

Using the GRTS (Gypsy, Roma, Traveller & Showmen) Assessment Framework:

The GRTS Assessment Framework has been developed as an assessment tool to track and monitor the progress of GRT pupils in schools. Originally produced by Salford EMTAS, we are very pleased to introduce the GRT Assessment Framework for Schools to Wigan. It offers a classroom-friendly approach so that EMAS and class teachers can gauge pupil learning and identify gaps in learning. The Assessment Framework is based on Develop Matters and Statutory Guidance to map progress for those pupils who are not working at age-related expectations.

To gain an overview of where the pupil is up to in terms of Teaching & Learning, we need you to complete the document, and return it to us prior to our assessment visit.

How to fill in:

- This assessment tracks progress in Reading, Writing and Numeracy for GRT pupils who are newly returning to school, or who have a disrupted schooling history.
- Begin with Reading.
- Identify the set of descriptors that match the Year Group the pupil is in.
- Highlight those descriptors that describe what the pupil can do.
- If the pupil achieves all of the descriptors matching their Year Group, proceed on to the next Year Group's statements.
- If the pupil does not achieve all the descriptors, proceed to the preceding Year Group and repeat. Continue to work back if necessary to identify what the pupil can / can't do.
- Repeat for Writing and Numeracy.
- **Please return to your EMTAS Teacher when complete.**

Any questions? Don't hesitate to contact us for further clarification!

Kind regards,

Julie Dixon (EMTAS Manager)

GRTS (Gypsy Roma Traveller & Showmen) Assessment Framework

EYFS / KS1 / KS2

Name: _____ Date of Birth: _____

School: _____

Reading: Step 1 (22-36mths & 30-50mths EYFS Dev. Mat.)

The pupil:

- Has some favourite stories, rhymes, songs, poems or jingles and repeats words or phrases from familiar stories.
- Fills in the missing word or phrase in a known rhyme, story or game, e.g. 'Humpty Dumpty sat on a ...'.
- Show interest in books/comics/magazine and handles them correctly.
- Can show understanding of "who", "what" and "where" when you use short questions such as "Who's that?", "What's that?" or "Where is...?" when sharing a book.
- Can ask questions such as "what", "where" and "who" when sharing a book.
- Choose what book they want to listen to and can say why they chose that book.
- Listens to longer stories and talk about them.
- Knows that stories have beginnings and endings and sometimes can guess how the story will end.
- Talks about the places and people in stories and the important things that are happening.
- Verbally tells stories in sequence using pictures, puppets or props.

Reading: Step 2 (40-60mths EYFS Dev. Mat.)

The pupil:

- Can answer questions about a story.
- Continues a rhyming string such as "cat/hat/mat".
- Hears and says the initial sound in words.
- Says each of the sounds in a short word like "cat", and can orally blend such as upon hearing each of the sounds like "c-a-t", puts the sounds together and tell you the word.
- Links sounds to letters, naming and sounding the letters of the alphabet and can write each of the letters needed to write the word.
- Reads short sentences which are made of up words like "the" or "and" and CVC words like "hat" or "dog".
- Reads captions and matches to correct picture/draws picture to show understanding.

Reading: Step 3 (Year 1 Stat. Req.)

The pupil:

- Apply phonic knowledge and skills as a route to decode
- Read accurately by blending sounds in familiar words and unfamiliar words containing GPCs that have been taught.
- Read common exception words – Set 1
- Read words containing taught GPCs and -s, -es, -ing, -ed, -er, -est endings
- Read words with contractions
- Becoming very familiar with key stories, fairy stories and traditional tales retelling them and considering their particular characteristics.

Reading: Step 4 (Year 2 Stat. Req.)
<p>The pupil:</p> <ul style="list-style-type: none"> • Read further common exception words (Set 2). • Read accurately words of two or more syllables. • Read words containing common suffixes. • Read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar and familiar words accurately, automatically and without undue hesitation. • Discussing the sequence of events in books and how items of information are related. • Being introduced to non-fiction books that are structured in different ways. • Checking that the text makes sense to them as they read and correcting inaccurate reading. • Making inferences on the basis of what is being said and done. • Asking and answering questions.
Reading: Step 5 (Years 3 & 4 Stat. Req.)
<p>The pupil:</p> <ul style="list-style-type: none"> • Apply their growing knowledge of root words, prefixes and suffixes. • Re-assess alphabet knowledge naming and sounding letters. • Identify and use correct vowels and know alternative graphemes. • Using dictionaries to check the meaning of new words they have read. • Increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some these orally. • Asking questions to improve their understanding of a text. • Drawing inferences such as inferring characters' feelings, thought and motives from their actions.
Reading: Step 6 (Years 5 & 6 Stat. Req.)
<p>The pupil:</p> <ul style="list-style-type: none"> • Continuing the growing knowledge of root words, prefixes and suffixes. • Recommending books that they have read to their peers, giving reasons for their choices. • Making comparisons within and across books. • Checking that the books make sense to them, discussing their understanding and exploring the meaning of words in context. • Asking questions to improve understanding. • Drawing inferences such as inferring characters' feelings, thought and motives from their actions in justifying inferences with evidence. • Predicting what might happen from details stated and implied. • Distinguish between statements of facts and opinion. <ul style="list-style-type: none"> • Retrieve, records and present information from non-fiction. • Explain and discuss their understanding of what they have read. • Provide reasoned justifications from their views.

Writing: Step 1 (22-36mths & 30-50mths EYFS Dev. Mat.)
<p>The pupil:</p> <ul style="list-style-type: none"> • Can tell you about the different marks they make in their writing and drawing. • Can hold a chunky crayon, pencil, pen or paint brush and makes lines that go across, up and down or round and round. Carries out playdough, threading, scissors activities to support fine motor development. • Imitates drawing simple shapes such as circles and lines. • Can copy own name and is able to copy some letters. • Ascribes meanings to marks that they see in different places, such as, seeing writing and telling you what it means, like the shopping list says "beans and chips and ice cream". • Holds pencil near point between first two fingers and thumb and uses it with good control.

<p>Writing: Step 2 (40-60mths EYFS Dev. Mat.)</p>
<p>The pupil:</p> <ul style="list-style-type: none"> • Says what the marks, shapes, letters and pictures they have made means. • Shows a preference for a dominant hand and uses a pencil and holds it effectively to form recognisable letters, most of which are correctly formed. • Uses some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence. • Can write own name and can write labels and common words in context – for example, signs a birthday card ‘love..’ • Writes a short caption, like “my big car” to tell what they have made/drawn. • Write short sentences like “I can jump” when I am making a book about me and writes captions for pictures. • Write CVC words using known phonemes.
<p>Writing: Step 3 (Year 1 Stat. Req.)</p>
<p>The pupil:</p> <ul style="list-style-type: none"> • Spell words containing each of the 40+ phonemes already taught, including CVC, CCVC, CVCC. • Form capital letters. • Forms digits 0 – 9 • Write sentences by: <p>Say out loud what they are going to write about:</p> <ol style="list-style-type: none"> (1) Composing a sentence orally before writing it (2) Sequencing sentences to form short narratives. (3) Re-reading what they have written to check that it makes sense. <ul style="list-style-type: none"> • Leave spaces between words. • Joining words and clauses by using ‘and’. • Punctuating sentences by using capital letters and full stops. • Using capital letters for names and places, and the personal pronoun ‘I’. • Classify common adjectives and use in simple sentences. • Can identify: <ol style="list-style-type: none"> 1. Common nouns 2. Verbs 3. Adjectives
<p>Writing: Step 4 (Year 2 Stat. Req.)</p>
<p>The pupil:</p> <ul style="list-style-type: none"> • Learn new ways of spelling phonemes for which one or more spellings are already known, and learn some word with each spelling, including a few common homophones. • Learning to spell more words with contracted forms. • Learn the possessive apostrophe (singular) for example, the girl’s book. • Learn to spell common exception words (Set 1). • Use the spelling rule for adding –s or –es as the plural marks for nouns. • Use suffixes –ing and –ed. • Use capital letters for proper nouns including days of the week and months. • Use ? and !, commas for lists and apostrophes for contracted forms. • Learn how to use:- <ol style="list-style-type: none"> 1) The present and past tenses correctly and consistently including the progressive form. 2) Subordination (using when, if that, or because) and co-ordination (using or, and, or but). 3) Produced some independent writing on the topic of their choice.

Writing: Step 5 (Years 3 & 4 Stat. Req.)

The pupil:

- Learn to spell common exception words, set 2.
- Place the possessive apostrophe accurately in words with regular plurals) for example, girls', boys' (and in words with irregular plurals (for example, children's).
- Write for memory simple sentences, that include words and punctuation taught so far.
- Write narratives that include:-
 1. Appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning.
 2. Describe settings, characters and atmosphere.
 3. Well organised paragraphs.
 4. Mainly consistent and correct use of tenses throughout writing.
- Proofread for spelling and punctuation and edit accordingly.
- Handwriting is legible and appropriately sized with ascenders and descenders accurately formed.
- Produce a piece of writing with taught punctuation and grammar correctly used.
- Using and punctuating direct speech.
- Using conjunctions, adverbs, prepositions to express time and cause.
- Use a range of synonyms, antonyms and homophones.

Writing: Step 6 (Years 5 & 6 Stat. Req.)

The pupil:

- Spell some words with silent letters.
- Using dictionaries to check the spelling and meaning of words.
- Use a thesaurus.
- Plan their writing by identifying the audience for and purpose of the writing.
- Use and can understand:
 1. Brackets
 2. Dashes
 3. Semi-colons and colons.

Numeracy: Step 1 (22-36mths & 30-50mths EYFS Dev. Mat.)

The pupil:

- Uses simple comparative language such as 'big/little' when describing an object.
- Uses some language of quantities, such as '*more*' and '*a lot*' and begins to use the language of size.
- Understands some talk about immediate past and future, e.g. '*before*', '*later*' or '*soon*' and anticipates specific time-based events such as mealtimes or home time.
- Recites numbers in order to 10 and shows an interest in representing numbers.
- Matches numeral and quantity correctly 0-10
- Uses positional language such as 'under' and 'next to' to describe where things are.
- Uses shapes appropriately for tasks and begins to talk about the shapes of everyday objects, e.g. 'round', 'straight' and 'tall'.
- Can name circle, square, triangle in their environment – e.g. "the window is square".
- Can continue a repeating pattern.

Numeracy: Step 2 (40-60mths EYFS Dev. Mat.)

The pupil:

- Recognise some numerals of personal significance (e.g. age, door number, bus number) and recognises numerals 1 to 5.
- Counts objects to 10 and begins to count beyond 10 and can match the right number to a group of things from 1 to 5 to begin with, and then from 1 to 10.
- Begins to use shape names like “circle”, “square”, “cube” and “cylinder”, and uses mathematical terms to describe shapes such as “2D/3D”.
- Can say which thing is “heavy” and which thing is “light” when given 2 things, as well as saying which thing is “full” and which thing is “empty” when filling and emptying bottles.
- Uses everyday language related to money and time.
- Says what is happening tomorrow or what happened yesterday and can say what day today is.
- Can put two baskets of things together and say how many things they have altogether.
- Says what “one more” or “one less” is when given a group of up to 5 things, then up to 10 things.
- Uses counting to help solve problems that are important to me, like splitting my sandwich in half to share with my friend or sharing sweets.
- Can carry out doubling activities.

Numeracy: Step 3 (Year 1 Stat. Req.)

The pupil:

- Count, read and write numbers to 100 in numerals
- Count to 100 in 1s, 2s, 5s and 10s
- Read and write numbers from 1-20 in numerals and words
- Given a number, can identify one more or one less
- Read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs
- Represent and use number bonds and related subtraction facts within 20
- Add and subtract one-digit and two-digit numbers to 20, including zero
- Solve one-step problems involving multiplication and division
- recognise, find and name a half as one of two equal parts of an object, shape or quantity
- recognise, find and name a quarter as one of four equal parts of an object, shape or quantity.
- compare, describe and solve practical problems for:
 1. lengths and heights [for example, long/short, longer/shorter, tall/short, double/half]
 2. mass/weight [for example, heavy/light, heavier than, lighter than]
 3. capacity and volume [for example, full/empty, more than, less than, half, half full, quarter]
 4. time [for example, quicker, slower, earlier, later]
 5. time (hours, minutes, seconds)
- Recognise and know the value of different denominations of coins and notes
- sequence events in chronological order using language [for example, before and after, next, first, today, yesterday, tomorrow, morning, afternoon and evening]
- recognise and use language relating to dates, including days of the week, weeks, months and years.
- Tell the time to the hour and half past the hour and draw the hands on a clock face to show these times.
- Recognise and name common 2D and 3D shapes.

Numeracy: Step 4 (Year 2 Stat. Req.)

The pupil:

- Recognise the place value of each digit in a two-digit number (tens, ones)
- Compare and order numbers from 0 up to 100; use $<$, $>$ and $=$ signs
- Read and write numbers to at least 100 in numerals and words
- add and subtract numbers using concrete objects, pictorial representations, and mentally, including:
 - a two-digit number and ones
 - a two-digit number and tens
 - two two-digit numbers
 - adding three one-digit numbers
- recognise and use the inverse relationship between addition and subtraction and use this to check calculations and solve missing number problems.
- Recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables
- Recognise odd and even numbers
- calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication (\times), division (\div) and equals ($=$) signs
- recognise, find, name and write fractions $\frac{1}{3}$, $\frac{1}{4}$, $\frac{2}{4}$ and $\frac{3}{4}$ of a length, shape, set of objects or quantity.
- write simple fractions for example, $\frac{1}{2}$ of 6 = 3 and recognise the equivalence of $\frac{2}{4}$ and $\frac{1}{2}$
- recognise and use symbols for pounds (£) and pence (p); combine amounts to make a particular value
- find different combinations of coins that equal the same amounts of money
- solve simple problems in a practical context involving addition and subtraction of money of the same unit, including giving change
- compare and sequence intervals of time
- tell and write the time to five minutes, including quarter past/to the hour and draw the hands on a clock face to show these times
- know the number of minutes in an hour and the number of hours in a day.
- identify and describe the properties of 2-D shapes, including the number of sides and line symmetry in a vertical line
- identify and describe the properties of 3-D shapes, including the number of edges, vertices and faces.

Numeracy: Step 5 (Year 3 Stat. Req.)

The pupil:

- Recognise the place value of each digit in a three-digit number (hundreds, tens, ones)
- Find 10 or 100 more or less than a given number
- Compare and order numbers up to 1000
- add and subtract numbers mentally, including:
 1. a three-digit number and ones
 2. a three-digit number and tens
 3. a three-digit number and hundreds
- add and subtract numbers with up to three digits, using formal written methods of columnar addition and subtraction
- Recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables
- count up and down in tenths; recognise that tenths arise from dividing an object into 10 equal parts and in dividing one-digit numbers or quantities by 10
- add and subtract fractions with the same denominator within one whole [for example, $\frac{5}{7} + \frac{1}{7} = \frac{6}{7}$]
- measure, compare, add and subtract: lengths (m/cm/mm); mass (kg/g); volume/capacity (l/ml)
- add and subtract amounts of money to give change, using both £ and p in practical contexts
- tell and write the time from an analogue clock, including using Roman numerals from I to XII, and 12-hour and 24-hour clocks

- estimate and read time with increasing accuracy to the nearest minute; record and compare time in terms of seconds, minutes and hours; use vocabulary such as o'clock, a.m./p.m., morning, afternoon, noon and midnight
- know the number of seconds in a minute and the number of days in each month, year and leap year.

Numeracy: Step 6 (Year 4 Stat. Req.)

The pupil:

- Count in multiples of 6, 7, 9, 25, 50, 100 and 1000
- Find 1000 more or less than a given number
- Count backwards through zero to include negative numbers
- Recognise the place value of each digit in a four-digit number (thousands, hundreds, tens and ones)
- Round any number to the nearest 10, 100 or 1000
- Read Roman numerals to 100 (I to C)
- Add and subtract numbers with up to 4 digits using the formal written methods and columnar addition and subtraction where appropriate
- Recall multiplication and division facts for multiplication tables up to 12 x12
- Multiply two-digit and three-digit numbers by a one-digit number using formal written layout
- Recognise and write decimal equivalents of any number of tenths or hundreds
- Recognise and write decimal equivalents to $\frac{1}{4}$, $\frac{1}{2}$, $\frac{3}{4}$
- Round decimals with one decimal place to the nearest whole number
- estimate, compare and calculate different measures, including money in pounds and pence
- read, write and convert time between analogue and digital 12- and 24-hour clocks
- solve problems involving converting from hours to minutes; minutes to seconds; years to months; weeks to days.

Numeracy: Step 7 (Years 5 & 6 Stat. Req.)

The pupil:

- Count forwards and backwards in steps of powers of 10 for any given number up to 1,000,000
- Round any number up to 1,000,000 to the nearest 10, 100, 1000, 10,000, 100,000
- Read Roman numerals to 1000 (M) and recognise years in written Roman numerals
- add and subtract whole numbers with more than 4 digits, including using formal written methods (columnar addition and subtraction)
- add and subtract numbers mentally with increasingly large numbers
- multiply multi-digit numbers up to 4 digits by a two-digit whole number using the formal written method of long multiplication
- divide numbers up to 4 digits by a two-digit whole number using the formal written method of long division, and interpret remainders as whole number remainders, fractions, or by rounding, as appropriate for the context
- identify common factors, common multiples and prime numbers
- know and use the vocabulary of prime numbers, prime factors and composite (non-prime) numbers
- establish whether a number up to 100 is prime and recall prime numbers up to 19
- solve problems involving addition, subtraction, multiplication and division.

Set 1

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

Set 2

door, floor, poor, because, find, kind, mind, behind, child, children*, wild, climb, most, only, both, old, cold, gold, hold, told, every, everybody, even, great, break, steak, pretty, beautiful, after, fast, last, past, father, class, grass, pass, plant, path, bath, hour, move, prove, improve, sure, sugar, eye, could, should, would, who, whole, any, many, clothes, busy, people, water, again, half, money, Mr, Mrs, parents, Christmas