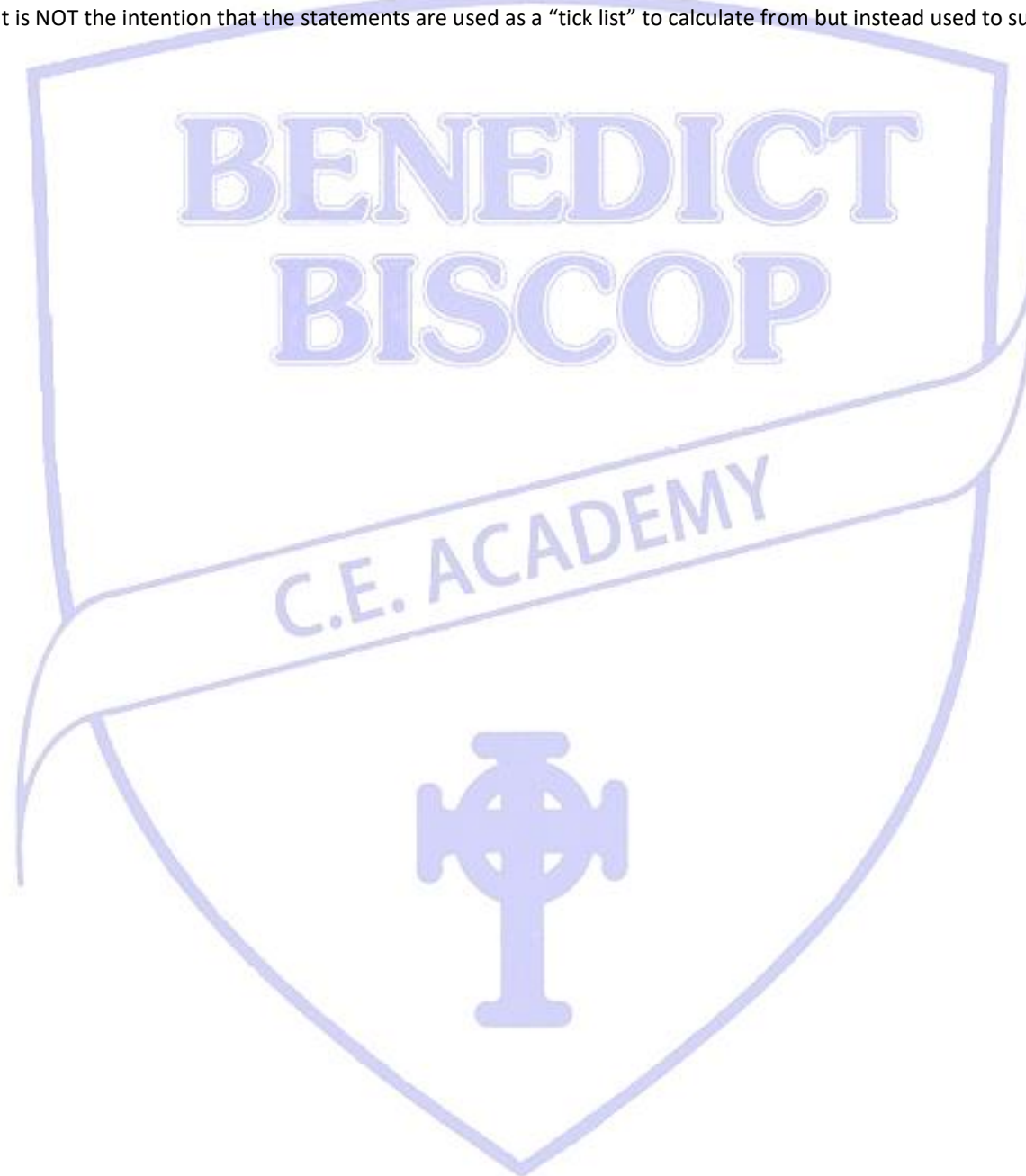
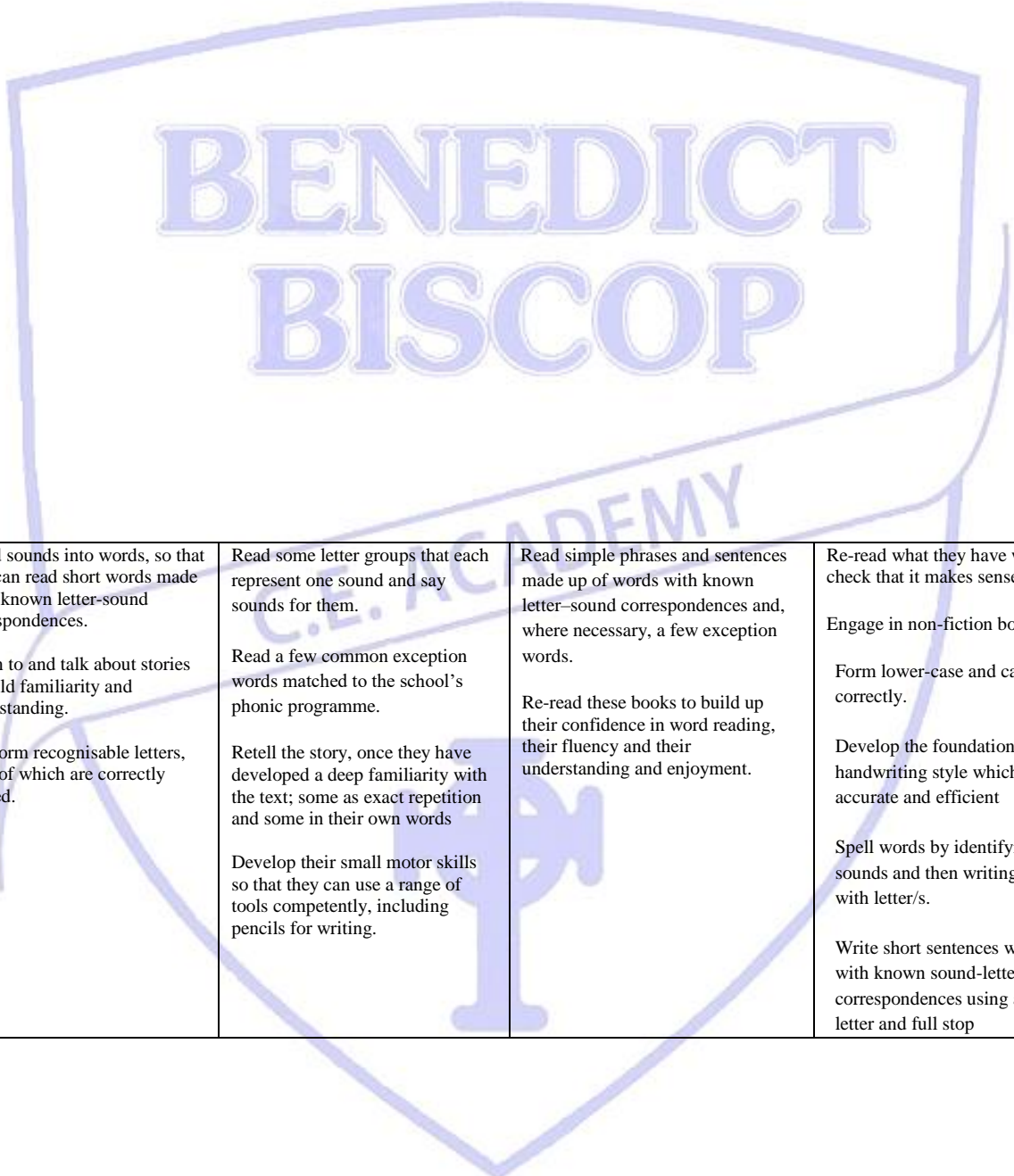


Below are Key Performance Indicators / focus objectives for each term. These, alongside genre mapping and progression documents (Y1-6) enable teachers to plan assess key aspects of the curriculum pupils need to be secure in. It is NOT the intention that the statements are used as a “tick list” to calculate from but instead used to support assessment against end of year expectations and provide focus

Early Years KPIs

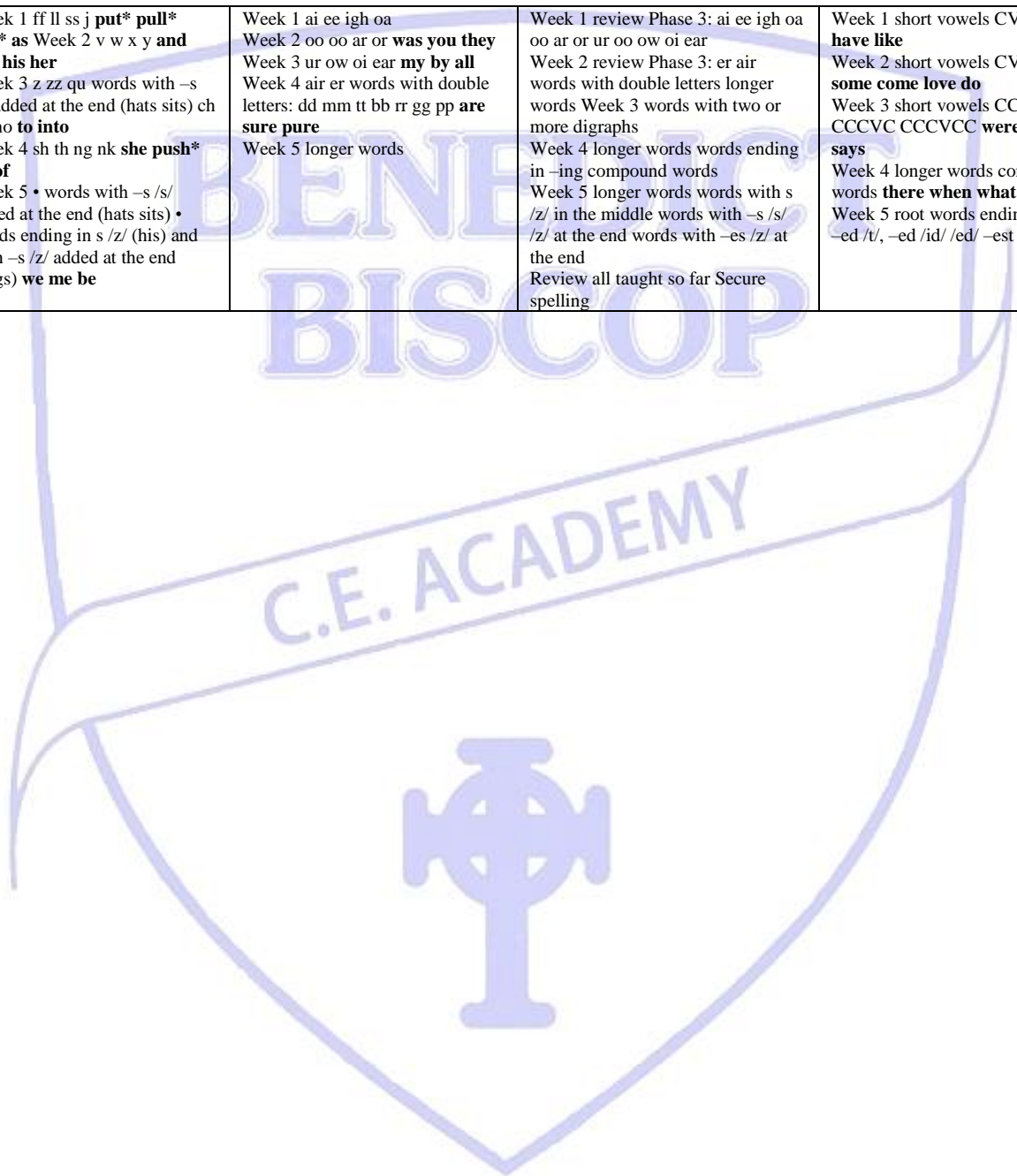


	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
Nursery	<p>Notice some print, such as the first letter of their name, a bus or door number, or a familiar logo.</p> <p>Enjoys drawing freely.</p> <p>Add some marks to their drawings, which they give meaning to.</p> <p>Use large-muscle movements to wave flags and streamers, paint and make marks.</p>	<p>Understand the five key concepts about print:</p> <ul style="list-style-type: none"> - print has meaning - print can have different purposes - we read English text from left to right and from top to bottom - the names of the different parts of a book page sequencing <p>Show a preference for a dominant hand.</p>	<p>Develop their phonological awareness, so that they can:</p> <ul style="list-style-type: none"> - spot and suggest rhymes - count or clap syllables in a word - recognise words with the same initial sound, such as money and mother <p>Know many rhymes, be able to talk about familiar books, and be able to tell a long story.</p>	<p>Engage in extended conversations about stories, learning new vocabulary.</p> <p>Enjoy listening to longer stories and can remember much of what happens.</p> <p>Use a comfortable grip with good control when holding pens and pencils.</p>	<p>Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; writing 'm' for mummy.</p>	<p>Write some letters accurately.</p> <p>Write some or all of their name.</p>
Foundation Phonics	<p align="center">SEE Foundations for Phonics document for FULL guidance</p>					
	<p>Aspect 1 – Environmental sounds listen to and identify outdoor sounds listen to and identify indoor sounds use drumsticks (stroke, beat, tap) to make different sounds use my voice to sing at different volumes identify the sounds in a sounds lotto game identify sounds made behind a screen (keys, bells) make the correct animal noise from a set of clues give others a set of clues to guess an animal guess what is inside the container by the sound it makes</p> <p>Aspect 2 – Instrumental sounds identify and name the instruments being played remember and repeat a rhythm discriminate and copy loud and quiet sounds stop and start playing my instrument at a signal play my instrument to describe an action (fairy footsteps)</p>					



	<p>perform a short instrumental piece for others play an instrument to match the sound an animal might make</p> <p>Aspect 3 – Body percussion</p> <p>perform a song with actions perform an action to match a musical instrument perform actions increasing and decreasing my speed as necessary copy a body sound copy a sequence of body sounds identify a body sound (snoring, eating) suggest times when be noisy or quiet use my voice to make slow, fast, quiet, loud, long, short sounds move my body in response to an instrument sound</p>					
<p>Reception</p>	<p>Read individual letters by saying the sounds for them.</p> <p>Holds a pen using a tripod grip.</p> <p>Can form recognisable letters.</p>	<p>Blend sounds into words, so that they can read short words made up of known letter-sound correspondences.</p> <p>Listen to and talk about stories to build familiarity and understanding.</p> <p>Can form recognisable letters, most of which are correctly formed.</p>	<p>Read some letter groups that each represent one sound and say sounds for them.</p> <p>Read a few common exception words matched to the school's phonic programme.</p> <p>Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words</p> <p>Develop their small motor skills so that they can use a range of tools competently, including pencils for writing.</p>	<p>Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words.</p> <p>Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment.</p>	<p>Re-read what they have written to check that it makes sense.</p> <p>Engage in non-fiction books.</p> <p>Form lower-case and capital letters correctly.</p> <p>Develop the foundations of a handwriting style which is fast, accurate and efficient</p> <p>Spell words by identifying the sounds and then writing the sound with letter/s.</p> <p>Write short sentences with words with known sound-letter correspondences using a capital letter and full stop</p>	<p>Re-read what they have written to check that it makes sense.</p> <p>Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.</p> <p>Write short sentences with words with known letter-sound correspondences using a capital letter and full stop.</p>

Phonics	<p>Week 1 s a t p Week 2 i n m d Week 3 g o c k is Week 4 c k e u r I Week 5 h b f l the</p>	<p>Week 1 ff ll ss j put* pull* full* as Week 2 v w x y and has his her Week 3 z zz qu words with -s /s/ added at the end (hats sits) ch go no to into Week 4 sh th ng nk she push* he of Week 5 • words with -s /s/ added at the end (hats sits) • words ending in s /z/ (his) and with -s /z/ added at the end (bags) we me be</p>	<p>Week 1 ai ee igh oa Week 2 oo oo ar or was you they Week 3 ur ow oi ear my by all Week 4 air er words with double letters: dd mm tt bb rr gg pp are sure pure Week 5 longer words</p>	<p>Week 1 review Phase 3: ai ee igh oa oo ar or ur oo ow oi ear Week 2 review Phase 3: er air words with double letters longer words Week 3 words with two or more digraphs Week 4 longer words words ending in -ing compound words Week 5 longer words words with s /z/ in the middle words with -s /s/ /z/ at the end words with -es /z/ at the end Review all taught so far Secure spelling</p>	<p>Week 1 short vowels CVCC said so have like Week 2 short vowels CVCC CCVC some come love do Week 3 short vowels CCVCC CCVC CCVCC were here little says Week 4 longer words compound words there when what one Week 5 root words ending in: -ing, -ed /t/, -ed /id/ /ed/, -ed /d/ -ed /t/, -ed /id/ /ed/ -est out today</p>	<p>Week 1 long vowel sounds CVCC CCVC Review all taught so far Week 2 long vowel sounds CCVC CCVC CCV CCVCC Week 3 Phase 4 words with -s /s/ at the end Phase 4 words with -s /z/ at the end Phase 4 words with -es /z/ at the end longer words Week 4 root words ending in: -ing, -ed /t/, -ed /id/ /ed/, -ed /d/ Week 5 root words ending in: -er, - est longer words</p>
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Year 1 – Writing KPIs

TERM ONE	TERM TWO	TERM THREE
<p>On track for EXPECTED standard (EXP)</p> <ul style="list-style-type: none"> • Composing a sentence orally before writing it • Use simple adjectives to describe • Write sentences to match pictures, or sequences of pictures, illustrating an event • Write sentences sometimes demarcated accurately with full stops • Begin to separate words with spaces • Begin to use capital letters for the beginning of sentences and for names • Use taught phonic knowledge to write words in ways which match their spoken sounds, some being spelt correctly and others being phonetically plausible • Makes phonetically plausible attempts to spell words that have not been learnt • Form most lower case letters in the correct direction, starting and finishing in the right place. 	<p>On track for EXPECTED standard (EXP)</p> <ul style="list-style-type: none"> • Use language appropriate to text • Logically sequence writing • Use appropriate adjectives to describe • Write in first person using capital letter for “I” • To use capital letters for names usually correctly • Write sentences usually demarcated by full stops and capital letters • Join clauses by using the conjunction ‘and’ • Some correct use of exclamation marks • Write in sequence using words to signal time e.g. first, next, then, after • Consistently use spaces between words • Begin to use simple past and present verbs • Spell words containing each of the 40+ phonemes taught • Use taught phonic knowledge to write words in ways which match their spoken sounds, some being spelt correctly and others being phonetically plausible • Makes phonetically plausible attempts to spell words that have not been learnt • Spell some common exception words taught so far • Form lower case letters in the correct direction, starting and finishing in the right place. • Form lower-case letters of the correct size relative to one another in some of their writing 	<p>On track for EXPECTED standard (EXP)</p> <ul style="list-style-type: none"> • Sequence sentences to form short, coherent narratives (at least half a page) and non-fiction texts • Read own writing to check it makes sense and make simple edits • Structure writing using some features of the given form e.g. imperative verbs • Add the suffixes –ing, -ed, -er to spell many words correctly • Independently choose to expand ideas and sentences using “and” effectively to avoid repetition • Use taught phonic knowledge and their prefix and suffix knowledge to write many words in ways which match their spoken sounds, spelling most words correctly • Makes phonetically plausible attempts to spell words that have not been learnt • Spell many common exception words taught so far • Use simple past and present verbs with increasing accuracy • To use capital letters for all proper nouns mostly correctly • On many occasions, use capital letters, full stops accurately and some exclamation marks and question marks to demarcate sentences • Form letters correctly and confidently with most letters accurate in shape and size including capital letters and digits • Use features of standard English • Use appropriate descriptive language effectively
<p>On Track for GREATER DEPTH standard (GDS)</p> <ul style="list-style-type: none"> • Independently structure writing by ordering sequence of events with use of words like first, next, after, when • Join clauses by using the conjunction ‘and’ • Select adjectives carefully • Use a range of statements and commands 	<p>On Track for GREATER DEPTH standard (GDS)</p> <ul style="list-style-type: none"> • Independently choose to expand ideas and sentences using “and” effectively to avoid repetition • Independently choose to add detail using a variety of adjectives and vocabulary • Show some awareness of the reader by adding detail to engage and interest • Read own writing to check it makes sense • Make simple edits and corrections to own writing after discussion with peers and the teacher 	<p>On Track for GREATER DEPTH standard (GDS)</p> <ul style="list-style-type: none"> • Independently sequence sentences to form short narratives and non-fiction texts and re-read what has been written to check it makes sense • Begin to independently expand ideas with a range of simple conjunctions (and, because, but, so) • Use ambitious and interesting vocabulary for effect • Consistently use the full range of punctuation taught by the end of Year 1 mostly accurately

Year 2 – Writing KPIs

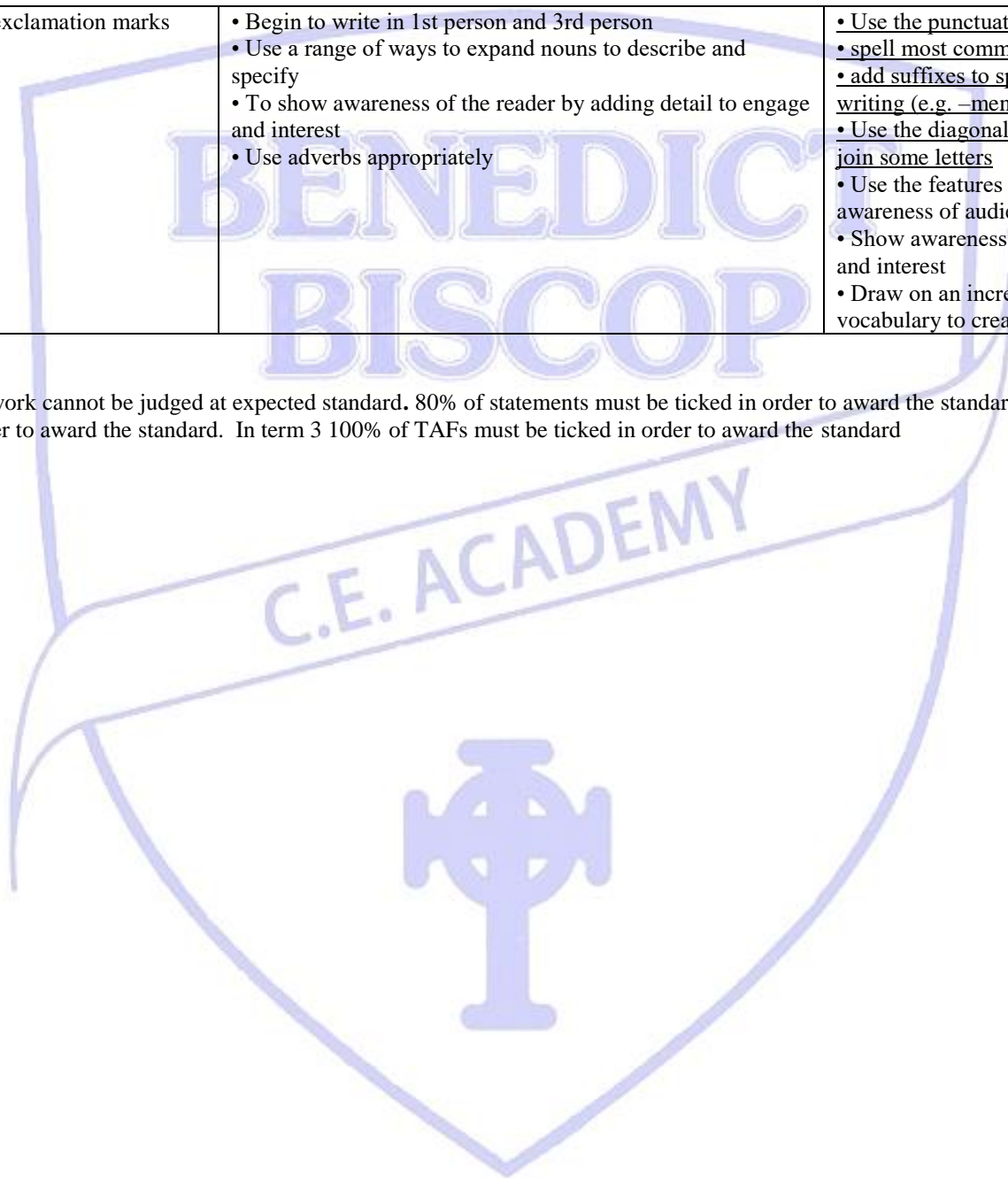
WORKING TOWARDS the Expected standard (WT)

- write sentences that are sequenced to form a short narrative (real or fictional)
 - demarcate some sentences with capital letters and full stops
- segment spoken words into phonemes and represent these by graphemes, spelling some words correctly and making phonically-plausible attempts at others
 - spell some common exception words* *detailed in word list in NC appendix
 - form lower-case letters in the correct direction, starting and finishing in the right place
 - form lower-case letters of the correct size relative to one another in some of their writing
 - use spacing between words

TERM ONE	TERM TWO	TERM THREE
<p>On track for EXPECTED standard (EXP)</p> <ul style="list-style-type: none"> • Sequencing sentences to form short, coherent narratives (approximately a page) and non-fiction texts and re-read what has been written to check it makes sense • Write about a real event, recording it simply and clearly • Use appropriate descriptive language effectively • Usually demarcates sentences with capital letters and full stops and use some question marks and exclamation marks • To write in the past and present tense with increasing accuracy • Begin to independently expand ideas with a range of simple conjunctions (and, because, but, so) • Form lower-case letters in the correct direction, starting and finishing in the right place • Form lower-case letters of the correct size relative to one another • Use taught phonics knowledge and their prefix and suffix knowledge to write words in ways which match their spoken sounds, spelling most words correctly • Spell most common exception words taught so far 	<p>On track for EXPECTED standard (EXP)</p> <ul style="list-style-type: none"> • Write simple, coherent narratives using appropriate descriptive language • Write about a real event structured appropriately • To use some expanded noun phrases to describe and specify • Demarcate many sentences with capital letters and full stops and use question marks mostly correctly when required • Use capital letters for personal pronoun ‘I’ and proper nouns consistently • Use commas in making lists • With increasing confidence use co-ordination (e.g. or/and/but) and some subordination (e.g. when/if/that/because) to join clauses • Form lower-case letters of the correct size relative to one another in most of their writing • <u>Use spacing between words that reflects the sizes of the letters</u> • Spell most common exception words taught so far • Segment spoken words into phonemes and represent these by graphemes, spelling many of these words correctly and making phonically-plausible attempts at others 	<p>On track for EXPECTED standard (EXP)</p> <ul style="list-style-type: none"> • Use a range of ways to expand nouns to describe and specify • Use adverbs appropriately • Begin to write in 1st and 3rd person mostly accurately • <u>Write simple, coherent narratives about personal experiences and those of others (real or fictional)</u> • <u>Write about real events, recording these simply and clearly</u> • <u>Demarcate most sentences with capital letters and full stops, and use question marks and exclamation marks correctly when required</u> • <u>Use present and past tense mostly correctly and consistently</u> • <u>Use co-ordination (e.g. or/and/but) and some subordination (e.g. when/if/that/because) to join clauses</u> • <u>Form capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters</u> • <u>Spell many common exception words</u> • <u>Segment spoken words into phonemes and represent these by graphemes, spelling many of these words correctly and making phonically-plausible attempts at others</u>
<p>On Track for GREATER DEPTH standard (GDS)</p> <ul style="list-style-type: none"> • Expand information using some subordination AND co-ordination (and, because, but, so, when, if, that) • Use some expanded noun phrases to describe and specify • Use a wider range of adjectives e.g. superlative and comparative adjectives • Structure own writing deciding on what goes in each part • Use ambitious and interesting vocabulary for effect • Demarcate many sentences with capital letters and 	<p>On Track for GREATER DEPTH standard (GDS)</p> <ul style="list-style-type: none"> • Write effectively and coherently for different purposes • Decide on the structure of writing based on its form. Know what features to change when changing the form of writing. • Edit own writing with simple corrections e.g. spelling errors, punctuation, grammar and word choice • Add suffixes to spell some words correctly • Begin to use the diagonal and horizontal stroke needed to join some letters 	<p>On Track for GREATER DEPTH standard (GDS)</p> <ul style="list-style-type: none"> • <u>Write effectively and coherently for different purposes, drawing on their reading to inform the vocabulary and grammar of their writing</u> • Experiment with simple figurative language • Use some apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns • <u>Make simple additions, revisions and proof-reading corrections to their own writing</u>

<p>full stops, and use question marks and exclamation marks correctly when required</p>	<ul style="list-style-type: none"> • Begin to write in 1st person and 3rd person • Use a range of ways to expand nouns to describe and specify • To show awareness of the reader by adding detail to engage and interest • Use adverbs appropriately 	<ul style="list-style-type: none"> • <u>Use the punctuation taught at KS1 mostly correctly</u> • <u>spell most common exception words</u> • <u>add suffixes to spell most words correctly in their writing (e.g. -ment, -ness, -ful, -less, -ly)*</u> • <u>Use the diagonal and horizontal strokes needed to join some letters</u> • Use the features of different forms of writing showing awareness of audience and form • Show awareness of the reader by adding detail to engage and interest • Draw on an increasing range of challenging and ambitious vocabulary to create effect
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If the writing does not make sense then work cannot be judged at expected standard. 80% of statements must be ticked in order to award the standard
 80% of statements must be ticked in order to award the standard. In term 3 100% of TAFs must be ticked in order to award the standard



Year 3 – Writing KPIs

TERM ONE	TERM TWO	TERM THREE
<p>On track for EXPECTED standard (EXP)</p> <ul style="list-style-type: none"> • Write effectively and coherently across a range of genres • Write a structured narrative including real or fictional events • Maintain writing in the 1st person or third person (very few errors) • Write in chronological and logical order, expressing time, place and cause using conjunctions, adverbs and prepositions. • Include a range of sentence types for co-ordination and subordination to join clauses • Use a range of different sentence openers including adverbs and adverbials • Use present and past tense correctly and consistently • Use expanded noun phrases to add detail and precision to writing • With support begin to use paragraphs to organise ideas. • Capital letters, full stops, question marks and exclamation marks used mostly correctly. • Commas in a list and apostrophes for contraction are mostly correct, with very few errors. • Apply and spell correctly all Key Stage 1 spelling rules and most of those from Year 3 covered so far • Use diagonal and horizontal strokes needed to join letters in some of their writing • Make additions, revisions and proof-reading corrections to own writing 	<p>On track for EXPECTED standard (EXP)</p> <ul style="list-style-type: none"> • Write effectively and coherently across a range of genres • Write a structured narrative (e.g. opening, problem, resolution, ending) • Some use of inverted commas to punctuate direct speech • Begin to independently organise paragraphs around a theme • Use heading and sub-headings to aid presentation • Use some words to capture the reader’s interest, imagination and create a specific effect on the reader • Use present and past tense correctly and consistently • Use capital letters, full stops, question marks (accurately) and commas in a list and apostrophes for contraction and singular possession (mostly correct with few errors) • Spell many words correctly, adding taught prefixes and suffixes appropriately, spelling the correct form of taught homophones and spelling many common exception words correctly • Begin to use joined writing throughout independent writing • Proof-read for spelling and punctuation errors, making corrections and revisions to own writing 	<p>On track for EXPECTED standard (EXP)</p> <ul style="list-style-type: none"> • Write effectively and coherently across a range of genres • Write a narrative with a strong plot, using action and dialogue to develop character, show the relationships between characters • Write effectively and coherently for different purposes drawing on reading to inform grammar and vocabulary of writing • Write formally with a specific audience and specific form • Independently organise paragraphs around a theme • Add detail to writing through use of expanded noun phrases, figurative language e.g. simile, alliteration • Use a wide range of sentence openers to engage and interest the reader • Wider use of subordination writing to express time, place and cause and a wider range of conjunctions used • Demarcate most sentences with capital letters and full stops, question marks, commas to separate items in a list and apostrophes for contraction and for singular and plural possession • Add taught prefixes and suffixes appropriately, spelling the correct form of taught homophones • Spell at least half of the Y3/Y4 common exception words • Use joined writing throughout independent writing • Consistently proof-read for spelling and punctuation errors, making corrections and revisions to own writing
<p>On Track for GREATER DEPTH standard (GDS)</p> <ul style="list-style-type: none"> • Independently choose and know what to adapt and include when changing the form of writing • Maintain writing in the 1st and 3rd person. • Include additional features for the form and audience of the writing • Apt use of vocabulary e.g. verbs, adjectives, adverbs, conjunctions to engage and interest the reader • Independently and accurately use the full range of punctuation taught at Key Stage 1 and taught so far in Year 3 and proof-read to make corrections 	<p>On Track for GREATER DEPTH standard (GDS)</p> <ul style="list-style-type: none"> • Apt use of vocabulary e.g. verbs, adjectives, adverbs, conjunctions, similes, figurative language to engage and interest the reader • Use dialogue to develop character, show the relationships between two characters • Evidence of varied sentence structure including wider use of subordination, fronted adverbials etc. • Consistently apply most taught features of the writing form. • Inverted commas used mostly accurately • Evaluate and redraft own writing proposing changes to grammar and vocabulary 	<p>On Track for GREATER DEPTH standard (GDS)</p> <ul style="list-style-type: none"> • Use a range of organisational devices depending on the form and purpose of the writing (e.g. non-fiction features) • Select precise vocabulary based on the audience and style of writing • Use dialogue to provide additional characterisation, using sparingly so it effectively adds detail to the writing • Use a wide range of co-ordinating and subordinating conjunctions within and across sentences • Evaluate and redraft own writing proposing changes to grammar, punctuation, vocabulary and content

Year 4– Writing KPIs

TERM ONE	TERM TWO	TERM THREE
<p>On track for EXPECTED standard (EXP)</p> <ul style="list-style-type: none"> • Write effectively and coherently across a range of genres • Plan and write a complete story by identifying stages in the telling: introduction, build-up, climax or conflict, resolution. • Organise writing into paragraphs across a range of genres • Include descriptive and expanded noun phrases to describe setting and characters vividly • Use of varied and rich vocabulary considering audience, tone and purpose • Use present and past tense correctly and consistently • To use fronted adverbials • Use inverted commas accurately to punctuate direct speech • Develop the use of sentences with more than one clause • Spell some words from Year 3/4 correctly and spell words in contracted form correctly • Consistently use joined writing • Use punctuation taught in KS1 and so far in KS2 mostly correctly (full stops, capital letters, question marks, exclamation marks, commas, apostrophes for contraction and possession) • Spell many words from Year 3/4 spelling list correctly including words in contracted form and most taught prefixes, suffixes and homophones • Evaluate and redraft own writing proposing changes to spelling and grammar 	<p>On track for EXPECTED standard (EXP)</p> <ul style="list-style-type: none"> • Write effectively and coherently across a range of genres • Plan and write a longer narrative including details of setting using language to evoke mood and atmosphere. • Write appropriately for a specific audience and a specific form • Use simple devices including paragraphs to structure writing with growing awareness of the reader and purpose • Use inverted commas accurately and other speech punctuation to punctuate direct speech mostly accurately • Use present and past tense accurately with some use of progressive tense verb forms • Use pronouns and nouns to aid cohesion and avoid repetition • Develop the use of sentences with more than one clause by using a wider range of conjunctions • Confidently use a range of fronted adverbials using a comma after the fronted adverbial • Begin to use relative clauses • Spell most words from Year 3/4 spelling list correctly including words in contracted form and most taught prefixes, suffixes and homophones • Use punctuation taught in KS1 and so far in KS2 with 90% accuracy (full stops, capital letters, question marks, exclamation marks, commas, apostrophes for contraction and possession) • Evaluate and redraft own writing proposing changes to spelling, grammar and vocabulary 	<p>On track for EXPECTED standard (EXP)</p> <ul style="list-style-type: none"> • Write effectively and coherently across a range of genres • In narratives, write in role and describe settings and characters • Use a range of devices to structure the writing and support the reader based on the form and purpose (e.g. adverbials) • Use the full range of punctuation taught in KS1 and so far in KS2 correctly (full stops, capital letters, question marks, exclamation marks, inverted commas, commas, apostrophes for contraction and possession and including regular and irregular plurals, inverted commas) • Use inverted commas accurately and other speech punctuation to punctuate direct speech accurately • Use a range of fronted adverbials to indicate time, manner, place, frequency, degree including the correct use of a comma • Use present and past tense accurately with some use of progressive and perfect tense verb forms, when appropriate • Use a range of relative clauses • Effectively use conjunctions, adverbs and prepositions to express time, cause and place • Spell correctly almost all words from the year 3/4 spelling list including all taught prefixes, suffixes and homophones • Use joined-up writing throughout all independent writing • Evaluate and redraft own writing proposing changes to grammar, punctuation, vocabulary and content
<p>On Track for GREATER DEPTH standard (GDS)</p> <ul style="list-style-type: none"> • Extend the range of sentences with more than one clause by using a wider range of conjunctions. • Use sentence type and length to create tension and impact on the reader. • Select form of writing and make vocabulary and grammar choice based on audience 	<p>On Track for GREATER DEPTH standard (GDS)</p> <ul style="list-style-type: none"> • Write effectively for the purpose and audience, selecting language that shows good awareness of the reader • Independently choose to use a range of organisational and cohesive devices to help structure texts • Use a range of conjunctions to support cohesion within writing • Adapt style of writing to match audience and form. • Use the full range of punctuation taught in KS1 and so far in KS2 mostly correctly (full stops, capital letters, question marks, exclamation marks, inverted commas, commas, apostrophes for contraction and possession and including regular and irregular plurals, inverted commas) 	<p>On Track for GREATER DEPTH standard (GDS)</p> <ul style="list-style-type: none"> • Independently plan and write for a range of purposes making choices about content, grammar, vocabulary and style of writing based on the audience and form. • Develop additional characters and add detail to settings using for example, adjectives and figurative language to evoke time, place and mood • Consistently use dialogue sparingly so that it effectively adds detail to the writing and support characterisation • Consistently use a range of conjunctions to support cohesion • Use a range of precise vocabulary • Consistently produce legible joined handwriting • Evaluate own writing against the purpose, text structure, audience

Year 5– Writing KPIs

TERM ONE	TERM TWO	TERM THREE
<p>On track for EXPECTED standard (EXP)</p> <ul style="list-style-type: none"> • Write effectively and coherently across a range of genres • Plan and write extended narratives with clear awareness of the effect on the reader, using language to evoke mood and atmosphere and develop characterisation • Write using appropriate form for a range of audience and purposes • Write concisely, ensuring features of a specific form are applied and language and grammatical features are used appropriately for a specific audience • Begin to use a range of punctuation from KS2 including brackets, dashes, commas, semi-colons and colons • Use inverted commas accurately and other speech punctuation to punctuate direct speech accurately • Confidently use a range of imaginative and ambitious vocabulary • Maintain consistent and correct tense throughout a piece of writing • Maintain correct subject and verb agreement when using singular and plural • Use a range of devices to build cohesion (e.g. conjunctions, adverbials of time and place, pronouns, synonyms) across paragraphs • Experiment with a range of expanded noun phrases to add detail, qualification and precision, e.g. with one or more adjectives, with a modifying adjective, with a preposition phrase • Spell many words correctly, adding prefixes and suffixes appropriately, spelling the correct form of homophones 	<p>On track for EXPECTED standard (EXP)</p> <ul style="list-style-type: none"> • Write effectively and coherently across a range of genres • Describe settings and characters using the ‘show not tell’ technique • Use a wide range of presentational and organisational features and devices to structure texts specific to the form and audience • Precisely use a range of imaginative and ambitious vocabulary • Use a range of devices to build cohesion (e.g. conjunctions, adverbials of time and place, pronouns, synonyms) across paragraphs • Use commas to clarify meaning and avoid ambiguity • Begin to use a range of punctuation from KS2 including brackets, dashes, commas and hyphens • Use inverted commas accurately and other speech punctuation to punctuate direct speech accurately • Spell most words correctly, adding prefixes and suffixes appropriately, spelling the correct form of homophones and spelling all common exception words correctly from KS1, Yr3/Yr4 and some Yr5/6 • Consistently produce legible joined handwriting • Use perfect form of verbs to mark relationships of time and cause 	<p>On track for EXPECTED standard (EXP)</p> <ul style="list-style-type: none"> • Write effectively and coherently across a range of genres • In writing narratives describe, setting, character and atmosphere using a range of descriptive devices e.g. tone, mood, imagery, alliteration, sensory details, onomatopoeia, simile, metaphor, personification, hyperbole and symbolism. • Precisely use a wider range of imaginative and ambitious vocabulary • Begin to use most punctuation taught in KS2 including brackets, dashes, commas, hyphens, semi-colons and colons • Write in different styles based on purpose and audience selecting appropriate grammar and vocabulary • Effectively use of correctly punctuated dialogue to convey character and advance the action. • Use preposition phrases and expanded noun phrases to add detail, qualification and precision • Build cohesion within and across a paragraph using a range of devices • Spell correctly many words from Yr5/6 • Consistently produce legible joined writing with sufficient speed • Use passive voice for variety and to shift focus • Use modal verbs or adverbs to indicate degrees of possibility
<p>On Track for GREATER DEPTH standard (GDS)</p> <ul style="list-style-type: none"> • Independently adapt language choices based on the audience and the intended impact on the reader • Write for more than one audience, managing changes in content, features and levels of formality • Use a wide range of clause structures, sometimes varying their position within a sentence • Vary sentence length and structure to sustain interest 	<p>On Track for GREATER DEPTH standard (GDS)</p> <ul style="list-style-type: none"> • Independently select vocabulary and grammatical structures that reflect the level of formality required for a specific audience and form of writing • Independently enhance the effectiveness of writing through reading, evaluating and re-drafting • Use the full range of punctuation taught mostly correctly and appropriately • Make writing succinct by using all grammar and punctuation taught so far precisely to engage the reader • Vary sentence length and structure confidently to sustain interest 	<p>On Track for GREATER DEPTH standard (GDS)</p> <ul style="list-style-type: none"> • Write effectively for multiple audiences, selecting appropriate levels of formality and vocabulary choices • Select precise vocabulary and adapt grammatical structures to match purpose, tone and audience • Use the full range of taught punctuation mostly correctly and appropriately and to create a specific effect • Evaluate and edit by proposing changes to vocabulary, grammar and punctuation for meaning, effect and emphasis. • Vary and control sentence length and structure to sustain interest

Year 6– Writing KPIs

Working towards the Expected standard (WT)

- Write for a range of purpose
- Use paragraphs to organise ideas
- In narratives describe settings and characters
- Write legibly
- In non-narrative writing, use simple devices to structure the writing and support the reader (e.g. headings, sub-headings, bullet points)
 - Use capital letters, full stops, question marks, commas for lists and apostrophes for contraction mostly correctly
 - Spell correctly most words from the Y3/Y4 spelling list, and some from the Y5/6 spelling list

TERM ONE	TERM TWO	TERM THREE
<p>On track for EXPECTED standard (EXP)</p> <ul style="list-style-type: none"> • Write effectively and coherently across a range of genres • Usually writes effectively for a range of purposes and audiences, selecting language and grammatical structures that reflect the level of formality required and show good awareness of the reader <ul style="list-style-type: none"> • In narratives, use a range of techniques to describe settings, character and atmosphere • Integrate dialogue in narrative to convey character <u>or</u> advance the action • Where appropriate, use some layout devices, such as headings, sub-headings, underlining, bullets and tables to structure texts • Use a range of verb tenses consistently and correctly throughout their writing • Correct subject and verb agreement when using singular and plural • Spell most words correctly, adding prefixes and suffixes appropriately, spelling the correct form of homophones and spelling at least half of the Y5/6 common exception words correctly • Use the range of punctuation taught at KS2 correctly on almost all occasions including hyphen • Maintain legibility in joined handwriting when writing at speed • Evaluate, draft and re-draft with growing independence and effectiveness 	<p>On track for EXPECTED standard (EXP)</p> <ul style="list-style-type: none"> • Write effectively and coherently across a range of genres • Writes effectively for a range of purposes and audiences, selecting language and grammatical structures that reflect the level of formality required and show good awareness of the reader • In narratives, use a range of techniques to describe settings, character and atmosphere • Integrate dialogue in narratives to convey character <u>and</u> advance the action • Where appropriate, use increasing range of layout devices, such as headings, sub-headings, underlining, bullets and tables to structure texts • <u>Use a range of verb tenses consistently and correctly throughout their writing (e.g. simple, continuous and perfect verb forms)</u> • Use a range of devices to build cohesion (e.g. conjunctions, adverbials of time and place, pronouns, synonyms) within and across paragraphs • Use a range of sentence structures which reflect the level of formality required, sustain interest of the reader and are appropriate to text type • <u>Spell most words correctly, adding prefixes and suffixes appropriately, spelling the correct form of homophones and spelling almost all common exception words correctly</u> • Use a dictionary to check the spelling of uncommon or more ambitious vocabulary • Use the range of punctuation taught at key stage 2 correctly on almost all occasions including hyphen • Use of a wider range of the punctuation taught within the Y5 and Y6 curriculum with increasing independence and accuracy (e.g. dash, brackets, colon, semicolon, hyphen) • <u>Maintain legibility in joined handwriting when writing at speed</u> • Independently enhance the effectiveness of writing through reading, evaluating and redrafting 	<p>On track for EXPECTED standard (EXP)</p> <ul style="list-style-type: none"> • <u>Write effectively for a range of purposes and audiences, selecting language and grammatical structures that reflect the level of formality required and show good awareness of the reader (e.g. contracted form in dialogue, passive verbs to affect how information is presented, modal verbs)</u> • <u>In narratives, use a range of techniques to describe settings, character and atmosphere (e.g. expanded noun phrase to convey complicated information concisely)</u> • <u>Integrate dialogue in narratives to convey character and advance the action</u> • <u>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)</u> • Use range of organisational features appropriately to enhance form e.g. bullet points, headings, tables, etc • <u>Use a range of devices to build cohesion (e.g. conjunctions, adverbials of time and place, pronouns, synonyms) within and across paragraphs</u> • Use a range of sentence structures which reflect the level of formality required, sustain interest of the reader and are appropriate to text type • Use a dictionary to check the spelling of uncommon or more ambitious vocabulary • <u>Use the range of punctuation taught at key stage 2 correctly on almost all occasions</u> • Independently enhance the effectiveness of writing through reading, evaluating and redrafting
<p>On Track for GREATER DEPTH standard (GDS)</p>	<p>On Track for GREATER DEPTH standard (GDS)</p> <ul style="list-style-type: none"> • Demonstrate an assured and conscious control over levels of formality 	<p>On Track for GREATER DEPTH standard (GDS)</p>

<ul style="list-style-type: none"> • Write effectively for the purpose and audience, selecting the appropriate form and drawing independently on what they have read as models for their own writing • Consciously control the structure of sentences • Consider how formality changes when the audience changes adopting vocabulary and grammar appropriately • Use the full range of punctuation taught at KS2 correctly and when necessary, use the punctuation to enhance meaning and avoid ambiguity • Evaluate, draft and re-draft 	<ul style="list-style-type: none"> • Independently choose vocabulary and language features appropriately for the style and tone of the text • Adapt a piece of writing for different audiences showing awareness of how language, text features and grammar changes • Distinguish between the language of speech and writing and choose the appropriate register • Choose to combine different text types and associated language features for effect and specific purpose • Use the range of punctuation taught at KS2 correctly and when necessary, use the punctuation to enhance meaning and avoid ambiguity • Independently enhance the effectiveness of writing through reading, evaluating and redrafting 	<ul style="list-style-type: none"> • <u>Write effectively for a range of purposes and audiences, selecting the appropriate form and drawing independently on what they have read as models for their own writing</u> • <u>Distinguish between the language of speech and writing and choose the appropriate register</u> • <u>Exercise an assured and conscious control over levels of formality, particularly through manipulating grammar and vocabulary to achieve this</u> • <u>Use a range of punctuation taught at key stage 2 correctly and precisely to enhance meaning, avoid ambiguity, organise information or manipulate the pace of writing (e.g. hyphen, semicolon/ colon to link clauses, bullet points in a list, etc)</u>
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* **underlined statements from TAF (Teacher Assessment Framework)**

If the writing does not make sense then work cannot be judged at expected standard

80% of statements must be ticked in order to award the standard. In term 3 100% of TAFs must be ticked in order to award the standard

