

Northamptonshire Special Schools and
Unit Resource Provisions
SEN Data Development Group

Beyond P8
for English, Mathematics and
Science

Providing a commonality of
language across all settings for
pupils working above P8 but
below National Expectations.

September 2015

Foreword

This document has been written by Subject Specialists from '***The Northamptonshire Special Schools and Unit Resource Provisions SEN Data Development Group***', to provide commonality of language for pupils working beyond P8 but below the end of Key Stage 1 Performance Descriptors (below national standard).

The rationale behind this project was to ensure that all pupils who were described nationally as working 'beyond P8 but 'below national standard' could be assessed using a school's own specific data set against other pupils within the county using a commonality of language approach, (DD1 – DD5 Developmental Descriptors) therefore providing consistency for all pupils within their own setting and across the county through fluidity of data transfer based on a commonality of language between primary and secondary schools and provisions.

Thank you to all involved in this project.

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'DD5' Descriptors in this document, with the exception of spoken, receptive language and science descriptors are reworded descriptors taken from the 'Standards and Testing Agency DRAFT: 2016 key stage 1 teacher assessment performance descriptors' available at:

[https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/368298/KS1-
KS2_Performance_descriptors_consultation.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/368298/KS1-KS2_Performance_descriptors_consultation.pdf)

DD 1-5 Descriptors for science, encompass the strands of biology, chemistry and physics through 'working scientifically'. These descriptors have been written to enable schools to deliver the science curriculum using their own model of curriculum, focusing on the skills of working scientifically, enabling each school the freedom of curriculum delivery, whilst still providing commonality of language across all settings.

ENGLISH

Reading – word reading

DD1 Pupils can recognise most of the letters of the alphabet (26) by shape, name or sound. Those who decode are beginning to use phonic knowledge to decode some known cvc words. Pupils are aware that pictures are often linked to the text but don't yet use them to support decoding. Those who decode, attempt to blend known sounds in familiar words. Pupils can 25 read non-decodable words.

DD2 Pupils can confidently recognise all of the alphabet (26) by shape and name sound. Those who decode regularly use phonic knowledge to decode known cvc words. Pupils use pictures to infer meaning from a familiar text reliably. Those who decode, blend known sounds accurately to read familiar words. Pupils can 50 read non-decodable words.

DD3 Pupils can recognise most of the 40+ phonemes and corresponding graphemes by shape and sound. Those who decode are beginning to recognise that some graphemes have alternative sounds and know the most common examples /f/ph/ for e.g. Pupils use pictures to help with decoding in unfamiliar texts. Those who decode attempt to blend known sounds in unfamiliar words. Pupils can 75 read non-decodable words.

DD4 Pupils can confidently recognise all 40+ phonemes and corresponding graphemes by shape and sound in isolation. They speedily and correctly recognise taught graphemes when decoding and blending, including those with alternative sounds. Pupils are using all their strategies to accurately read ability appropriate texts. Those who decode, blend known sounds accurately for unfamiliar words. Pupils can read 100 non-decodable words

DD5 Pupils accurately read aloud age appropriate texts consistent with phonic knowledge, in which additional strategies are not required. They demonstrate recognition of taught graphemes by speedily and correctly sounding out all 40+ corresponding phonemes, including those with alternative sounds, where applicable. Pupils recognise and read some common exception words and exhibit fluency and confidence when re-reading known texts.

ENGLISH

Reading – comprehension

DD1 In shared reading pupils can answer simple questions using their preferred method of communication. Pupils show some early awareness of own mistakes when reading.

DD2 In shared reading, pupils demonstrate understanding by discussing basic points from a text. Pupils show an increasing awareness of own mistakes and begin to re-read to attempt accuracy.

DD3 When reading aloud, pupils can answer simple questions about what they have read, retell parts of the story and make simple predictions. Pupils are aware of own mistakes and attempt to self-correct with increasing accuracy.

DD4 In shared reading and when reading aloud, pupils are beginning to demonstrate extended understanding by contributing to discussions, recognising characteristics of key stories and discussing vocabulary. In ability appropriate texts* pupils are proficient at self-correcting their own mistakes. **to include poetry and non-fiction.*

DD5 Pupils regard reading as a pleasurable activity. They show understanding of a wide range of poetry, stories, and non-fiction that has been read and listened to, by contributing to discussion and making links to own experiences, background information and vocabulary provided. Pupils recognise the characteristics of key stories, including fairy stories and traditional tales, and uses predictable phrases to help retell them. They have learnt simple rhymes and poems, and join in reciting them with others. Pupils show understanding of word meaning through discussion and understand the significance of the title and the events within a book.

ENGLISH

Writing

DD1 Pupils begin to form c, shape letters (c/d/e/g/o/p/q) and explore handwriting through a range of medium. When writing, pupils show evidence of grouped letters to show appropriate sound and ask for help to complete a word. Pupils begin to show own ideas in writing and use a writing frame for a variety of purposes, recognising the purpose of the frame. They begin to use a pincer grip and attempt to write a simple short sentence.

DD2 Pupils experience a range of writing shapes including ascenders and descenders and use a confident pincer grip when holding a pencil. They are beginning to write some CVC words using a range of supports and begin to write own name. They are beginning to write words when given initial letter sound and show random spaces in their writing. Pupils are beginning to brainstorm ideas including simple adjectives when inspired within structured shared writing sessions. They use writing frames with confidence for a variety of purposes and begin using compound words in their writing.

DD3 Pupils are beginning to link upper and lower case letters in their writing and beginning to see direction of pencil movement. They have opportunities to explore directional writing as appropriate to pupil using a range of medium. They begin to use spaces between words when writing and are beginning to learn a range of high frequency words when spelling with confidence. Pupils begin to spell the letter phonemes (ch/th/sh) and write the last letter sound accurately. They begin to show evidence of using spelling rules and the use of simple familiar adjectives in their writing. In shared writing, pupils are brought notice of capital letters and full stops when forming sentences. Independent writing begins to show self-formed structure for a range of writing purposes and pupils brainstorm their ideas using sentences to aid their writing. Compound words are used accurately within their writing.

DD4 Pupils frequently used upper and lower case letters which are accurately formed and pupils know where to start and finish when forming letters. Pincer grip is used efficiently

and finger spaces are used with some accuracy. Pupils begin to use ch/th/sh with confidence and are beginning to apply some spelling rules and guidance, as listed in 'English programmes of study: key stages 1. Appendix 1 for year 1'. Pupils use simple familiar adjectives appropriately when writing and use capital letters for some names of people and when prompted in their writing. In shared writing, pupils are brought notice of question marks and exclamation marks. Pupils choose their own structure for independent writing, appropriate to the purpose. Sentences are practiced and read out loud to improve accuracy for writing and a range of compound words are introduced to include because/but. Some of the grammatical terminology in the 'English programmes of study: key stages 1 National curriculum in England - Appendix 2 is introduced in shared writing.

DD5 Pupils attempt to write simple sentences and sentence-like structures to form short narratives based on fictional and real experiences, including creating simple poems. Before writing, sentences are planned by: saying out loud what the writing will be about, using oral composition to recognise where the sentence begins and ends. Pupil discuss writing with the teacher and other pupils to: check that what they have written makes sense and make simple changes where suggested. Some of the grammatical terminology in the 'English programmes of study: key stages 1 and 2 National curriculum in England - Appendix 2' is used when discussing writing. A pupil writing demonstrates some appropriate use of: spaces between words, adjectives for description, 'and' to join words and clauses and capital letters for some names of people, places and days of the week. There is some use of capital letters and/or full stops to demarcate sentence boundaries and some use of question marks and exclamation marks. Pupils are able to write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far. Some words containing previously taught phonemes are spelt accurately. Some common exception words are spelt accurately and days of the week are sometimes spelt accurately. Some spelling rules and guidance, as listed in 'English programmes of study: key stages 1 and 2 National curriculum in England - Appendix 1 for year 1' are accurately applied (including: some accurate use of suffixes when adding –s or –es as the plural marker for nouns and the third person singular marker for verbs). Pupils form some lower case letters accurately, starting and finishing in the correct place. Some capital letters and the digits 0 to 9 are accurately formed. Some spaces are left between words and pupils hold a pencil comfortably and correctly.

ENGLISH

Spoken Language

In all descriptors this is seen through the use of the most appropriate (pupil preferred method) of communication

DD1 Pupils will begin to use 'when, why and how' questions in order to seek out a deeper explanation. They can confidently speak in full sentences using 'because' and 'and' to link together their ideas when discussing concrete subjects. Pupils can use 2 or 3 linked sentences to articulate an answer to a question or comment on an activity.

DD2 Pupils will regularly use ‘when, why and how’ questioning to seek out a deeper explanation. They will start to use additional conjunctions to demonstrate linking of ideas when discussing concrete subject. Pupils can articulate an answer or comment on an activity giving their opinion based on their own experiences.

DD3 Pupils can respond to explanation sought out through questioning in order to maintain conversation. They can confidently use a range of conjunctions in order to convey an unknown concept. Pupils can justify their opinion sharing an awareness of an underlying concept.

DD4 Pupil can maintain conversation using questioning and other strategies. They begin to demonstrate understanding of spoken language leading to an ability to hypothesise, speculate, imagine and explore ideas. Pupils justify their opinion; elaborating on an underlying influence.

DD5 Pupils can maintain attention and anticipate actively in collaborative conversations, staying on topic and initiating and responding to comments. They can use spoken language to develop understanding through hypothesising, speculating, imaging and exploring ideas. Pupils can articulate and justify answers, arguments and opinions.

ENGLISH

Receptive Language

DD1 Pupils can respond appropriately to simple spoken language by adults made up of 2 or 3 sentences

DD2 Pupils can respond appropriately to spoken language from adults incorporating nouns, adjective, verbs, pronouns and prepositions.

DD3 Pupils can respond up to a minute of spoken language from adults and peers appropriately demonstrated through action.

DD4 Pupils can accurately summarise key features (1 minute) of spoken language from adults or peers through action, role play or spoken language.

DD5 Pupils can accurately summarise key features (2 minutes) of spoken language from adults or peers. This could be demonstrated through the pupil’s actions or through role play, or spoken language.

Mathematics

Number (Number and place value, addition, subtraction, multiplication, division, fractions)

DD1 Pupils are able to rote count to 15 and continue within the range from a given number. They recognise numbers to 15 and are able to order numbers to 15 ascending. Pupils begin to use the terms more or less when working with numbers 1-5. They begin to combine and remove items up to 5. They use a range of objects and apparatus to rote count and use acquired knowledge within the number range of 1-5 to solve problems.

DD2 Pupils are able to rote count to 20 in a familiar context and continue within the range from a given number. They recognise numbers to 20 and are able to order numbers to 5 ascending. Pupils use the terms more or less when working with numbers 1-5 and are able to find 1 more or 1 less within the range 1-5. Pupils begin to count back from 5 – 0 in context. They are attempting to write numbers and beginning to make sets of objects. They begin to combine and remove items up to 10. They use a range of objects and apparatus to rote count and use acquired knowledge within the number range up to 10 to solve problems.

DD3 Pupils are able to rote count to 20 accurately and beginning to rote count in 10s. They count backwards from 10 continuing within the range from a given number and are able to order numbers to 10 ascending and descending. Pupils use the terms more or less when working with numbers to 10 and are able to find 1 more or 1 less within the range 1-10. They can write numbers to 5, are able to count out sets of objects to 5 and recognise groups that are the same. Pupils recognise some mathematical symbols (+, - and =) and are showing an awareness of halves and wholes in practical situations, including an awareness of the appropriate language. They use a range of objects and apparatus to rote count and use acquired knowledge within the number range up to 15 to solve problems.

DD4 Pupils are able to rote count to 20 in a range of contexts and continue within the range from a given number. They count backwards from 15 continuing within the range from a given number and are able to order numbers to 15 ascending and descending. Pupils use the terms more or less when working with numbers to 15 and are able to find 1 more or 1 less within the range 1-15. They begin to write numbers to 10 and are able to count out sets of objects to 10, beginning to show 1:1 correspondence when counting. Pupils are beginning to recall some number facts to 5, using them when solving problems and are able to rote count in 10s. They are beginning to have an awareness of odd and even numbers. Pupils understand some mathematical symbols (+, - and =), showing an awareness of 'equal to' and begin to show understanding of half and whole. They use a range of objects and apparatus to rote count and use acquired knowledge within the number range up to 20 to solve problems.

DD5 Pupils are able to use number names in order and one-to-one correspondence to count sets of at least 20 objects reliably. They count to at least 20, forwards and backwards and read and write numbers to 10. Pupils are able to order numbers from 1 to at least 20 in

ascending and descending order. They know the number that is 1 more and 1 less than any number up to 20 and use the language of more than, less than (fewer), most, equal to. Pupils are able to identify and represent numbers to at least 20 using objects, structured apparatus and number lines. They can use the number facts they know to solve problems. Pupils can recall and use addition and subtraction facts for all numbers up to 5 and some facts to 10 and using apparatus represent and use number bonds and related subtraction facts within 20. They can add and subtract 1-digit and 2-digit numbers to 20, including zero, using concrete objects, structured apparatus, pictorial representations and basic written methods. Pupils begin to use addition (+), subtraction (−) and equals (=) signs to record their work. They read the mathematical statements they have recorded and use these skills and approaches to solve single step problems. Pupils count in 10s from 0 to answer questions involving multiplication facts for the 10 multiplication table and begin to recall and use doubling and halving facts for numbers up to double 5. Pupils begin to recognise even numbers to 10 and can solve single step problems involving grouping and sharing by using objects. They recognise, find and name a half as 1 of 2 equal parts of an object or shape and recognise and find half of a moveable small set of objects or a quantity.

Mathematics

Measurement

DD1 Pupils compare 2 objects directly side by side and begin to use mathematical language. They use everyday language to describe the order of events i.e. first, second, next, then, to order 3 or more events. Pupils begin to recognise familiar times of the day using o'clock e.g. home time 3 o'clock. Pupils begin to understand 'exchanging money' and recognise 1p and 2p coins.

DD2 Pupils begin to order items and objects using direct comparison. They begin using mathematical language in their discussions. Pupils begin to order events and describe sequences. They recognise the week is broken down into days and begin to use days of the week in sequence. Pupils begin to recognise 5p coins.

DD3 Pupils are able to measure and order objects using direct comparison. They can compare lengths directly and put them in order, respond to and use the language of comparison, longer, longest, shorter, shortest, more, less, heavier, lighter and check which of two objects is heavier/lighter. They are beginning to put three objects in order to find objects that are heavier/lighter, shorter/longer. Pupils can order objects by identifying which is the heavier/lighter, longer/shorter objects in a pair. Pupils are beginning to make equivalent sets of coins to 5p. They recognise 10p and 20p coins. Pupils recognise that clocks have two hands, one long and one short.

DD4 Pupils begin to use non-standard units of measure in a practical context. They begin to order the days of the week. They recognise 50p, £1 and £2 coins and can directly compare two coins to 20p saying which is more or less. Pupils can order the numbers on a clock and begin to use the term o'clock.

DD5 Pupils solve simple measure problems in a practical context using direct comparison and non-standard units. They sort coins and recognise the value of 1p, 2p, 5p, 10p, 20p, £1 and £2 coins. Pupils begin to recognise the days of the week and sequence the events of a day in chronological order using appropriate language such as before, after, next, morning, afternoon. They tell the time at the hour.

Mathematics

Geometry – properties of shapes and position and direction

DD1 Pupils begin to recognise common 2D objects within the environment and compare to standard shapes. They recognise circle and square. They are able to copy a modelled instruction given using gesture or visual prompt i.e. behind, under.

DD2 Pupils recognise triangle and rectangle. They begin to explore characteristics of common 2D and some 3D objects. Pupils have an awareness of some language used to describe objects. They are able to follow instructions given using gesture or a visual prompts i.e. behind, under.

DD3 Pupils begin to name some common 2D and 3D shapes and have an awareness of some vocabulary related to properties of shapes (curved, straight, corner, sides). They begin to show understanding of directional language in talk about objects and movements, e.g. forwards and backwards.

DD4 Pupils use everyday language to describe properties of 2D and 3D shapes. They use everyday language to describe positions of 2D and 3D shapes and respond to and use positional language (behind, under, on top of, next to, in between. Pupils begin to understand the language associated with describing objects (edge, face, vertices). They respond to use and begin to show understanding of directional language in talk about objects and movements, e.g. forwards and backwards and begin to show understanding of 'turn'

DD5 Pupils recognise, name and describe the properties of 2-D shapes (including: rectangles, squares, circles and triangles). They recognise, name and describe the properties of 3-D shapes such as cuboids (including: cubes, pyramids and spheres) and sort shapes based on simple properties. Pupils respond to and use terms such as first, second and third. They describe position, directions and movement for whole and half turns

Mathematics

Statistics

Statistics starts to be assessed for pupils at DD5, however it is expected that pupils will have exposure to statistics throughout their mathematical curriculum.

DD5 Pupils will begin to group objects into sets according to simple properties and answer simple questions by counting the number of objects in a category.

Science

Working Scientifically

Pupils will study biology, chemistry and physics as part of their scientific development. DD1-5 in science is used to assess and describe pupil skills across all science strands. Therefore, pupils may be working within several Developmental Descriptors (DD), across the subject and strands. Pupils will be exposed to and encouraged to use scientific vocabulary and terminology across the strands.

DD1 Pupils working scientifically will be able to make a choice from two possible outcomes using first hand practical experiences. They will know that a method is what you 'do' in a practical task or experiment. They will be able to distinguish between natural and humanly constructed objects around them, by sorting.

DD2 Pupils working scientifically will be able to make a choice from more than 2 possible outcomes using first hand practical experiences and will begin to recognise that results are recorded.

DD3 Pupils working scientifically will be able to distinguish by description between natural and humanly constructed objects around them. They will make predictions and use words or personalised communication systems to record their results.

DD4 Pupils working scientifically will begin to make sensible predictions. They will begin to notice simple patterns in results and begin to communicate an idea.

DD5 Pupils working scientifically will be able to distinguish between natural and humanly constructed objects and materials within their wider environment. They will make sensible predictions with a reason. Pupils will notice simple patterns in results and communicate an idea. They will begin to use some simple and appropriate scientific language and terminology in discussions.

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