

<b>Key:</b>		Aut1	Aut2	Spr1	Spr2	Sum1	Sum2
X - For met target at ARE level.							
KPI - Key Performance Indicator							
<b>Children should write for a range of audiences and purposes including, recounts, re-tell, letters to and from, instructions, invitations and simple report.</b>							
<b>KPI</b>	1	Uses capital letters and full stops ( <i>demarcate sentences</i> ).					
	2	Spells words containing each of the 40+ phonemes already taught correctly or with plausible GPC.					
	3	Correctly writes independent simple sentences include words using the GPCs and common exception words taught so far.					
	4	Begin to form lower-case letters in the correct direction, starting and finishing in the right place ( <i>but size may be inconsistent</i> ).					
	5	Sequences sentences to form short narratives.					
<b>Spelling</b>	6	Apply most taught spelling rules (Appendix 1).					
	7	Add a range of prefixes and suffixes.					
	8	Pupils can use their knowledge of phonics to write words.					
	9	Pupils can use root words and endings (Appendix 1).					
<b>Handwriting</b>	10	Spell the days of the week correctly.					
	11	Sits correctly at a table and holds the pencil appropriately.					
	12	Forms capital letters correctly (but size may vary).					
<b>Sentence Structure</b>	13	Forms digits 0-9 correctly but size may vary.					
	14	Leave spaces between words.					
	15	Talks about / discusses what they are going to write and can compose a sentence orally before writing it.					
	16	Use exclamation marks and questions marks ( <i>demarcate sentences</i> ).					
	17	Uses a capital letter for proper names ( <i>people, places, days of the week</i> ) and for personal pronoun 'I'.					
	18	Joins words and clauses using 'and' ( <i>then, because for greater depth</i> ).					
	19	Use simple and some compound sentence structures.					
<b>Composition and Effect</b>	20	Begins to use tenses correctly ( <i>e.g. the simple past and present</i> ).					
	21	Use some descriptive language ( <i>e.g. colour, size and simple emotion</i> ).					
	22	Re-reads writing to check it makes sense and makes some corrections to it.					
	23	Construct a simple piece of writing with a linear structure; beginning, middle and end.					
	24	Simple story with good, bad or relevant characters.					
	25	Read own writing aloud clearly, and can discuss what they have written with others ( <i>peers or teachers</i> ).					
<b>GD Statement</b> - Write effectively and coherently for different purposes, beginning to draw on their reading to inform the vocabulary and grammar of their writing.  - Can sustain the writing of longer texts, which hold the interests of the reader.  - Actively seek and use new words in their writing, including precisely chosen vocabulary.		<b>Total</b>					
		<b>Grade</b>					
		<b>KPI</b>					

Key:		Aut1	Aut2	Spr1	Spr2	Sum1	Sum2
X - For met target at ARE level.		KPI - Key Performance Indicator					
IF - Interim framework							
Children should write for a range of audiences and purposes including, recounts from their own experience or fiction, re-tell, letters to and from, instructions, invitations, simple report, diaries, persuasion, setting and character descriptions e.g. wanted posters or part of a book review.							
KPI	1 IF	Segments spoken words into phonemes and represents these by graphemes, spelling many correctly ( <i>Phase 6 Letters and Sounds or equivalents</i> ).					
	2 IF	Consistently uses spaces between words that reflect the size of the letters.					
	3 IF	Uses full stops, capital letters, exclamation marks and question marks 75% of the time correctly.					
	4 IF	Uses present and past tense correctly and consistently, including the simple and progressive form to mark actions in progress (e.g. she is drumming, he was shouting).					
	5 IF	Spell many exception words ( <i>most for Greater Depth</i> ).					
Spelling	6 IF	Add suffixes to spell words, including –ment, -ness, -ful, -less, -ly.					
	7	Spells some common homophones, and distinguishes between homophones and near-homophones.					
	8 IF	Spell some contracted words.					
	9	Use the possessive apostrophe in singular nouns GD.					
Handwriting	10 IF	Uses diagonal and horizontal strokes needed to join letters in some of their writing.					
	11 IF	Capital letters, lower case letters and digits are consistently of the correct size, orientation and relationship to one another and to lower case letters.					
Sentence Structure	12	Use sentences of different forms: statements, questions, exclamations and commands.					
	13	Uses expanded noun phrases to describe and specify (e.g. <i>blue butterfly, plain flour</i> ).					
	14 IF	Uses a variety of co-ordination ( <i>conjunctions – or, and, but</i> ) in writing.					
	15 IF	Uses a variety of subordination ( <i>conjunctions – when, if, that, because</i> ) in writing.					
	16 IF	Separate items in a list using commas.					
	17	Correctly writes simple sentences independently that include words using phonetically plausible and common exception words and punctuation taught so far ( <i>Phase 6 Letters and Sounds</i> ).					
Composition and Effect	18	Begin to divide their own writing into sections ( <i>where appropriate</i> ).					
	19	Plan writing appropriately, by writing down ideas and / or key words, including new or relevant vocabulary.					
	20	Has stamina in writing, can write at least 3 parts.					
	21	Read own writing aloud with appropriate intonation to make meaning clear.					
	22	Evaluate their own and others finished writing with teacher and/ or peers.					
	23 IF	Beginning to proof read own writing and make relevant corrections, e.g. can check verb tense consistently, spelling, grammar and punctuation.					
	24	Attempts to interest the reader through creating characters and settings.					
	25 IF	Writing is appropriate for different purposes, follows forms of narrative ( <i>real and fictional</i> ), recount and poetry.					
<b>GD Statement</b> - Write independently, effectively, coherently and creatively for different purposes and a range of audiences, drawing on their reading to inform the vocabulary and grammar of their writing. - Sustain the writing of longer texts, which maintain the purpose of the text type. - Make simple additions, revisions and proof-reading corrections to their own writing.		Total					
		Grade					
		KPI					

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Children should write for a range of audiences and purposes including, recounts, re-tell, letters, instructions, reports, diaries, persuasion, poetry, explanation, narrative.									
KPI	1	Correctly writes simple sentences dictated by the teacher/independently that include words using phonetically plausible and common exception words & punctuation taught so far.							
	2	Is beginning to structure a sequence of events organised into paragraphs.							
	3	Creates basic settings, characters and simple plot in narratives with appropriate detail.							
	4	Punctuates sentences accurately using full stops, capital letters, exclamation marks and question marks.							
	5	Writing is mostly neat, well-spaced and generally of a consistent size.							
Spelling	6	Uses further prefixes and suffixes and understand how to add them (English Appendix 1).							
	7	Spells correctly words that are commonly mis-spelt (Appendix 1 Y3).							
	8	Can spell most of the Year1/2 words and some of the Year3/4 words correctly in my writing.							
Handwriting	9	Can find words in a dictionary using the first two letters to check meaning.							
	10	Is beginning to join letters accurately with appropriate diagonal or horizontal strokes.							
Sentence Structure	11	Write a range of sentences using conjunctions to show cause and effect, ( <i>because, although, so.</i> )							
	12 IF	Identify and use correct terminology for preposition, conjunction, prefix, clause, subordinate clause, direct speech, consonant, vowel and inverted commas ( <i>speech marks</i> ).							
	13 IF	Some variety in subordinating conjunctions. Some use of, which, where, if, after, when ( <i>at least three different across a range of writing</i> ).							
	14 IF	Uses adverbs to convey time, place and manner.							
	15 IF	Correct choice and consistent use of the present, past and perfect tense.							
	16 IF	Uses apostrophes consistently for contractions and possessive ( <i>singular and plurals</i> ) correctly 50% of the time.							
	17	Is beginning to use inverted commas to punctuate direct speech but is not always accurate.							
	18	Where appropriate, some commas mark phrases and clauses.							
	19	Proof read own writing and make appropriate corrections to spelling, punctuation, grammar and vocabulary in respect to aspects learned this year.							
Composition and effect	20	Evaluate the effectiveness of their own writing taking into account the audience and purpose and suggest improvements.							
	21	Read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.							
	22	Presentation of characters to interest the reader through use of some detail and dialogue ( <i>e.g. characters described through what they say and do</i> ). To be able to create settings through simple descriptions.							
	23	Uses simple organisational devices in non-narrative writing ( <i>heading and sub-headings</i> ).							
	24	Discuss and record ideas for writing in simple forms of planning.							
	25	Discuss writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar ( <i>e.g. identify some basic features of text</i> ).							
<b>GD Statement</b> - Write independently, effectively, coherently and creatively for a wide range of audiences and purposes, drawing on their reading to inform the vocabulary and grammar of their writing.  - Sustain the writing of longer texts, which maintain the purpose of the text type, with cohesion and interest maintained throughout the piece.  - Make effective additions, revisions and proof-reading corrections to their own writing			Total						
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<b>Key:</b> X - For met target at ARE level. KPI - Key Performance Indicator		Aut1	Aut2	Spr1	Spr2	Sum1	Sum2
<b>Children should write for a range of audiences and purposes including, recounts, re-tell, letters, instructions, reports, diaries, persuasion, poetry, explanation, narrative.</b>							
<b>KPI</b>	1	Writing has clear structure across a range of genre.					
	2	Sustained pieces of writing in paragraphs which are used to organise ideas around a theme or event, (e.g. change of character, time, place and event).					
	3	Correctly writes simple sentences dictated by the teacher that are written independently using spelling from NC appendix 1.					
	4	Writing is of consistent size and is neat.					
	5	Uses fronted adverbials (e.g. start with time connective or adverb) followed by a comma.)					
<b>Spelling</b>	6	Spell all of the Year1/2 words and most of the Year3/4 words correctly in my writing.					
	7	Uses the possessive apostrophe correctly in words with regular plurals (for example, girls', boys') and in words with irregular plurals.					
	8	Use the first two or three letters of a word to check its spelling in a dictionary.					
<b>Handwriting</b>	9	Uses the diagonal and horizontal strokes that are needed to join letters correctly and understands which letters are best left unjoined.					
<b>Sentence Structure</b>	10	Punctuates direct speech accurately (e.g. comma after reporting clause: end punctuation within inverted commas).					
	11	Noun phrases expanded by the addition of modifying adjectives, nouns and prepositional phrases e.g. 'The teacher' expanded to 'The strict maths teacher with curly hair sat on his desk'.					
	12	Uses appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition.					
	13	Sentences include prepositions e.g. before, after, during, in, because of, under or prepositional phrase.					
	14	Uses Standard English forms for verb inflections instead of local spoken forms (e.g. we were instead of we was).					
	15	Uses detail to build character descriptions and provoke a response and begin to integrate dialogue to convey characters.					
	16	Write a complete story with a full sequence of events in narrative order.					
	17	Write narrative that develops character, setting and plot.					
<b>Composition and Effect</b>	18	Edit and improve a section through re-drafting.					
	19	Discuss and record more detailed ideas for writing in the form of planning.					
	20	Begin to use similes to add description to the writing.					
	21	Read aloud their own writing to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.					
	22	Evaluate the effectiveness of own or others' writing in connection to purpose and suggest improvements.					
	23	Begin to use both a formal and an informal style.					
	24	Choose vocabulary for effect to reflect audience and purpose.					
	25	Identify and use correct terminology for adverbial, determiner, pronoun and possessive pronoun					
<b>GD Statement</b>		<b>Total</b>					
<ul style="list-style-type: none"> <li>- Write independently, effectively, coherently and creatively for a wide range of audiences and purposes, drawing on their reading to inform the vocabulary and grammar of their writing.</li> <li>- Paragraphing is clear and ideas are developing and are linked to guide the reader through the text.</li> <li>- Writing has a clear voice, which is sustained through both shorter and more extended texts.</li> <li>- Make effective additions, revisions and proof-reading corrections to their own writing to impact on the reader.</li> </ul>		<b>Grade</b>					
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<b>Children should write for a range of audiences and purposes including, recounts, re-tell, letters,, reports, diaries, persuasion, poetry, explanation, narrative, discussion.</b>							
<b>KPI</b>	<b>1</b>	<b>Join writing legibly and fluently with increased speed.</b>					
	<b>2</b>	<b>Ideas across paragraphs are linked using a wide range of cohesive devices.</b>					
	<b>3</b>	<b>Secure use of complex sentences and position of clauses, which show an understanding of how to achieve different effects.</b>					
	<b>4</b>	<b>Identify the audience for and purpose of the writing selecting the appropriate form.</b>					
	<b>5</b>	<b>Ensures the consistent and correct use of tense throughout a piece of writing.</b>					
<b>Spelling</b>	<b>6</b>	Spell most of the Year3/4 words and some of the Year5/6 words correctly in my writing.					
	<b>7</b>	Knows that some words have silent letters and can spell them correctly ( <i>e.g. knight, psalm</i> ).					
	<b>8</b>	Write words with prefixes and suffixes understanding the meaning and effect they convey ( <i>e.g. -ible, -able, ably, ibly etc</i> ).					
	<b>9</b>	Use a dictionary to check meaning and spelling of words and a thesaurus to find synonyms using the first three or four letters of a word.					
<b>Sentence Structure</b>	<b>10</b>	Use brackets, dashes and/or commas to indicate parenthesis.					
	<b>11</b>	Use commas to mark clauses in more complex sentences.					
	<b>12</b>	Use a range of expanded noun phrases.					
	<b>13</b>	Use modal verbs or adverbs to indicate degrees of possibility ( <i>e.g. might, should, will, must</i> ).					
	<b>14</b>	Can mark relationships of time and cause, through the use of perfect form of verbs.					
	<b>15</b>	Uses relative clauses beginning with who, which, where, when, whose, that or with an implied ( <i>i.e. omitted</i> ) relative pronoun.					
	<b>16</b>	Understands the purpose of different conjunctions and uses them appropriately across different types of writing.					
<b>Composition and Effect</b>	<b>17</b>	Effectively plans their writing, noting and developing initial ideas, drawing on reading and research where necessary.					
	<b>18</b>	Use both reported and direct speech with correct punctuation.					
	<b>19</b>	Imaginative detail and precise vocabulary included for effect, for example, to engage as well as to inform.					
	<b>20</b>	In narrative can use dialogue to help convey character and advance the action.					
	<b>21</b>	In narrative describes settings, characters and atmosphere using expressive or figurative language ( <i>words and phrases</i> ).					
	<b>22</b>	Evaluate, edit and redraft by proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning.					
	<b>23</b>	Perform own compositions, with growing confidence, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.					
	<b>24</b>	Select vocabulary and grammatical structures that reflect the level of formality required mostly correctly within a piece of writing.					
	<b>25</b>	Identify and use correct terminology for modal verb, relative pronoun, relative clause, parenthesis, bracket, dash, cohesion and ambiguity.					
<b>GD Statement</b> - Write independently and effectively for multiple audiences and purposes, selecting appropriate levels of formality and vocabulary choices, effectively controlling their writing.  - Draw on their reading, wider stimuli and experiences to inform the content vocabulary and grammar of their writing.  - Make effective choices, revisions and purposeful omissions to impact on and interest the reader.		<b>Total</b>					
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X - For met target at ARE level.			KPI - Key Performance Indicator						
IF - Interim framework									
Children should write for a range of audiences and purposes including, recounts, re-tell, letters,, reports, diaries, persuasion, poetry, explanation, narrative, discussion.									
KPI	1 IF	Writes legibly, fluently and at appropriate speed.							
	2	Selects appropriate form of writing for a task and other similar writing.							
	3 IF	Ideas organised into a planned coherent set of paragraphs, which are varied in length and structure, the overall direction of the text is supported by clear links between paragraphs using <i>adverbials of time and place, conjunctions, pronouns etc.</i>							
	4 IF	Uses all of the following punctuation mostly correctly: <i>inverted commas for speech; commas for clarity; brackets or commas for separation.</i>							
	5 IF	Uses imaginative detail and precise vocabulary included for effect, for example to engage as well as inform in a range of writing. ( <i>Describes settings, characters and atmosphere.</i> )							
Spelling	6 IF	Spelling mostly correct from year 5 and 6 word lists (Appendix 1).							
	7	Adds prefixes and suffixes and knows more complex letter strings.							
	8	Understands how words are related as synonyms and antonyms and can use them correctly.							
Sentence Structure	9 IF	Uses hyphens to help avoid ambiguity.							
	10	Uses a wide range of clause structures, sometimes varying their position within the sentence for effect on the reader.							
	11	Makes some correct use of punctuation to mark the boundary between independent clauses, including, commas, semi colons, dashes and colons.							
	12 IF	Can use different verb forms accurately.							
	13	Uses adverbs, prepositional phrases and expanded noun phrases effectively.							
	14 IF	Uses passive voice to effect the presentation of information within a sentence.							
	15	Uses layout devices to structure text appropriately ( <i>e.g. headings, columns, bullets or tables etc.</i> ).							
	16	Uses a range of main, subordinate and relative clauses to develop and explain ideas.							
Composition and Effect	17	Uses an advanced range of conjunctions which fit the style of writing.							
	18 IF	Integrates dialogue to convey character and advance the action.							
	19 IF	Beginning to take control over levels of formality <i>e.g. selecting vocabulary and manipulating grammatical structures.</i>							
	20	Uses a range of cohesive devices, <i>e.g. repetition, ellipsis, adverbials within and across paragraphs.</i>							
	21	Ensures sentences are grammatically correct through proof reading and correcting.							
	22 IF	Can write effectively for a range of purposes and audiences, selecting language that shows awareness of the reader.							
	23	Writes and performs own compositions confidently, using appropriate intonation, volume, and movement so that meaning is clear.							
	24	Can effectively evaluate and edit own and others' writing.							
	25	Can identify, understand and use terminology accurately and appropriately in discussing writing and reading.							
<b>GD Statement</b> - Write effectively for a range of purposes and audiences, selecting the appropriate form. - Exercise an assured and conscious control over levels of formality, particularly through manipulating grammar and vocabulary to achieve this. - Make effective choices, revisions and purposeful omissions to impact on and interest the reader. - Call on their own experiences and interests to produce work that engages and shows authorial intent.			Total						
			Grade						
			KPI						