They explain the impact of one system on another. They draw conclusions showing an awareness of the degree of uncertainty and a range of views.

They suggest alternative learning/thinking strategies and link the learning to make further predictions.

## Exceptional Performance

Pupils justify their methods and strategies making multiple links to prior learning and independent research and taking account of possible problems. They justify their predictions by making multiple links between scientific models, theories and systems. They plan to track changes in more than one dependent variable.

They develop an organised system to record findings clearly conveying points of interest. They use complex abstract ideas or combinations of models/systems to explain their findings. They use their knowledge and understanding to critically evaluate predicted effects on systems. They use detailed evidence to form consistent conclusions/opinions.

They evaluate the likely effectiveness of alternative strategies and refine learning/thinking strategies for future occasions.

# Attainment targets

## Attainment target 3: Writing

### Level 1

Learners communicate by copying correctly and writing words and some simple and familiar phrases from memory. They form letters that are usually clearly shaped and correctly orientated. They begin to understand the different purposes and functions of written language.

### Level 2

Learners communicate by writing words, phrases and occasional sentences, using familiar patterns to communicate factual and personal information that is within their experience. They use capital letters and full stops with some consistency. Simple words are usually correctly spelt. In handwriting, the letters are accurately formed, consistent in size, and used according to convention.

### Level 3

Learners write short, basic sentences using suitable and familiar vocabulary and patterns to communicate simple factual and personal information that is within their experience fairly accurately, showing some awareness of the reader and form. Familiar words are accurately spelt and, on the whole, punctuation – capital letters, question marks, apostrophes and full stops – is accurate. Handwriting is legible and work is appropriately presented.

### Level 4

Learners write linked sentences, showing some grasp of order and progression, when writing for different purposes. They use suitable vocabulary and phrases, varying their patterns and producing basic sentences, showing some grasp of form and progression. They spell most structure words and other words which are within their experience accurately. They use capital letters, question marks and full stops accurately, using apostrophes and quotation marks when necessary. Handwriting is clear, and they write fluently, and where appropriate adapt the presentation according to the task.

### Level 5

Learners write linked sentences, developing their ideas sensibly and showing a grasp of form and progression, when writing for a variety of purposes. They select words and phrases suitable for the purpose, varying their sentences to some extent and producing constructions and sentences that are fairly accurate. They express opinions simply. They usually spell accurately. They use capital letters, question marks and full stops accurately and they begin to use punctuation within sentences, using apostrophes and quotation marks when necessary. The work is legible and effectively presented.

## Level 6

Learners select words and phrases suitable for purpose and begin to create effects in their writing. They show a fairly sound grasp of form when writing for a variety of purposes and begin to elaborate according to the demands of the task. They express opinions using some reasons. Their work is organised into paragraphs and includes a range of fairly accurate constructions and phrases. They spell most of the words in any text they write accurately and usually use punctuation appropriately. Work is legible and effectively presented.

## Level 7

Learners use language deliberately to expand on familiar experiences and events, to record factual information and support their opinions with reasons. They show a sound grasp of form when writing for a variety of purposes. They use punctuation and paragraphs to produce well organised and clear written work. They have quite a sound grasp of syntax and the work has a Welsh flavour. Work is legible and effectively presented.

## Level 8

Learners' writing sustains the reader's interest through the choice of vocabulary, phrases and constructions when developing descriptions and ideas for a variety of purposes. They begin to uphold arguments, providing evidence to support their opinions and they use punctuation and paragraphing to produce clear, well organised and structured texts. They have a fairly sound grasp of accurate syntax and natural Welsh idiom. Work is legible and effectively presented.

## Exceptional Performance

Learners write confidently in a range of forms, developing characters and situations sensitively and organising their ideas coherently. They construct their arguments and provide consistent evidence. They use punctuation and paragraphing to produce complete passages that are clear, well organised and skilful in structure and their use of vocabulary and accurate, natural Welsh syntax reflects the demand of the tasks. Work is legible and effectively presented.