

Assessment Criteria and Content For Skills Mastery

Skills Mastery	England previous	England new KS2	Scotland	Wales and NI	Content			Organisation	Grammar								
Level/ Standard		Assessment and Expected Progress			Language Devices	Form and conventions	Vocabulary Choice	Paragraphs	Cohesive devices	Correct sentence form chosen	Word formation	Sentence Formation	Verb Tense	Punctuation	Spelling	Word Lists	Terminology
Apprentice	Level 2	KS1 Working Below National Standard (Year 1)	Early Level	Level 2	Repetition	Features of narratives	Choosing generally appropriate vocabulary.	Sequencing sentences to form short narratives.	Using and .	Introduction to use of questions, statements and commands.	<ol style="list-style-type: none"> 1. plural noun suffixes 2. suffixes added to verbs where no change needed 3. how prefix un changes the meaning of verbs and adjectives 4. recognise and name nouns, verbs, adjectives and adverbs 	<ol style="list-style-type: none"> 1. Making sentences. 2. Joining simple sentences with and. 		<ol style="list-style-type: none"> 1. Separation of words with spaces. 2. Capital letters - to start sentences and for proper nouns (names and personal pronouns). 3. Demarcating sentences with full stops, question marks and exclamation marks. 	<ol style="list-style-type: none"> 1. The sounds /f/, /l/, /s/, /z/ and /k/ spelt ff, ll, ss, zz and ck The /ŋ/ sound spelt n before k. 2. -tch 3. The /v/ sound at the end of words. 4. Adding s and es to words (plural of nouns and the third person singular of verbs) 5. Adding the endings –ing, –ed and –er to verbs where no change is needed to the root word. 6. Adding –er and –est to adjectives where no change is needed to the root word. 7. Vowel digraphs and trigraphs: ai,oi, ay, oy, a-e, e-e, i-e, o-e, u-e, ar, ee, ea, er, ir, ur, oo, oa, oe, ou, ow, ue, ew, ie, igh, or, ore, aw, au, air, ear, are. 8. Words ending –y (/i:/ or /ɪ/). 9. New consonant spellings ph and wh. 10. Using k for the /k/ sound. 11. Adding the prefix –un. 12. Compound words. 13. Common exception words 	the, a, do, to, today, of, said, says, are, were was, is, his, has, I, you, your, they, be, he, me, she, we, no, go, so, by, my, here, there, where, love, come, some, one, once, ask, friend, school, put, push, pull, full, house, our	letter, capital letter, word, singular, plural, sentence, punctuation, full stop, question mark, exclamation mark, suffix, clause, pronoun, prefix, digraph, vowel, consonant, noun, verb, adjective, adverb, command, statement, question.

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Novice	Level 3	KS1 Working Toward National Standard (Year 2)	First Level	Level 3	1. Alliteration 2. Onomatopoeia 3. Rhetorical question 4. Simile	1. Letter 2. List 3. Diary	Selection of words for effect or occasion.	1. Sequencing ideas logically. 2. Putting related points next to each other.	1. Subordination - when, if, that, because. 2. Co-ordination - or, and, but	Use of questions, statements and commands.	1. Formation of nouns using suffixes . 2. Formation of nouns using compounding . 3. Formation of adjectives using suffixes . 4. Use of the suffixes -er, -est in adjectives . 5. The use of -ly to turn adjectives into adverbs . 6. Form and use comparative and superlative adjectives and adverbs. 7. Different types of noun	1. Subordinate sentences 2. Co-ordinated sentences. 3. Expanded noun phrases for description and specification.	1. Correct choice and consistent use of present tense and past tense . 2. Use of progressive forms of verbs in the present and past tense to mark actions in progress. 3. Form and use irregular verbs	1. Demarcating sentences with full stops, question marks and exclamation marks. 2. Commas to separate items in a list. 3. Apostrophes to mark letter omission and singular possession.	1. The /dʒ/ sound spelt as ge and dge at the end of words, and sometimes spelt as g elsewhere in words before e, i and y 2. The /s/ sound spelt c before e, i and y 3. The /n/ sound spelt kn and (less often) gn at the beginning of words 4. The /r/ sound spelt wr at the beginning of words 5. The /l/ or /əl/ sound spelt -le at the end of words 6. The /l/ or /əl/ sound spelt -el at the end of words 7. The /l/ or /əl/ sound spelt -al at the end of words 8. Words ending -il 9. The /aɪ/ sound spelt -y at the end of words 10. Adding -es to nouns and verbs ending in -y 11. Adding -ed, -ing, -er and -est to a root word ending in -y with a consonant before it 12. Adding the endings -ing, -ed, -er, -est and -y to words ending in -e with a consonant before it 13. Adding -ing, -ed, -er, -est and -y to words of one syllable ending in a single consonant letter after a single vowel letter 14. The /ɔ:/ sound spelt a before l and ll 15. The /ʌ/ sound spelt o 16. The /i:/ sound spelt -ey 17. The /ɒ/ sound spelt a after w and qu 18. The /ɜ:/ sound spelt or after w 19. The /ɔ:/ sound spelt ar after w 20. The /z/ sound spelt s 21. The suffixes -ment, -ness, -ful, -less and -ly 22. Words ending in -tion 23. Homophones and near-homophones	door, floor, poor, because, find, kind, mind, behind, child, children*, wild, climb, most, only, both, old, could, should, would, cold, gold, hold, told, every, everybody, even, great, break, steak, pretty, beautiful, after, fast, last, past, clothes, busy, people, water, money, father, class, grass, pass, plant, path, bath, hour, move, prove, improve, sure, sugar, eye, who, whole, any, many, again, half, Mr, Mrs, parents, Christmas	noun, adjective, adverb, subordination, coordination, noun-phrases, statement, question, exclamation, command, compound, suffix, tense (past, present), apostrophe, comma, superlative, alliteration, onomatopoeia, rhetorical question, simile.

Skills Mastery	England previous	England new KS2	Scotland	Wales and NI	Content			Organisation			Grammar						
Level/ Standard		Assessment and Expected Progress			Language Devices	Form and conventions	Vocabulary Choice	Paragraphs	Cohesive devices	Correct sentence form chosen	Word formation	Sentence Formation	Verb Tense	Punctuation	Spelling	Word Lists	Terminology
Intermediate	Level 4	KS2 Working Towards National Standard KS1 National Standard (Years 3 and 4)	Second Level	Level 4	1. Assonance 2. Climax 3. Hyperbole 4. Personification	1. Adopt a viewpoint. 2. Headings and sub-headings to aid presentation.	Deliberate vocabulary choices selected for effect or occasion.	1. Introduction to paragraphs as a way to group related material around a theme. 2. Sequence material logically in paragraphs.	1. Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition. 2. Use of discourse markers to introduce paragraphs.	Understanding whether to use simple, co-ordinated or complex sentences to make a point.	1. Formation of nouns using a range of prefixes . 2. Use of a or an correctly 3. Word families of common words 4. Difference between plural and possessive -s 5. Relative pronouns and relative adverbs 6. Form and use prepositional phrases	1. Expressing time and place through conjunctions, adverbs, or prepositions . 2. Noun phrases expanded by addition of modifying adjectives, nouns and prepositional phrases. 3. Use of fronted adverbials. 4. Produce complete sentences, recognising and correcting inappropriate fragments and run-ons.	1. Use of the present perfect instead of the simple past. 2. Correct use of I was and we were . 3. Recognise and correct inappropriate shifts in verb tense. 4. Use modal auxiliaries	1. Introduction to inverted commas to punctuate direct speech . 2. Apostrophes to mark plural possession. 3. Use of commas after fronted adverbials. 4. Use capitalisation correctly 5. Use commas and quotation marks to mark quotations	1. Adding suffixes beginning with vowel letters to words of more than one syllable 2. The /ɪ/ sound spelt y elsewhere than at the end of words 3. The /ʌ/ sound spelt ou 4. Prefixes 5. The suffix -ation 6. The suffix -ly 7. Words with endings sounding like /ʒə/ or /tʃə/ 8. Endings which sound like /ʒən/ 9. The suffix -ous 10. Endings which sound like /ʃən/, spelt -tion, -sion, -ssion, -cian 11. Words with the /k/ sound spelt ch (Greek in origin) 12. Words with the /ʃ/ sound spelt ch (mostly French in origin) 13. Words ending with the /g/ sound spelt -gue and the /k/ sound spelt -que (French in origin) 14. Words with the /s/ sound spelt sc (Latin in origin) 15. Words with the /eɪ/ sound spelt ei, eigh, or ey 16. Possessive apostrophe with plural words 17. Homophones and near-homophones	accident(ally), actual(ly), address, answer, appear, arrive, believe, bicycle, breath, breathe, build, busy/business, calendar, caught, centre, century, certain, circle, complete, consider, continue, decide, describe, different, difficult, disappear, early, earth, eight/eighth, enough, exercise, experience, through, various, weight, woman/women, occasion(ally), special, notice, experiment, extreme, famous, favourite, February, forward(s), fruit, grammar, often, opposite, ordinary, particular, peculiar, perhaps, popular, position, possess(ion), possible, potatoes, pressure, probably, promise, purpose, quarter, minute, question, recent, regular, reign, remember, sentence, separate, material, medicine, increase, important, interest, island, knowledge, learn, length, library, mention, straight, strange, strength, suppose, surprise, therefore, though, although, thought, group, guard, guide, heard, heart, height, history, imagine, naughty, natural	preposition, conjunction, word family, prefix, clause, subordinate clause, direct speech, consonant, vowel, inverted commas (or speech marks), present perfect, determiner, pronoun, possessive pronoun, adverbial, personification, hyperbole, assonance, climax, viewpoint, topic sentence, discourse marker, direct object, complete object, adjectival phrase, predicate, run-on, fragment, noun phrase, relative adverb, fronted adverbial, prepositional phrases

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Level/ Standard		Assessment and Expected Progress			Language Devices	Form and conventions	Vocabulary Choice	Paragraphs	Cohesive devices	Correct sentence form chosen	Word formation	Sentence Formation	Verb Tense	Punctuation	Spelling	Word Lists	Terminology
Advanced	Level 5	KS2 Working at National Standard (Year 5)	Third Level	Level 5	1. Amplification 2. Metaphor 3. Oxymoron 4. Parenthesis 5. Understatement	Formal texts versus informal texts	Chosen for effect and matches purpose.	Clear paragraphs	1. Use of discourse markers to link between paragraphs. 2. Linking ideas across paragraphs using adverbials of time, place and number.	Use of different sentence openers for effect.	1. Converting nouns or adjectives in to verbs using suffixes 2. Verb prefixes. 3. Correlative conjunctions	1. Relative clauses 2. Indicating degrees of possibility using adverbs or modal verbs. 3. Recognise and correct inappropriate shifts in pronoun number and person. 4. Recognise and correct vague pronouns.	1. Form and use the perfect tense. 2. Using tense to convey time, sequence, state and condition 3. Recognise and correct inappropriate shifts in verb tense.	1. Brackets, dashes or commas to indicate parenthesis. 2. Use of commas to clarify meaning or avoid ambiguity.	1. Endings which sound like /ʃes/ spelt -cious or -tious 2. Endings which sound like /ʃəl/ 3. Words ending in -ant, -ance/-ancy, -ent, -ence/-ency 4. Words ending in -able and -ible 5. Words ending in -ably and -ibly 6. Adding suffixes beginning with vowel letters to words ending in -fer	accommodate, accompany, according, achieve, aggressive, amateur, ancient, apparent, appreciate, attached, available, average, awkward, bargain, bruise category, cemetery, committee, communicate, community, competition, conscience*, conscious*, controversy, dictionary, disastrous, embarrass, environment, equipped/ment, especially, exaggerate, excellent, existence, convenience, correspond, criticise (critic + ise), curiosity, definite, desperate, determined, develop, pronunciation, queue, recognise, recommend, relevant, restaurant, rhyme, rhythm, sacrifice	relative clauses, modal verbs, adverbs, cohesion, adverbials, relative pronoun, parenthesis, bracket, dash, ambiguity, colon, semi-colon, amplification, metaphor, oxymoron, correlative conjunctions, relative clauses, flashback, ellipsis
Mastery	Level 6	KS2 Working Above National Standard (Year 6)	Fourth Level	Level 6	1. Allusion 2. Analogy 3. Anaphora 4. Antithesis 5. Epistrophe 6. Epithet 7. Eponym 8. Exemplum 9. Parallelism 10. Synecdoche 11. Zeugma	Match text to purpose and audience.	Precisely chosen to match purpose, audience and form.	Development of paragraphs is managed across the text.	1. Repetition of a word or phrase. 2. Grammatical connections 3. Adverbials 4. Ellipsis.	1. Sentence length and order is chosen for meaning. 2. Passive or active voice is chosen for effect.	1. Differences between informal and formal vocabulary 2. Synonyms 3. Antonyms	1. Use of the passive voice 2. Place phrases and clauses within a sentence, recognising and correcting misplaced and dangling modifiers	1. Subjunctive tense in formal writing 2. Recognise and correct inappropriate shifts in verb voice and mood.	1. Use of the semi-colon, colon and dash to mark boundaries between independent clauses 2. Use of a colon to introduce a list and semi-colons within lists. 3. Use of hyphens to avoid ambiguity.	1. Using a hyphen 2. Words with the /i:/ sound spelt ei after c 3. Words containing the letter-string ough 4. Words with 'silent' letters (i.e. letters whose presence cannot be predicted from the pronunciation of the word) 5. Advanced homophones and other words that are often confused	secretary, shoulder, signature, sincere(ly), soldier, stomach, sufficient, suggest, explanation, symbol, system, temperature, thorough, twelfth, variety, vegetable, vehicle, yacht, opportunity, parliament, persuade, physical, prejudice, privilege, profession, programme, marvellous, mischievous, muscle, necessary, neighbour, nuisance, occupy, occur, identity, immediate(ly), individual, interfere, interrupt, language, leisure, lightning, familiar, foreign, forty, frequently, government, guarantee, harass, hindrance	subject, object, active, passive, synonym, antonym, ellipsis, hyphen, colon, semi-colon, bullet points, allusion, analogy, anaphora, antithesis, epistrophe, epithet, eponym, exemplum, parallelism, synecdoche, zeugma, voice, ambiguity