



St Paul's CofE (VC) Junior School Writing Key Performance Indicators

Year 1 Key Performance Indicators

Saying out loud what they are going to write about.

Composing a sentence orally before writing it.

Sequencing sentences to form short narratives.

Re-reading what they have written to check that it makes sense.

Discuss what they have written with the teacher or other pupils.

Read aloud their writing clearly enough to be heard by their peers and the teacher.

Sit correctly at a table, holding a pencil comfortably and correctly.

Begin to form lower-case letters in the correct direction, starting and finishing in the right place. ['c' shapes start at top and are made anti-clockwise, no letter starts at the bottom.]

Form capital letters.

Form digits 0-9.

Understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and to practise these.

Year 2 Key Performance Indicators

Write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters.

Write for different purposes.

Encapsulate what they want to say, sentence by sentence.

Proof-read to check for errors in spelling, grammar and punctuation [for example, ends of sentences punctuated correctly].

Segment spoken words into phonemes and representing these by graphemes, spelling many correctly.

Learn new ways of spelling phonemes for which one or more spellings are already known, and learn some words with each spelling, including a few common homophones.

Use of the suffixes –er, –est in adjectives and –ly to turn adjectives into adverbs.

Subordination (using when, if, that, because) and co-ordination (using or, and, but).

Correct choice and consistent use of present tense and past tense throughout writing.

Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences.

Commas to separate items in a list.
Year 3 Key Performance Indicators
Discuss and record ideas.
Organise paragraphs around a theme.
In narratives, create settings, characters and plot.
Proof-read for spelling and punctuation errors.
Use of the forms 'a' or 'an' according to whether the next word begins with a consonant or a vowel (eg, a rock, an open box).
Express time, place and cause using conjunctions (eg, when, before, after, while, so, because), adverbs (eg, then, next, soon, therefore), or prepositions (eg, before, after, during, in, because).
Introduction to inverted commas to punctuate direct speech.
Headings and sub-headings to aid presentation.
Use of the present perfect form of verbs instead of the simple past (eg, He has gone out to play contrasted with He went out to play).
Year 4 Key Performance Indicators
Discuss and record ideas.
Organise paragraphs around a theme.
In narratives, create settings, characters and plot.
Proof-read for spelling and punctuation errors.
Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.
Standard English forms for verb inflections instead of local spoken forms (eg, we were instead of we was, or I did instead of I done).
Fronted adverbials (eg, Later that day, I heard the bad news.).
Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition.
Use of inverted commas and other punctuation to indicate direct speech eg, a comma after the reporting clause; end punctuation within inverted commas (eg, The conductor shouted, "Sit!")
Year 5 Key Performance Indicators
Identify the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own composition.
In narratives describe settings, characters and atmosphere, integrating dialogue to convey character and advance the action.

Use further organisational and presentational devices to structure text and to guide the reader (for example, headings, statements and underlining).
Ensure the consistent and correct use of tense throughout a piece of writing.
Proof-read for spelling and punctuation errors.
Convert nouns or adjectives into verbs using suffixes (eg, – ate; –ise; –ify).
Indicate degrees of possibility using adverbs (eg, perhaps, surely) or modal verbs (eg, might, should, will, must).
Use devices to build cohesion within a paragraph (eg, then, after that, this, firstly).
Use of commas to clarify meaning or avoid ambiguity.
Year 6 Key Performance Indicators
Identify the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own composition.
In narratives describe settings, characters and atmosphere, integrating dialogue to convey character and advance the action.
Use further organisational and presentational devices to structure text and to guide the reader (for example, headings, statements and underlining).
Ensure the consistent and correct use of tense throughout a piece of writing.
Proof-read for spelling and punctuation errors.
Use dictionaries to check the spelling and meaning of words.
The difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing (eg, find out – discover; ask for – request; go in – enter).
Use of the passive to affect the presentation of information in a sentence (eg, I broke the window in the greenhouse versus The window in the greenhouse was broken [by me]).
Use layout devices, such as headings, sub-headings, columns, bullets, or tables, to structure text.
Identify the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own composition.
In narratives describe settings, characters and atmosphere, integrating dialogue to convey character and advance the action.
Use of the colon to introduce a list.
Punctuation of statements to list information.