

St Martin's CE (Aided) Primary School



Key Performance Indicators

Writing

Updated September 2021

This book provides details of the Key Performance Indicators (KPIs) for writing in each year group.

In order to meet age-related expectations your child must be able to do all the KPIs relevant to his/her year group in school, by the end of the academic year.

Year R

In order to meet the Early Learning Goal at the end of Year R, your child must be able to:

- write recognisable letters, most of which are correctly formed
- spell words by identifying sounds in them and representing the sounds with a letter or letters
- write simple phrases and sentences that can be read by others

Year 1

In order to meet age-related expectations at the end of Year 1, your child must be able to:

- begin to form lower case letters in the correct direction, starting and finishing in the correct place
- say out loud what they are going to write about
- sequence sentences to form short narratives
- read what has been written to check it makes sense
- spell words containing the 40+ phonemes already taught
- name the letters of the alphabet
- write from memory simple sentences dictated by the teacher that include words using the GPC (grapheme phoneme correspondence) taught so far
- write from memory simple sentences dictated by the teacher that include common exception words
- begin to use capital letters and full stops to demarcate sentences
- begin to use question marks and exclamation marks

Year 2

In order to meet age-related expectations at the end of Year 2, your child must (after discussion with the teacher) be able to:

- write simple, coherent narratives about personal experiences and those of others (real or fictional)
- write about real events, recording these simply and clearly
- 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
- use co-ordination (e.g. or / and / but) and some subordination (e.g. when / if / that / because) to join clauses
- segment spoken words into phonemes and represent these by graphemes, spelling many of these words correctly and making phonically-plausible attempts at others
- spell many common exception words
- 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

Year 3

In order to meet age-related expectations at the end of Year 3, your child must be able to:

- begin to organise paragraphs around a theme
- in narratives begin to create characters, setting and plot
- proof-read work for spelling and punctuation errors
- use a varied and rich vocabulary including expanded noun phrases
- begin to express time, place and cause using conjunctions
- begin to use inverted commas to punctuate direct speech
- use headings and sub-headings appropriately
- use the present perfect form of words instead of the simple past ('he has gone out to play' instead of 'he went out to play')
- use a range of sentence structures (simple, compound, complex) including the conjunctions when, if, because and though
- begin to use joined handwriting throughout independent writing

Year 4

In order to meet age-related expectations at the end of Year 4, your child must be able to:

- organise paragraphs around a theme
- in narratives create characters, setting and plot
- proof-read work for spelling and punctuation errors to include the correct use of standard English forms for verb inflections instead of local spoken forms
- use a varied and rich vocabulary
- write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far
- use fronted adverbials with the correct punctuation to show how, when and where something happened
- use appropriate pronouns within and across sentences to aid cohesion and avoid repetition
- use inverted commas and other punctuation to correctly punctuate direct speech
- use conjunctions, adverbs and prepositions to express time, place and cause
- use joined handwriting throughout independent writing

Year 5

In order to meet age-related expectations at the end of Year 5, your child must be able to:

- identify the audience of, and purpose for, their writing
- select the appropriate form and use other similar writing as models for their own
- proof-read work for spelling and punctuation errors
- ensure the consistent and correct use of tense throughout a piece of writing
- use a range of organisational and presentational devices to structure writing and guide the reader (e.g. headings, bullet points, underlining)
- describe settings, characters and atmosphere
- convert nouns or adjectives into verbs using suffixes (e.g. -ate, -ise, -ify)
- indicate degrees of possibility using adverbs (e.g. perhaps, surely) or modal verbs (e.g. might, should, will)
- use devices to build cohesion within a paragraph (e.g. then, after, this, firstly)
- use commas to clarify meaning or avoid ambiguity

Year 6

In order to meet age-related expectations at the end of Year 6, your child must be able to:

- write for a range of purposes and audiences selecting language that shows good awareness of the reader (e.g. the use of the first person in a diary; direct address in instructions and persuasive writing)
- in narratives, describe settings, characters and atmosphere
- integrate dialogue in narratives to convey character and advance the action
- select vocabulary and grammatical structures that reflect what the writing requires, doing this mostly appropriately (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)
- use a range of devices to build cohesion (e.g. conjunctions, adverbials of time and place, pronouns, synonyms) within and across paragraphs
- use verb tenses consistently and correctly throughout their writing
- use the range of punctuation taught at key stage 2 mostly correctly (e.g. inverted commas and other punctuation to indicate direct speech)
- spell correctly most words from the year 5 / year 6 spelling list and use a dictionary to check the spelling of uncommon or more ambitious vocabulary
- maintain legibility in joined handwriting when writing at speed.

If you have any
questions about any of
the Key Performance
Indicators in this
booklet, please talk to
your child's class teacher.