


	ORACY PUPIL LEARNING PATHWAY <div> <div>→</div> <div>→</div> <div>→</div> </div> WHAT IS YOUR NEXT STEP?			
Criteria	WHITE	BRONZE	SILVER	GOLD
Speaking	express issues and ideas clearly, using specialist vocabulary and examples	present topics and ideas clearly, using formal language and varying what they say and how they say it to interest listeners, <i>e.g. expression, tone of voice, volume</i>	present topics and ideas coherently, using techniques effectively, <i>e.g. a clear structure, anecdote to illustrate, plausible conclusions</i>	present ideas and issues convincingly using a range of techniques for impact, <i>e.g. rhetorical questions, appeals to listeners, gestures</i>
	speak clearly, using formal language and varying expression, tone and volume, to keep listeners interested	respond to listeners' questions and comments constructively and in detail	respond to others' views positively and appropriately when challenged	respond to how listeners are reacting by adapting what they say and how they say it
	explore challenging or contentious issues through sustained role play	argue a convincing case using subject knowledge effectively, <i>e.g. in role or debate</i>	defend a point of view with information and reasons, <i>e.g. in role or debate</i>	sustain a convincing point of view, anticipating and responding to other perspectives, <i>e.g. in role or debate</i>
Listening	listen carefully to presentations and show understanding of the speakers' conclusions or opinions	respond thoughtfully to others' ideas, asking pertinent questions	respond positively and thoughtfully to new ideas and alternative points of view	consider the relevance and significance of information and ideas presented to them
	respond to others with questions and comments which focus on reasons, implications and next steps	listen to explanations of processes, sequences or points of view and identify the main points in order	listen to information and ideas (on-screen or live) and identify how evidence is used, <i>e.g. to defend a point of view, or misused, e.g. to mislead by exaggeration</i>	listen to information and ideas and identify how they are presented to promote a particular view point, <i>e.g. use of persuasive language, ignoring inconvenient facts, reaching illogical conclusions</i>
Collaboration & Discussion	contribute purposefully to group discussion to achieve agreed outcomes	make a range of contributions to discussions, <i>e.g. leading, encouraging and supporting others</i>	take a range of roles, <i>e.g. organising, initiating actions, in more formal group contexts, e.g. when working with unfamiliar peers or adults</i>	take a range of roles in group discussion with greater autonomy, including in more formal situations, <i>e.g. chair, scribe</i>
	follow up points in group discussions, showing agreement or disagreement giving reasons.	reach consensus and agree actions in groups, <i>e.g. agreeing a plan, weighing up reasons and evidence.</i>	discuss opposing viewpoints and negotiate ways forward.	recognise a range of options for action and reach agreement to achieve the aims of the group.

	<b>ORACY</b> <b>PUPIL LEARNING PATHWAY</b>
<b>Criteria</b>	<b>PLATINUM</b>
<b>Speaking</b>	<p>Learners continue to develop their speaking and listening skills and their skills in contributing to and working with others in groups. In formal presentations, they are fluent, they articulate clearly and use a range of techniques including choice of vocabulary, expression, gestures and eye contact to convey their ideas. They construct their presentation so that listeners can follow and they adapt their use of language for different purposes effectively. In formal contexts, they adapt to the nature and size of the group and use collaborative language such as suggestions and tentative proposals to reach shared conclusions.</p>
<b>Listening</b>	<p>They listen carefully to both individual speakers and group discussions, keeping track of ideas and arguments and trying to understand others' points of view. Their sensitivity in listening is shown in following others' ideas, testing them out through application in different contexts, analysing conclusions and criticising constructively. In group work, they are alert to what will enable the group to progress and adapt contributions accordingly, including organising activities, drawing others in and negotiating to reach conclusions.</p>
<b>Collaboration &amp; Discussion</b>	

	READING PUPIL LEARNING PATHWAY				WHAT IS YOUR NEXT STEP?			
	WHITE	BRONZE	SILVER	GOLD				
Strategies	use a range of strategies to make meaning from words and sentences, including knowledge of phonics, word roots, word families, syntax, text organisation and prior knowledge of context	use their knowledge of: - word roots and families - grammar, sentence and whole-text structure - content and context to make sense of words, sentences and whole texts	use their knowledge of: - word roots and families - grammar, sentence and whole-text structure - content and context - to make sense of words, sentences and whole texts	use their knowledge of: - word roots and families - grammar, sentence and whole-text structure - content and context - to make sense of words, sentences and whole texts				
	read complex texts independently for sustained periods							
	understand how punctuation can vary and so affect sentence structure and meaning, e.g. I had chocolate(,) cake and cheese for tea							
	use a range of strategies for finding information, e.g. <i>skimming for gist, scanning for detail</i>	use a range of strategies, e.g. <i>speed reading, close reading, annotation, prediction, to skim texts for gist, key ideas and themes, and scan for detailed information</i>	use a range of strategies, e.g. <i>speed reading, close reading, annotation, prediction, to skim texts for gist, key ideas and themes, and scan for detailed information</i>	use a range of strategies, e.g. <i>speed reading, close reading, annotation, prediction, to skim texts for gist, key ideas and themes, and scan for detailed information</i>				
	read closely, annotating for specific purposes							
	use internet searches carefully, deciding which sources to read and believe	assess the quality and reliability of information on web pages considering its origins and verifying accuracy	be selective about which internet sources to download or quote depending on their reliability and relevance	make full but selective use of the internet to update, broaden and deepen understanding of information, ideas and issues				
Comprehensions		read with concentration texts, on-screen and on paper, that are new to them, and understand the information in them	read with concentration texts, on-screen and on paper, that are new to them, and understand the information in them	read with concentration texts, on-screen and on paper, that are new to them, and understand the information in them				
	show understanding of main ideas and significant details in different texts on the same topic	select the main points from texts and identify how information and evidence are used to support them	locate and selectively use additional information and evidence from different sources	follow up and use additional material in texts to extend understanding				
	infer ideas which are not explicitly stated, e.g. <i>writers' viewpoints or attitudes</i>	read between the lines using inference and deduction	use inference and deduction to understand layers of meaning	gain a full understanding of texts using inference, deduction and analysis				
		identify how a text is organised, e.g. <i>logically or thematically, to make the content clear and informative</i>	make connections between texts, their themes and factual content, and identify any agreement and contradictions	compare and contrast themes and issues across a range of texts				
	identify ideas and information that interest them to develop further understanding	follow up initial ideas that interest them by further research	read around a topic that interests them and develop a broader understanding of it through research	research a wide range of sources to develop a full understanding of a topic or issue				
Response	collate and make connections, e.g. <i>prioritising, categorising</i> , between information and ideas from different sources	collate and summarise relevant information, e.g. <i>pull together and sum up facts and ideas about an issue from different texts</i>	summarise and synthesise information, e.g. <i>concise account of a broad topic, using different sources</i>	synthesise and analyse information to gain in-depth understanding, e.g. <i>of causes, consequences, patterns, using different sources</i>				
	distinguish between facts, theories and opinions	distinguish between facts, theories and opinions and use evidence to show the differences	distinguish between bias and objectivity and explain how they are different	distinguish between facts/evidence and bias/argument				
	compare the viewpoint of different writers on the same topic, e.g. <i>rats are fascinating or a menace</i>	compare views of the same topic and consider which is most valid	identify different views of a topic and any areas of agreement and contradiction	identify different interpretations of facts and information and evaluate their relative merits				
	consider whether a text is effective in conveying information and ideas.	evaluate the content, presentation and appeal of a text.	evaluate texts in terms of quality and level of interest.	evaluate the usefulness and reliability of texts.				



WRITING PUPIL LEARNING PATHWAY		WHAT IS YOUR NEXT STEP?		
 Meaning	<b>WHITE</b>	<b>BRONZE</b>	<b>SILVER</b>	<b>GOLD</b>
	adapt writing style to suit the reader and purpose, <i>e.g. formal style for unknown reader, simple style for younger readers</i>	write a comprehensive account of a topic presenting information, processes and ideas clearly and appropriately for the purpose	adapt presentation of material according to intended meaning and effect, <i>e.g. choice of how much detail needed to be convincing</i>	use summary, discussion of issues, detailed explanations as appropriate to purpose
	write a comprehensive account of a topic or theme	explain ideas fully, showing implications and consequences	make connections and/or elaborate to ensure full coverage of topic	give due weight to evidence, sources, explanations and logic when covering a topic
	use a range of strategies to plan writing, <i>e.g. notes, diagrams, flowcharts</i>	plan writing making choices about the best ways to present content for effect, <i>e.g. building a case for something, selecting details that help the reader understand</i>	in planning writing make choices about content, structure, language, presentation to suit the purpose	plan appropriately to develop writing for different purposes and audiences
	explore different ways to present work and use them appropriately, <i>e.g. moving image, slides, voice over</i>	use the tools and conventions of ICT to present information and data and to structure writing	choose the best ways to present writing using ICT in order to communicate clearly and effectively, <i>e.g. continuous prose for a detailed argument, hyperlinked pages for different information on a topic, moving graphics to show processes</i>	make imaginative choices about content and presentation of writing, using ICT with discrimination
Structure	reflect on, edit and redraft to improve their writing	identify areas for improvement in their writing, edit and redraft	use criteria to identify ways to improve and then redraft	improve writing through independent review and redrafting
	adapt structures in writing for different contexts, <i>e.g. reporting an event, investigation or experiment</i>	adapt structures in writing for different contexts, <i>e.g. describe outcome, outline process or discuss an issue</i>	use whole-text structure to support and communicate meaning, <i>e.g. putting a summary at beginning or end, data in a report or appendix, use of contents page, chapters</i>	choose and use whole-text structures to support meaning and communication for effect, <i>e.g. what are the best structures to describe, explain, persuade successfully?</i>
	write an effective introduction that establishes context and purpose, a suitable balance between facts and viewpoints, a precise conclusion			select structures to organise writing using appropriate features effectively
		select and organise ideas and information to give a clear and full account	select, analyse and present ideas and information convincingly or objectively	select, interpret and evaluate ideas and information convincingly or objectively
Language	use paragraphs making links between them	use paragraphs to organise longer pieces of writing into sections	organise longer pieces of writing making links within and between paragraphs	use paragraphs and sections to give coherence to longer pieces of writing
	use features and layout which are constructed to present data and ideas clearly			
	use language appropriate to writing, including standard forms of English	use impersonal language to convey ideas and information, <i>e.g. the interest is calculated by ... , sharp scissors are necessary to ...</i>	use the third person to convey ideas and information, <i>e.g. according to experts ... , sources reveal that ...</i>	use language to convey objectivity and impartiality, <i>e.g. there are several different ways to look at this topic ...</i>
	use varied and appropriate vocabulary, including subject-specific words and phrases	use varied and appropriate vocabulary accurately, including subject-specific words and phrases	use technical terms, language and expression consistent with the subject content	use a wide range of technical terms, language and expression consistent with the subject content
	use varied sentence structures for emphasis and effect	use a wide range of sentence structures choosing connectives to make meaning clear	write with grammatical accuracy, varying the length and structure of sentences to make meaning clear	write simple, compound and complex sentences with grammatical accuracy in their writing
	use the full range of punctuation accurately to clarify meaning	use the full range of punctuation accurately to clarify meaning, <i>e.g. demarcating sentences (full stops) and clauses (commas), and using apostrophes correctly</i>	use the full range of punctuation in order to clarify meaning, <i>e.g. semicolons, colons, quotation marks</i>	use the full range of punctuation in order to clarify meaning, <i>e.g. semicolons, colons and parentheses</i>
	use strategies to spell correctly polysyllabic, complex and irregular words	use a variety of strategies and resources to spell familiar and unfamiliar vocabulary and subject-specific words correctly	use a variety of strategies and resources to spell familiar and unfamiliar vocabulary and subject-specific words correctly	use a variety of strategies and resources to spell familiar and unfamiliar vocabulary and subject-specific words correctly
	produce fluent and legible handwriting	produce fluent and legible handwriting	produce fluent and legible handwriting	produce fluent and legible handwriting

WRITING PUPIL LEARNING PATHWAY	
  Meaning           Structure           Language           Accuracy	<b>PLATINUM</b>
	<p>Learners consolidate their skills and develop their effectiveness in expressing ideas, information and points of view. They construct explanations and discussions using graphics, visual display and other presentational devices relevant to the topic and appropriate to the reader. They show their awareness of different readers by selecting from their repertoire of styles and structures appropriately and adapting their use of vocabulary. They can write both extended pieces, which include detailed evidence and information, and shorter pieces which summarise concisely.</p>