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| <p>EYFS</p> | <p style="text-align: center;">EYFS Key Performance Indicators</p> <p style="text-align: center;">Write recognisable letters, most of which are correctly formed.</p> <p style="text-align: center;">Spell words by identifying sounds in them and representing the sounds with a letter or letters.</p> <p style="text-align: center;">Write simple phrases and sentences that can be read by others</p> | |
| <p>Year 1</p> | <p style="text-align: center;">Year 1 Key Performance Indicators</p> <p style="text-align: center;">Begins to form lower-case letters in the correct direction, starting and finishing in the right place.</p> <p style="text-align: center;">Writes sentences by:</p> <p style="text-align: center;">Sequencing sentences to form short narratives.</p> <p style="text-align: center;">Re-reading what has been written to check that it makes sense.</p> <p style="text-align: center;">Spells words containing each of the 40+ phonemes already taught.</p> <p style="text-align: center;">Names the letters of the alphabet in order.</p> <p style="text-align: center;">Writes from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far.</p> <p style="text-align: center;">Introduces capital letters, full tops, question marks and exclamation marks to demarcate sentences.</p> | |
| <p>Year 2</p> | <p style="text-align: center;">Year 2 Key Performance Indicators</p> <p style="text-align: center;">Writes capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters.</p> <p style="text-align: center;">Develops positive attitudes towards, and stamina for, writing, by writing for different purposes.</p> <p style="text-align: center;">Considers what is going to be written before beginning by encapsulating what they want to say, sentence by sentence.</p> <p style="text-align: center;">Makes simple additions, revisions and corrections to writing by:</p> <p style="text-align: center;">Proof-reading to check for errors in spelling, grammar and punctuation</p> <p style="text-align: center;">Segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly.</p> <p style="text-align: center;">Learning 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.</p> <p style="text-align: center;">Use the suffixes -er, -est in adjectives and -ly to turn adjectives into adverbs.</p> <p style="text-align: center;">Constructs subordination (using when, if, that, because) and co-ordination (using or, and, but).</p> <p style="text-align: center;">Uses the correct choice and consistent use of present tense and past tense throughout a written piece.</p> <p style="text-align: center;">Uses capital letters and full stops, question marks and exclamation marks to demarcate sentences.</p> <p style="text-align: center;">Use commas to separate items in a list.</p> | |

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| <p>Year 3</p> | <p>Year 3 Key Performance Indicators</p> <p>Organises paragraphs around a theme.</p> <p>In narratives, creates settings, characters and plot. Narrative Ideas for the PYP</p> <p>Proof-reads for spelling and punctuation errors.</p> <p>Uses the forms 'a' or 'an' according to whether the next word begins with a consonant or a vowel; e.g. a rock / an open box.</p> <p>Expresses time, place and cause using conjunctions.</p> <p>Introduces inverted commas to punctuate direct speech.</p> <p>Uses headings and sub-headings to aid presentation.</p> <p>Uses the present perfect form of verbs instead of the simple past; e.g. 'He has gone out to play' in contrast to 'He went out to play.'</p> <p>Texts we like in Year 3</p> | |
| <p>Year 4</p> | <p>Year 4 Key Performance Indicators</p> <p>Organises paragraphs around a theme.</p> <p>In narratives, creates settings, characters and plot.</p> <p>Proof-reads for spelling and punctuation errors.</p> <p>Writes from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.</p> <p>Uses standard English forms for verb inflections instead of local spoken forms.</p> <p>Uses fronted adverbials</p> <p>Can choose an appropriate pronoun or noun within and across sentences to aid cohesion and avoid repetition.</p> <p>Uses inverted commas and other punctuation to indicate direct speech.</p> | |

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| Year 5 | <p style="text-align: center;">Year 5 Key Performance Indicators</p> <p style="text-align: center;">Composition</p> <p style="text-align: center;">Identifies the audience for, and purpose of, the writing.</p> <p style="text-align: center;">Selects the appropriate form and uses other similar writing as models for their own.</p> <p style="text-align: center;">Proof-reads for spelling and punctuation errors.</p> <p style="text-align: center;">Ensures the consistent and correct use of tense throughout a piece of writing.</p> <p style="text-align: center;">Uses further organisational and presentational devices to structure text and to guide the reader (e.g. headings, bullet points, underlining).</p> <p style="text-align: center;">Describes settings, characters and atmosphere.</p> <p style="text-align: center;">GPaS</p> <p style="text-align: center;">Converts nouns or adjectives into verbs using suffixes (e.g. -ate, -ise, -ify)</p> <p style="text-align: center;">Indicates degrees of possibility using adverbs (e.g. perhaps, surely) or modal verbs (e.g. might, should, will, must).</p> <p style="text-align: center;">Uses devices to build cohesion within a paragraph (e.g. then, after that, this, firstly).</p> <p style="text-align: center;">Uses commas to clarify meaning or avoid ambiguity.</p> | |
| Year 6 | <p style="text-align: center;">Year 6 Key Performance Indicators</p> <p style="text-align: center;">Composition</p> <p style="text-align: center;">Identifies the audience for, and purpose of, the writing.</p> <p style="text-align: center;">Selects the appropriate form and uses other similar writing as models for their own.</p> <p style="text-align: center;">Proof-reads for spelling and punctuation errors.</p> <p style="text-align: center;">Ensures the consistent and correct use of tense throughout a piece of writing.</p> <p style="text-align: center;">Uses further organisational and presentational devices to structure text and to guide the reader (e.g. headings, bullet points, underlining).</p> <p style="text-align: center;">Describes settings, characters and atmosphere.</p> <p style="text-align: center;">GPaS</p> <p style="text-align: center;">Uses dictionaries to check the spelling and meaning of words.</p> <p style="text-align: center;">Can understand and apply the difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing e.g. Find out - discover; ask for - request; go in - enter).</p> | |