

Key Performance Indicators

Writing

Year 1 Writing	10 KPIs
1	Apply all of the phoneme and spelling rules taught.
2	Spell 45 most common high frequency words.
3	Correctly form cursive letters (lower case and capitals), joining digraphs and always denoting the first person pronoun as "I", not "i", and digits (0 – 9).
4	In short pieces, write simple sentences that make sense, are punctuated, mostly correctly, with capital letters and full stops, and have spaces between words.
5	Join words and clauses using "and".
6	Use plurals –s and –es. Use prefix un-, and suffixes –ing, -ed, -er, -est.
7	Use question marks and exclamation marks mostly correctly in short pieces of writing.
8	Sometimes use a range of different sentence openers, such as Suddenly, Next, After that...
9	Sequence sentences to form short narratives with a simple structure, e.g. beginning, middle, end.
10	Sometimes add interest to sentences using, for example, similes and adjectives (colour and size).

Key Performance Indicators

Year 2 Writing	10 KPIs
1	Write simple, coherent narratives about personal experiences and those of others.
2	Write about real events, recording these simply and clearly.
3	Use full stops, capital letters and question marks correctly in most sentences.
4	Use present and past tense correctly.
5	Use co-ordination (and/or/but) to join clauses.
6	Use some subordination (when/if/that/because) to join clauses.
7	Segment spoken words into phonemes and represent these by graphemes.
8	To spell most words with contracted forms.
9	Spell many common exception words correctly.
10	Form capital letters and digits of the correct size using cursive writing.

Key Performance Indicators

Year 3 Writing	10 KPIs
1	Independently write stories in 5 parts and poetry that include simile, metaphor and alliteration to add interest.
2	Write non-fiction, to include independent recounts and letters that are correctly set out and take into account audience and purpose.
3	Use speech marks in dialogue.
4	Use paragraphing for a new location in a story, and group similar information together in non-fiction writing.
5	Edit and improve effectiveness of writing, ensuring verb tenses are accurate and consistent, and that grammar, punctuation and spelling are accurate (to Y3 standard).
6	Include a variety of simple, complex and compound sentences, using a range of conjunctions (meanwhile, during, following, when, if, because, although, however...)
7	Use interesting and appropriate vocabulary to create impact and to clarify information (a loud, wailing noise; stare, tremble, slither; magnificent, unbelievable).
8	Accurately use full stops and capital letters (including for proper nouns), colons before a list and commas after fronted adverbials.
9	Spell Year 3 words that include common homophones / near homophones (e.g. their, there, they're; your, you're; where, were; allowed, aloud; to, two, too); words with prefixes (dis- mis- in- and im-) and words ending in -tion, -sion, -cian and -ssion.
10	Use cursive handwriting with lower and upper case letters correctly sized and joined in all writing.

Key Performance Indicators

Year 4 Writing	10 KPIs
1	Independently write stories (varying the format) and poetry that include simile, metaphor, personification and alliteration to add interest.
2	Write non-fiction to include independent non-chronological reports, recounts (historical), persuasive texts and letters that are correctly set out (with an introduction and conclusion) and take into account audience and purpose.
3	Secure punctuation of speech: NSNL, capital letter and ?! “ ” and separating comma are used. Reporting clauses used and punctuated correctly, before, after or even interrupting the speech.
4	Ensure paragraphs have relevant and varied openings and are used for a new subject, time, place, person.
5	Edit and improve effectiveness of writing ensuring verb tenses, spelling, grammar and punctuation are accurate (to Y4 standard).
6	Include a variety of simple, complex and compound sentences, using a range of conjunctions, and sometimes using relative clauses.
7	Strong vocabulary selected for effect and precision: adventurous adjectives and adverbs; weak verbs such as ‘got’, ‘said’ and ‘went’ are replaced.
8	Accurately use full stops and capital letters (including for proper nouns), colons before a list, commas after fronted adverbials, and possessive apostrophes correctly in all situations.
9	Spell Year 4 words correctly, including all KS2 homophones / near homophones (e.g. accept, except; weather, whether, etc.) , and words with prefixes: il- ir- re- sub- inter- anti- auto-; and suffixes: -ly -ation -ous.
10	Use joined cursive handwriting with lower and upper case letters correctly sized, in all writing, at a speed of roughly 10 words per minute.

Key Performance Indicators

Year 5 Writing	10 KPIs
1	Plan writing (that includes balanced arguments, explanations, biographies and newspaper reports) taking account of audience and purpose, using model texts where helpful.
2	Use correctly punctuated dialogue to convey character.
3	Use a range of devices (including conjunctions, pronouns and adverbials) to build cohesion within and across paragraphs.
4	Use different verb forms correctly, and include modal verbs.
5	Use adverbials and subordinate clauses, sometimes varying their position with the sentence; use relative clauses.
6	Include preposition phrases and expanded noun phrases to add detail, using visual aids and checklists where helpful.
7	Accurately use a wide range of punctuation, to include brackets, dashes and commas for parenthesis.
8	Edit and improve effectiveness of writing, identifying modal verbs, relative pronouns, relative clauses, parenthesis, adverbials, preposition phrases and expanded noun phrases in texts.
9	Spell Year 5 words correctly, including those with silent letters, homophones and near-homophones.
10	Maintain legibility and fluency in handwriting, which must be joined and at a speed of roughly 12 words per minute.

Key Performance Indicators

Year 6 Writing	10 KPIs
1	Independently, across the curriculum and in all genres, select vocabulary and grammatical structures that reflect the level of formality required.
2	Create atmosphere and integrate dialogue to convey character and advance the action.
3	Use a range of devices (including conjunctions, adverbials and pronouns) to build cohesion within and across sentences and paragraphs.
4	Use verb forms and modal verbs consistently and correctly; use the passive mostly appropriately.
5	Use a wide range of clause structures, sometimes varying their position within a sentence.
6	Use adverbs, preposition phrases and expanded noun phrases effectively to add detail, qualification and precision, independently and across the curriculum.
7	Punctuate correctly (. ? ! commas for lists and for clarity, apostrophes for contraction and possession, inverted commas, and punctuation for parenthesis).
8	Make some correct use of semi-colons, dashes, colons and hyphens.
9	Spell most words correctly (including those on the year 5 and 6 Spelling List).
10	Maintain legibility and fluency in handwriting, which must be joined and should be at a speed of roughly 14 words per minute.