

PUPIL - End of Year Report

This report summarises your child's performance in the end of term assessments for Reading, Mathematics, SPaG, Science, Arabic and ICT.

The written comments are based on your child's responses within these assessments. The tests are designed to assess a range of skills within each subject, including both fluency (such as recalling facts or identifying features) and application (such as problem solving, comprehension and reasoning).

Writing is reported differently. The writing comment is based on a range of your child's final pieces of work produced over the course of the year, rather than a single assessment. This allows for a broader and more accurate reflection of your child's ability to apply their skills independently across different contexts, including their use of vocabulary, sentence structure, punctuation and overall composition.

The comments focus on identifying the areas your child was able to access successfully, alongside key areas that are continuing to develop. These next steps highlight the specific skills that will support your child in making further progress and will be used to inform teaching and support moving forward.

Alongside the written comments, an overall teacher judgement is provided for each subject. This judgement reflects a holistic view of your child's attainment and is based on a range of evidence, including classwork and ongoing assessment over time, rather than a single test.

For subjects that are not formally assessed through these tests, an overall grade is provided. This is based on your child's performance and engagement across the curriculum throughout the year.

The purpose of this report is to give a clear understanding of how your child is performing within the assessed areas and to identify the next steps in their learning. If you have any questions, please speak with your child's teacher, who will be happy to discuss this further.

Key

WTS – Working Towards the Expected Standard

EXS – Working at the Expected Standard

GDS – Greater Depth – working above the expected standard

Reading	WTS
<p>PUPIL is beginning to develop key reading skills and is showing early engagement when working with texts. Within the assessment, she demonstrated an emerging ability to locate simple, explicitly stated information. This suggests that she is starting to understand the concept of retrieval and is beginning to recognise that answers can often be found directly within the text. She is able to access questions where information is clearly presented and requires minimal interpretation, which provides a positive foundation for further development.</p> <p>Her responses indicate that she is currently working at a surface level of understanding. When questions required her to interpret meaning or make inferences, she found these more challenging. This suggests that she is not yet consistently making connections between different parts of the text or using clues to support her understanding. Her responses show that she may rely heavily on identifying isolated words or phrases rather than developing a fuller understanding of the text as a whole.</p> <p>A significant factor influencing this is her developing vocabulary knowledge. Difficulty in recognising and explaining the meaning of words in context is likely limiting her ability to access the text more deeply. Without a secure understanding of key vocabulary, it becomes more difficult for her to interpret meaning, follow ideas and respond accurately to questions. To build on her current strengths, the next steps for PUPIL are to develop her vocabulary in context and to begin exploring meaning beyond what is explicitly stated. Structured support through guided reading will be important, particularly modelling how to locate evidence and how to begin forming simple explanations. Regular opportunities to discuss texts, rehearse answers verbally and explore the meaning of unfamiliar words will help her to develop greater confidence, accuracy and independence in her reading.</p>	
Maths	WTS
<p>PUPIL is beginning to develop her mathematical understanding and is showing early awareness of key concepts, particularly within number. Within the assessment, she demonstrated that she can access some addition and subtraction calculations, indicating an emerging understanding of basic number operations. Her responses suggest that she is able to engage with calculations when the structure is clear and familiar, and when methods follow a predictable pattern.</p> <p>She is also beginning to apply some knowledge of multiplication and division, particularly when these relate to known facts. This suggests that she is starting to build an understanding of how numbers can be grouped and related, although this is not yet flexible or secure across different contexts. Her performance indicates that she is developing procedural knowledge, but is not yet consistently able to transfer this understanding to unfamiliar problems.</p> <p>When working with reasoning and problem-solving tasks, PUPIL found it more difficult to interpret the question and identify the steps required to reach a solution. This suggests that her understanding of underlying mathematical structures, such as number relationships and</p>	

how operations connect, is still developing. She is not yet consistently able to break problems down or decide on appropriate strategies independently.

A key next step is to strengthen her number sense through regular practice of key number facts and structured calculation work. Using concrete and visual representations will support her in understanding how calculations work and why methods are used. In addition, explicit modelling of problem-solving strategies, including identifying key information and breaking tasks into smaller steps, will help her to approach reasoning questions with increasing confidence and independence over time.

SPAG

WTS

PUPIL is beginning to develop her understanding of grammar, punctuation and vocabulary, and is showing early awareness of some key aspects of language. Within the assessment, she demonstrated that she is starting to recognise simple grammatical and punctuation features, suggesting that she is beginning to build an understanding of how sentences are structured. Her responses indicate that this understanding is currently at an early stage and is not yet secure. She is able to identify some familiar elements when they are presented clearly, but finds it more difficult to apply this knowledge consistently across different contexts. Her awareness of punctuation is developing, although it is currently limited to basic examples and is not yet applied with accuracy.

Vocabulary is also an area that is still developing. PUPIL is beginning to recognise familiar words, which supports her early reading and writing, but her understanding does not yet extend to a wider range of vocabulary. This impacts both her comprehension and her ability to express ideas clearly in writing.

Spelling is a key area for development. Her responses suggest that she is not yet able to reliably recall or apply common spelling patterns or high-frequency words. This is likely to affect her confidence when writing and may limit her ability to communicate ideas effectively.

The next steps for PUPIL are to build secure foundations in spelling through regular, structured practice of high-frequency words and common patterns. Alongside this, revisiting key grammar and punctuation concepts in a clear and systematic way will support her understanding. Providing frequent opportunities to apply these skills within simple, supported writing tasks will help her to make connections and develop greater consistency over time.

With continued, targeted support, PUPIL will be able to strengthen these foundational skills and build confidence in her use of language.

Writing

WTS

PUPIL is beginning to develop her writing skills and is showing early awareness of how sentences are formed. She is able to communicate simple ideas and is starting to engage with writing tasks, particularly when these are structured and supported. Her work shows that she is developing an understanding that writing is used to share meaning, and she is beginning to build confidence in putting her ideas onto paper.

She demonstrates an emerging awareness of basic sentence structure. At times, she is able to form simple sentences that convey meaning, showing that she is beginning to understand how words can be organised to create a sentence. There is also some early recognition of punctuation, particularly where sentences begin and end, although this is not yet applied consistently.

PUPIL is developing her use of vocabulary and is beginning to use familiar words within her writing. She is able to draw on known language to express simple ideas, which provides a starting point for further development. However, her vocabulary range remains limited, and this can restrict the detail and clarity of her writing.

Spelling is a key area that is currently impacting her writing. She is not yet consistently able to spell common words or apply known patterns, which can make her writing difficult to read and may affect her confidence when working independently. Alongside this, her understanding of grammar and punctuation is still developing, meaning that sentences are not always constructed or punctuated accurately.

The next steps for PUPIL are to strengthen her ability to construct simple sentences with increasing accuracy and to develop her confidence in using basic punctuation consistently. A particular focus on spelling high-frequency words and common patterns will support both her accuracy and independence. In addition, developing her vocabulary through reading and structured writing activities will help her to express her ideas more clearly and with greater detail.

With continued support and regular opportunities to practise writing in a structured way, PUPIL will continue to build confidence and develop her skills over time.

Arabic

EXS

PUPIL has made pleasing progress in Arabic this year and has shown growing confidence across the key language areas of reading, writing, grammar, and listening. She engages positively with lessons and demonstrates a secure understanding of familiar texts, showing that she is able to identify key ideas and respond appropriately to questions based on what she has read or heard. Her listening skills are developing well, and she shows an increasing ability to follow spoken texts and extract relevant information.

In writing, PUPIL is able to construct meaningful sentences and short pieces of text that reflect an understanding of purpose and topic. She shows awareness of sentence structure and attempts to apply grammatical rules accurately within her written work. Her handwriting and presentation are developing, and she takes care to produce work that is clear and legible. PUPIL also demonstrates familiarity with spelling patterns and commonly used vocabulary, which supports her overall written expression.

PUPIL's engagement in oral activities contributes positively to her progress in Arabic. She is willing to participate in discussions and reading activities, and this supports the development

of her pronunciation and fluency. Through continuous practice, she is becoming more confident when reading aloud and expressing ideas verbally.

A positive next step for PUPIL is to continue developing her extended writing by adding more detail and descriptive language to her work. By taking time to plan her ideas and review her writing for accuracy and clarity, she will be able to express herself more confidently and further strengthen her overall Arabic language skills.

ICT	EXS
<p>PUPIL completed her end of year Computing assessment confidently and demonstrated a secure understanding of the key skills taught throughout the year. She showed strength across a range of areas including programming, digital publishing, databases and online safety. PUPIL was able to apply her knowledge effectively when answering both practical and knowledge-based questions.</p> <p>During the assessment, PUPIL demonstrated a good understanding of algorithms and was able to identify and correct simple errors within programs. She showed confidence when explaining how digital tools can be used for different purposes and understood the importance of staying safe and respectful online.</p> <p>PUPIL approached the assessment with focus and determination, taking care with her responses and showing resilience when faced with more challenging tasks. Her outcomes indicate that she is working securely within Year 3 expectations for Computing and is able to apply her learning independently across a range of digital contexts.</p> <p>Moving forward, PUPIL's next steps will focus on further developing her confidence in programming and debugging independently, whilst continuing to strengthen her computational thinking and problem-solving skills.</p>	

Non-Assessed Subjects	
Art/DT	EXS
Humanities	WTS
Music	EXS
PE	EXS