Overview:

The Primary Tools Decimal Assessment System has been designed first and foremost with children's needs at heart, integrating the voice of pupils, their peers, parents and teachers. Some of the next steps (assessment criteria) are taken from the appendices for the National Curriculum introduced in 2014 and the Assessment Frameworks. The Standard Bookmarks use the language directly from these documents although some amendments have been made to the text to aid clarity, and some next steps removed that are not explicitly easy to show evidence for. The Child Friendly Bookmarks have been rewritten to be more understandable by children.

The bookmarks are intended to be used along-side the Assessment Sheets, although they can be used independently. The guidance below relates to the Assessment Sheets and the 'The Decimal System Process':

The Decimal System Process:

1) Use the correct assessment sheet for the year group (a):
   - Yellow is Year 1, Orange is Year 2 and so on with Blue being Year 6.
2) Check that the **Initial Requirements** have been met (b):
   - For example, if a pupil is in Year 3 (Pink Sheet), and they have met the **Initial Requirements** for Year 1 and 2 (Yellow and Orange), then they are ready for the Year 3 Pink Sheet.
   - If the **Initial Requirements** have not been met, then you will need to use the relevant sheet from a lower year group. Once they have met the **Initial Requirements**, they can move back to the Pink Year 3 sheet (they do not need to meet all the other requirements of earlier year groups, just the **Key Next Steps/Initial Requirements**).
   - Key **Next Steps/Initial Requirements** are in red font (c).
3) Tick/date the **Expected Next Steps** that have been met (d):
   - As a general rule, the pupil must show at least 80% confidence ("few errors") for it to be ticked although this depends on the **Next Step** itself. For guidance, 'Most' indicates generally correct with occasional errors, 'Some' indicates occasionally correct.
   - **Key Next Steps** (in red font) should be almost 100% consistently met to be ticked/dated.
   - **Key Next Steps** (in red font) should also be the first **Next Steps** set for a pupil as they form the **Initial Requirements** for higher year groups.
   - **Next Steps** underlined and in bold are found in the **Interim Assessment Framework**
4) **Exceeding Next Steps** (e):
   - If all **Expected Next Steps** have been consistently met with no errors, then use the **Exceeding Next Steps**. The **Exceeding Next Steps** are the same as the **Key Next Steps** for the next year group.
5) Turn the number of steps met into a decimal score (f):
   - The first number represents the year group, with the second number showing the finer stage within that year group.
   - For example: A score of 3.0 to 3.3 shows the pupil is Emerging against the Year 3 Expectations. 3.4 to 3.6 shows the pupil is Expected against the Year 3 Expectations. 3.7 and higher means they are Exceeding.
   - Generally speaking, a pupil should not be moved to a higher year group's sheet, but should deepen, broaden and apply their knowledge in varying ways.
   - This can then be input into the tracking system freely available from the PrimaryTools.co.uk website.

Other Notes and Recommendations:
Awards: Bronze: 33% of next steps, Silver: 67% of next steps, Gold: 100% of next steps

S = Self-Assessment   P = Peer or Parent-Assessment   T = Teacher-Assessment

Next Steps in bold relate to the Assessment Frameworks for Reading

Yellow - Year 1	Orange - Year 2	Pink - Year 3	Red - Year 4	Green - Year 5	Blue - Year 6

Name:

Reading Next Steps Bookmark - Pink

	S	P	T	Word Reading
P1				automatic decoding is established and a range of texts is read with consistent accuracy, fluency and confidence
P2				reads further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word

Reading for Pleasure and Performance

P3				identifies themes and conventions in a wide range of books
P4				prepares poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action
P5				discusses words and phrases that capture the reader's interest and imagination

Comprehension

P6				new words are understood through the exploration of their meaning in context, and by making links to known vocabulary
P7				asks questions to improve their understanding of a text
P8				**predicts what might happen on the basis of what has been read so far**
P9				retrieves and records information from non-fiction
P10				participates in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say
P11				makes links between the book they are reading and other books they have read

☆ ☆ ☆ Exceeding ☆ ☆ ☆

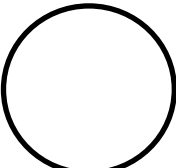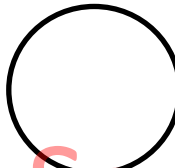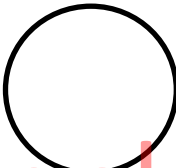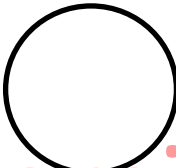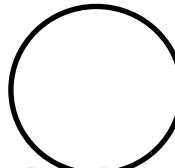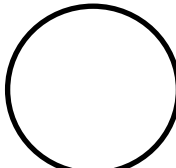|				
P12				checks that the text makes sense to them, discussing their understanding and explaining the meaning of words in context
P13				identifies main ideas drawn from more than one paragraph and summarising these
P14				identifies how language, structure, and presentation contribute to meaning

Bronze   Silver   Gold