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':

- 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/Key Next Steps 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 Next Steps of earlier year groups, just the Key Next Steps).
 - Key Next Steps/Initial Requirements are in red font (c).
- Tick or 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/dated although this depends on the Next Step itself. For guidance, 'Most' indicates generally correct with occasional errors, 'Some' indicates occasionally correct.
- T1 : T2: T3: T4: T5 : Name: a) Year Group The Primary Tools Decimal System: Writing Assessment Sheet (Pink = Year 3) Pink h) Initial tion mark: Sequence sentences to form short normatives (minimum of 8 sentences): . Leove spoces between words. a blue butterfivit Use full stops correctly. Use copital letters correctly. Requirements Next Step Code (Can be cross-refere ouns using a range of prefixes [for example super-, anti-, auto-] the forms a or an according to whether the next word begins with a c , with Next Steps Bookmarks) well for example, a rock on open box] 5how understanding of word families based on common words, showin n form and meaning [for example, solve, solution, solver, dissolve, ins P3 P4 mophones correctly c) Key Next Steps (Forms Initial Requirements for higher year groups and Exceeding Next Steps for ise using adverbs [for e ise using prepositions [t becase of] Use the present perfect form of verbs instead of the simple past [for example, He has gone out to play contrasted with He want out to play] Begin to use inverted commons to punctuate direct speech In non-neurostic sectings settings, characters and plat In non-neurostive material, using simple organisational devices [for example, headings and sub-P8 lower year groups) d) Expected Next Steps lings] Begin to use paragraphs as a way to group related materia d) Tick/Date discussing and recording ideas e diagonal and horizontal strokes that are needed to join lett when adjacent to one another, are best left unjoined the effectiveness of their own and others' writing and sugge Boxes P15 ng and suggesting impro Propose changes to grammar use of pronouns in sentences Presentet in. ad for spelling and punctuation en Read aloud their own writing, to a group or the whole class, using appropriate inte controlling the tone and volume so that the meaning is clear Nun phroses expanded by the addition of modifying adjectives, nouns and prepositi phroses (e.g. the teacher expanded to: the strict maths teacher with cury hair) use of inverted commas and other punctuation to indicate direct speech [for examp comma after the reporting clause; and punctuation within inverted commas: The con shouted, '5t down?] Organics movement 019 e) Exceeding Next Steps Organise paragraphs around a theme nging if_ f) Decimal Score Conversion Table
- 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):

5)

- 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.
- 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 = Seli	f-Assessment I	P = Peer or Parent	-Assessment	T = Teacher-Asses	sment		
Next Steps in bold relate to the Assessment Frameworks for Writing							
Yellow - Year 1	Orange - Year 2	Pink - Year 3	Red - Year 4	Green - Year 5	Blue - Year 6		
			rd /				

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Name:



Name:

		Writing Next Steps Bookmark - Pink
S	PT	
P1		Spell words with prefixes
		(e.g. super–, anti–, auto–)
P2		Spell and use 'a' and 'an'
		(e.g. a rock, an open box)
P3		Use word families to help spell (e.g. solve,
		solution, solver, dissolve, insoluble)
		Spell most homophones correctly
P4		(words which sound the same, but may have
		different spellings and meanings)
		Grammar, Punctuation and Vocabulary
Р5		Use conjunctions (e.g. when, before, after, while, so, because)
P6		Use adverbs (e.g. then, next, soon, therefore)
P7		Use prepositions
		(e.g. before, after, during, in, because of)
		Use the present perfect form
P8		subject + to have + past participle verb
		(e.g. He has gone out to play)
Р9		Start using inverted commas for speech
		Text and Structure
P10		In stories create settings, characters and plot
P11		In non-fiction use headings and sub-headings
P12		Start to use paragraphs
P13		Plan by discussing and writing down ideas
-		Presentation, Evaluation and Improvement
P14		Use diagonal and horizontal joins between some letters
P15		Suggest how a piece of writing can be improved
P16		Suggest how pronouns, words and grammar can
		be changed to improve writing
P17		Check for spelling and punctuation errors
		Read writing aloud clearly, controlling volume
P18		and with expression
	I	☆ ☆ ☆ Exceeding ☆ ☆ ☆
		Expand nouns by adding adjectives and
P19		prepositional phrases (e.g. the teacher expanded
		to: the strict maths teacher with curly hair)
		Use punctuation connected with speech
P20		correctly; e.g. a comma after the reporting
		clause; end punctuation within inverted
		commas: The conductor shouted, "Sit down!"
P21		Paragraphs are used correctly
1		Sample

Silver

Gold

	ç	D		Writing Next Steps Bookmark - Pink
	S	Р	Т	Spelling
P1 P2				Spell words with prefixes
				(e.g. super–, anti–, auto–)
				Spell and use 'a' and 'an'
			(e.g. a rock, an open box)	
P3				Use word families to help spell (e.g. solve,
				solution, solver, dissolve, insoluble)
P4				Spell most homophones correctly
			(words which sound the same, but may have	
				different spellings and meanings)
				Grammar, Punctuation and Vocabulary
P5				Use conjunctions (e.g. when, before, after, whil
				so, because)
P6				Use adverbs (e.g. then, next, soon, therefore)
Р7				Use prepositions
				(e.g. before, after, during, in, because of)
				Use the present perfect form
P8				subject + to have + past participle verb
				(e.g. He has gone out to play)
Р9				Start using inverted commas for speech
				Text and Structure
P10				In stories create settings, characters and plot
P11				In non-fiction use headings and sub-headings
P12				Start to use paragraphs
P13				Plan by discussing and writing down ideas
				Presentation, Evaluation and Improvement
P14				Use diagonal and horizontal joins between som
				letters
P15				Suggest how a piece of writing can be improved
P16				Suggest how pronouns, words and grammar car
				be changed to improve writing
P17				Check for spelling and punctuation errors
P18				Read writing aloud clearly, controlling volume
-10				and with expression
				オオオ Exceeding オオオ
				Expand nouns by adding adjectives and
P19				prepositional phrases (e.g. the teacher expande
			to: the strict maths teacher with curly hair)	
				Use punctuation connected with speech
				correctly; e.g. a comma after the reporting
P20				clause; end punctuation within inverted
				commas: The conductor shouted, "Sit down!"

in MS Word 2010+

Bronze

Silver

Gold

Bronze