



Writing KPIs

Year 1- Year 6

Year 1 Expected		Year 1 Greater Depth
<p style="text-align: center;">Writing – Transcription</p> <p>The pupil can, after discussion with the teacher:</p> <ul style="list-style-type: none"> ● Punctuate sentences using a capital letter and full stop mostly correctly ● Consistently use a capital letter for the personal pronoun ‘I’ ● Use a capital letter for names of people, places, the days of the week mostly correctly ● Use the simple past and present verb forms mostly correctly <i>e.g I eat, I ate</i> ● Leave spaces between words <p>Spelling</p> <ul style="list-style-type: none"> ● Spell words containing each of the 40+ phoneme already taught mostly accurately ● Show some accurate use of –ing –ed –er –es where no change is needed in the spelling of root words <i>e.g. helping, helped, helper</i> <p>Handwriting</p> <ul style="list-style-type: none"> ● Sit correctly at a table, holding a pencil comfortably and correctly ● Form lower-case letters in the correct direction, starting and finishing in the right place ● Form capital letters ● Form digits 0-9 	<p style="text-align: center;">Writing Composition</p> <p>The pupil can, after discussion with the teacher:</p> <ul style="list-style-type: none"> ● Compose a sentence orally before writing it ● Sequence sentences to form short narratives ● Re-read what they have written to check that it makes sense ● Discuss what they have written with the teacher or other pupils ● Use coordinating and subordinating conjunctions to join clauses e.g. and, but, so, because, when ● Structure writing using some features of the given form ● Use descriptive language with some use of comparative and superlative adjectives 	<p>The pupil can, with increasing independence:</p> <ul style="list-style-type: none"> ● Independently simply structure own writing based on the given form and choose to use some patterns and language of familiar stories ● Choose to expand ideas with simple conjunctions and descriptive language ● Consistently use the full range of punctuation taught mostly accurately, including question marks ● Reread writing and begin to make appropriate revisions ● Begin to use the diagonal and horizontal strokes needed to join some letters

Year 2 Expected		Year 2 Greater Depth
<p style="text-align: center;">Writing – Transcription</p> <ul style="list-style-type: none"> • Demarcate most sentences in their writing with capital letters and full stops, and use question marks correctly when required • Use present and past tense mostly correctly and consistently including the progressive form. • Proof-read their writing to check for simple errors in spelling, grammar and punctuation <p>Spelling</p> <ul style="list-style-type: none"> • Segment spoken words into phonemes and represent these by graphemes, spelling many of these words correctly and making phonetically plausible attempts at others • Spell many of the common exception words <p>Handwriting</p> <ul style="list-style-type: none"> • Form capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters • Use spacing between words that reflects the size of the letters • Use the diagonal and horizontal strokes needed to join some letters 	<p style="text-align: center;">Writing Composition</p> <ul style="list-style-type: none"> • Write simple, coherent narratives about personal experiences and those of others (real or fictional) • Write about real events, recording these simply and clearly • Write for different purposes, drawing on their reading to inform the vocabulary and grammar of their writing • Use co-ordination (e.g. or/and/but) and some subordination (e.g. when/if/that/because) to join clauses • Use a range of sentences with different forms: statement, question, exclamation, command • Expand noun phrases to describe and specify • Make simple additions, revisions and proof-reading corrections to their writing 	<ul style="list-style-type: none"> • Experiment with simple figurative language • Use the punctuation taught at key stage 1 mostly correctly • Spell most common exception words • Add suffixes to spell most words correctly in their writing (ment, -ness, ful, -less, -ly) • Independently choose to use features of different forms of writing showing awareness of audience and form

Year 3 Expected		Year 3 Greater Depth
<p style="text-align: center;">Writing - Transcription</p> <ul style="list-style-type: none"> ● Use inverted commas to correctly punctuate dialogue ● In non-narrative writing, use simple organisational devices (for example, headings and sub-headings) ● Begin to use accurate verb tenses and subject-verb agreement in pieces of writing (simple and perfect tense) ● Correctly use capital letters, full stops, question marks, exclamation marks, commas for lists, and apostrophes for contractions and singular possession <p>Spelling</p> <ul style="list-style-type: none"> ● Accurately spell of the majority of the words on the KS1 spelling list and some of the words on the year 3/4 spelling list ● Apply some of the year 3/4 rules, including accurately spelling words with some prefixes and suffixes and some common homophones <p>Handwriting</p> <ul style="list-style-type: none"> ● Correctly use the diagonal and horizontal strokes that are needed to join letters ● Use legible, joined handwriting 	<p style="text-align: center;">Writing Composition</p> <ul style="list-style-type: none"> ● Write effectively for a range of purposes and audiences, using appropriate language that will interest the reader ● In narratives, develop settings, characters and plot through descriptive language devices (including selection of effective adjectives, verbs and adverbs) ● Begin to use show not tell to convey emotion and provoke interest in the reader ● Use expanded noun phrases to add detail and precision to writing ● Extend the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because and although (co-ordinating and subordinating) ● Use adverbs, conjunctions and prepositions to express time, place and cause <i>e.g. soon, therefore, as a result, furthermore</i> ● Independently organise paragraphs around a theme ● Make additions, revisions and proofreading corrections to improve accuracy and effectiveness of their writing 	<ul style="list-style-type: none"> ● Show some awareness of purpose through selection of relevant language and content, through drawing upon their reading, in an attempt to interest the reader (e.g. through show not tell) ● Begin to choose language used in dialogue to convey the character's thoughts and feelings effectively ● Show appropriate use of a range of fronted adverbials, correctly including the correct use of a comma (time, place, manner, degree, frequency) ● Correctly use commas to separate clauses when the subordinate clause is at the beginning of a sentence

Year 4 Expected		Year 4 Greater Depth
<p style="text-align: center;">Writing - Transcription</p> <ul style="list-style-type: none"> ● Include correctly punctuated dialogue in a narrative ● Ensure consistent and correct use of verb tense and subject verb agreement throughout pieces of writing (including simple and perfect form) ● Correctly use capital letters, full stops, question marks, exclamation marks, commas for lists, and apostrophes for contractions and for both singular and plural possession. <p>Spelling</p> <ul style="list-style-type: none"> ● Accurately spell the majority of the words on the year 3/4 spelling list ● Apply the year 3/4 spelling rules mostly consistently. <p>Handwriting</p> <ul style="list-style-type: none"> ● Use legible, joined handwriting 	<p style="text-align: center;">Writing Composition</p> <ul style="list-style-type: none"> ● Write effectively for a range of purposes and audiences, starting to select language to interest and engage the reader ● In narratives, create settings and characters and plot, using a range of descriptive devices <i>e.g figurative language, show not tell</i> ● Use expanded noun phrases (by the addition of modifying adjectives, nouns and prepositions) ● Show appropriate use of a range of fronted adverbials, correctly including the correct use of a comma (time, place, manner, degree, frequency) ● Organise paragraphs around a theme and in non-fiction writing use appropriate organisational devices such as headings and subheadings ● Begin to use a range of cohesive devices <i>e.g. adverbials of time, conjunctions, pronouns, synonyms</i> ● Make additions, revisions and proofreading corrections to improve accuracy and effectiveness of their writing 	<ul style="list-style-type: none"> ● In narratives, create settings and characters and plots and begin to describe atmosphere through selection of language structures including those that they have drawn upon from their own reading ● Use a range of precise vocabulary ● Use paragraphs to organise ideas <i>e.g introduce the change of time, place or event and in non-narrative writing</i> ● Integrate dialogue within narratives to develop characters and begin to advance the plot ● Use a range of punctuation mostly correctly, including: semi colons, brackets, ellipses, hyphens and colons to introduce lists ● Evaluate and re-draft own writing, proposing changes to grammar and vocabulary

Year 5 Expected		Year 5 Greater Depth
<p style="text-align: center;">Writing - Transcription</p> <ul style="list-style-type: none"> ● Use the grammatical and language structures taught in year 5 appropriately for the audience and purpose of the text <i>e.g. modal verbs and adverbs to indicate degrees of possibility, relative clauses using a wide range of relative pronouns or an implied relative pronoun, contracted verb forms</i> ● Ensure consistent and correct use of verb tense and subject-verb agreement throughout pieces of writing ● Use a range of punctuation, mostly correctly, including: semi colons, brackets, dashes, ellipses, hyphens and colons to introduce lists ● Use commas to clarify meaning and avoid ambiguity <p>Spelling</p> <ul style="list-style-type: none"> ● Accurately spell of the majority of words from year 3/4 spelling list ● Accurately spell of some words from year 5/6 spelling list ● Apply the spelling rules from year 5/6 curriculum that have been taught <p>Handwriting</p> <ul style="list-style-type: none"> ● Increase the legibility, consistency and quality of their handwriting [for example, by ensuring that the downstrokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch. 	<p style="text-align: center;">Writing Composition</p> <ul style="list-style-type: none"> ● Write effectively for a range of purposes and audiences, selecting language that shows good awareness of the reader ● Use paragraphs to organise ideas <i>e.g to introduce the change of time, place or event and in non-narrative writing</i> ● Use as range of devices to structure the writing and support the reader <i>e.g. headings, sub-headings, bullet points, glossaries</i> ● In narratives, describe settings and characters and begin to describe atmosphere through selection of vocabulary, grammatical structures and a range of descriptive devices <i>e.g. tone, mood, imagery, alliteration, sensory details, onomatopoeia, simile, metaphor, personification, hyperbole and symbolism.</i> ● Integrate dialogue within narratives to develop characters and begin to advance the plot ● Use a range of devices to build cohesion within paragraphs <i>e.g. pronouns, adverbials of time and place, coordinating and subordinating conjunctions, synonyms</i> ● Evaluate and edit their own writing by proposing changes to vocabulary for meaning, effect and emphasis 	<ul style="list-style-type: none"> ● Through drawing upon their own broad range of reading experiences, manipulate language and sentence structure to reflect what the writing requires and demonstrate a secure understanding of purpose and audience <i>e.g. level of formality/informality (through subjunctive form, non contracted verbs etc, or such devices that reflect the mood)</i> ● Create cohesion within and across paragraphs using a range of devices <i>e.g. reference chains, adverbials of time, place and frequency, and a range of conjunctions</i> ● Use the passive and active voice appropriately to control the level of formality of a piece of writing ● Use a range of punctuation correctly to make writing succinct and begin to manipulate for effect <i>e.g. semi colons, brackets, dashes, ellipses, hyphens and colons to introduce lists</i>

Year 6 Expected		Year 6 Greater Depth
<p style="text-align: center;">Writing - Transcription</p> <ul style="list-style-type: none"> • Use verb tenses consistently and correctly throughout their writing • Use the range of punctuation taught in key stage 2 mostly correctly <i>e.g. inverted commas and other punctuation to indicate direct speech</i> <p>Spelling</p> <ul style="list-style-type: none"> • Spell correctly most words from the year 5/6 spelling list and use a dictionary to check the spelling of uncommon or more ambitious vocabulary <p>Handwriting</p> <ul style="list-style-type: none"> • Maintain legibility and consistency in joined handwriting when writing at speed 	<p style="text-align: center;">Writing Composition</p> <ul style="list-style-type: none"> • Write effectively for a range of purposes and audiences, selecting language that shows good awareness of the reader <i>e.g. The use of the first person in a diary; direct address in instructions and persuasive writing</i> • In narratives, describe settings, characters and atmosphere, as well as integrating dialogue to convey character and advance the action • Select vocabulary and grammatical structures that reflect what the writing requires, doing this mostly appropriately <i>e.g. using contracted forms in dialogues in narrative; using passive verbs to affect how information is presented; using modal verbs to suggest degrees of possibility</i> • Use a range of devices to build cohesion (e.g. conjunctions, adverbials of time and place, pronouns, synonyms) within and across paragraphs • Evaluate and edit their own writing by proposing changes to vocabulary for meaning, effect and emphasis 	<ul style="list-style-type: none"> • Write effectively for a range of purposes and audiences, selecting the appropriate form and drawing independently on what they have read as models for their own writing (e.g. literary language, characterisation, structure) • Distinguish between the language of speech and writing and choose the appropriate register • Exercise an assured and conscious control over levels of formality, particularly through manipulating grammar and vocabulary to achieve this • Use the range of punctuation taught at key stage 2 correctly <i>e.g. semi-colons, dashes, colons, hyphens) and, when necessary, use such punctuation precisely to enhance meaning and avoid ambiguity</i>