



The Federation of Winklebury Infant and Junior Schools

Key Performance Indicators

Writing

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:

- Use their phonic knowledge to write words in ways which match their spoken sounds
- Write some irregular common words
- Write simple sentences which can be read by themselves and others - some words are spelt correctly and others are phonetically plausible

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 be able to:

- Write capital letters, lower case letters and digits of the correct size, orientation and in relationship to each other
- Develop positive attitudes and stamina for writing, by writing for different purposes
- Make simple additions, revisions and corrections to writing by proof reading to check for errors in spelling, grammar and punctuation
- Segment spoken words into phonemes and represent these with graphemes, spelling many correctly
- Learn new ways of spelling phonemes for which one or more spellings are already known and learn some words for each spelling, including homophones
- Use the suffixes -er, -est in adjectives and -ly in adverbs
- Construct subordination (when, if, that, because) and co-ordination (or, and, but)
- Use past and present tense consistently correctly throughout a text
- Use capital letters, full stops, questions marks and exclamation marks to demarcate sentences
- Use commas to separate items in a list

Year 3

In order to meet age-related expectations at the end of Year 3, 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
- Use a varied and rich vocabulary
- 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)
- 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
- Use a varied and rich vocabulary
- Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far
- Use standard English forms for verb inflections instead of local spoken forms
- Use fronted adverbials
- 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 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:

- 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
- Use dictionaries to check the spelling and meaning of words
- Understand and apply the difference between vocabulary suitable for formal and informal texts
- Use the passive voice to affect the presentation of information in a sentence
- Use a colon, bullet points and other punctuation correctly to list information

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