



Writing End of Year Key Performance Indicators

	Writing - transcription	Writing - composition	Handwriting	Vocabulary, Grammar and Punctuation
Reception	<p>Spell words by identifying sounds in them and representing the sounds with a letter or letters.</p> <p>Spell words using some diagraphs.</p>	<p>Write simple phrases and sentences that can be read by others.</p> <p>Say a sentence before writing it.</p> <p>Re-read what they have written to check that it makes sense.</p>	<p>Write recognisable letters, most of which are correctly formed.</p> <p>Form lower-case and capital letters correctly.</p> <p>Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.</p>	<p>Begin to use a capital letter and full stops in some of their writing.</p>
	Writing - transcription	Writing - composition	Handwriting	Vocabulary, Grammar and Punctuation
Year 1	<ul style="list-style-type: none"> o Spell words containing each of the 40+ phonemes already taught o Spell common exception words o Naming the letters of the alphabet in order o Write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far 	<ul style="list-style-type: none"> o Write sentences by: sequencing sentences to form short narratives o Write sentences by: re-reading what they have written to check that it makes sense 	<ul style="list-style-type: none"> o Begin to form lower-case letters in the correct direction, starting and finishing in the right place o Form capital letters 	<ul style="list-style-type: none"> o Develop their understanding of the concepts set out in English Appendix 2 by: leaving spaces between words o Develop their understanding of the concepts set out in English Appendix 2 by: joining words and joining clauses using and o Capital letters, full stops, question marks and exclamation marks to demarcate sentences



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Year 2	<ul style="list-style-type: none"> o Spell by: segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly o Spell by: 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 o Spell by: learning to spell common exception words o Add suffixes to spell longer words, including -ment, -ness, -ful, -less, -ly 	<ul style="list-style-type: none"> o Develop positive attitudes towards and stamina for writing by: writing narratives about personal experiences and those of others (real and fictional) o Develop positive attitudes towards and stamina for writing by: writing about real events o Develop positive attitudes towards and stamina for writing by: writing for different purposes o Consider what they are going to write before beginning by: encapsulating what they want to say, sentence by sentence o Make simple additions, revisions and corrections to their own writing by: evaluating their writing with the teacher and other pupils o Make simple additions, revisions and corrections to their own writing by: proof-reading to check for errors in spelling, grammar and punctuation (e.g. ends of sentences punctuated correctly) 	<ul style="list-style-type: none"> o Form lower-case letters of the correct size relative to one another o Start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined o Write capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters o Use spacing between words that reflects the size of the letters 	<ul style="list-style-type: none"> o Learn how to use: subordination (using when, if, that, or because) and co-ordination (using or, and, or but) o Learn how to use: the present and past tenses correctly and consistently including the progressive form o Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences, Commas to separate items in a list, Apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns (e.g. the girl's name).



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	Writing - transcription	Writing - composition	Handwriting	Vocabulary, Grammar and Punctuation
Year 3	<ul style="list-style-type: none"> o Spell further homophones o Spell words that are often misspelt (English Appendix 1) o Use the first two or three letters of a word to check its spelling in a dictionary 	<ul style="list-style-type: none"> o Plan their writing by: discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary, and grammar o Draft and write by: composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (English Appendix 2) o Draft and write by: organising paragraphs around a theme o Draft and write by: in narratives, creating settings, characters and plot o Draft and write by: in non-narrative material, using simple organisational devices: e.g. headings and sub-headings o Proof-read for spelling and punctuation errors 	<ul style="list-style-type: none"> o Use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined o Increase the legibility, consistency and quality of their handwriting: e.g. by ensuring that the downstrokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch 	<ul style="list-style-type: none"> o Develop their understanding of the concepts set out in English Appendix 2 by: using the present perfect form of verbs in contrast to the past tense o Use the correct form of 'a' or 'an' o Inverted commas to punctuate direct speech
	Writing - transcription	Writing - composition	Handwriting	Vocabulary, Grammar and Punctuation
Year 4	<ul style="list-style-type: none"> o Spell further homophones 	<ul style="list-style-type: none"> o Plan their writing by: discussing writing similar to that 	<ul style="list-style-type: none"> o Increase the legibility, consistency and quality of their 	<ul style="list-style-type: none"> o Form nouns using prefixes (super-, anti-)



Writing End of Year Key Performance Indicators

	<ul style="list-style-type: none"> o Spell words that are often misspelt (English Appendix 1) o Use the first two or three letters of a word to check its spelling in a dictionary o Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far 	<ul style="list-style-type: none"> which they are planning to write in order to understand and learn from its structure, vocabulary and grammar o Plan their writing by: discussing and recording ideas o Draft and write by: composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (English Appendix 2) o Draft and write by: organising paragraphs around a theme o Draft and write by: in narratives, creating settings, characters and plot o Draft and write by: in non-narrative material, using simple organisational devices: e.g. as headings and sub-headings o Proof-read for spelling and punctuation errors 	<ul style="list-style-type: none"> handwriting: e.g. by ensuring that the downstrokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch 	<ul style="list-style-type: none"> o Develop their understanding of the concepts set out in English Appendix 2 by: choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition o Develop their understanding of the concepts set out in English Appendix 2 by: using conjunctions, adverbs and prepositions to express time and cause o Develop their understanding of the concepts set out in English Appendix 2 by: using the present perfect form of verbs in contrast to the past tense o Use of inverted commas and other punctuation to indicate direct speech; apostrophes to mark plural possession; use of commas after fronted adverbials
	Writing - transcription	Writing - composition	Handwriting	Vocabulary, Grammar and Punctuation
Year 5	<ul style="list-style-type: none"> o Spell some words with 'silent' letters: e.g. knight, psalm, solemn o Continue to distinguish between homophones and 	<ul style="list-style-type: none"> o Plan their writing by: identifying the audience for and purpose of the writing, selecting the appropriate form and using 	<ul style="list-style-type: none"> o Write legibly, fluently and with increasing speed by: choosing which shape of a letter to use when given choices and 	<ul style="list-style-type: none"> o Converting nouns or adjectives into verbs using suffixes: e.g. -ate; -ise; -fy o Develop their understanding of the concepts set out in



Writing End of Year Key Performance Indicators

	<p>other words which are often confused</p> <ul style="list-style-type: none">o Use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary	<p>other similar writing as models for their own</p> <ul style="list-style-type: none">o Draft and write by: using a wide range of devices to build cohesion within and across paragraphso Draft and write by: in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the actiono Draft and write by: selecting appropriate grammar and vocabulary , understanding how such choices can change and enhance meaningo Draft and write by: using further organisational and presentational devices to structure text and to guide the reader (e.g. headings, bullet points, underlining)o Evaluate and edit by: ensuring the consistent and correct use of tense throughout a piece of writingo Proof-read for spelling and punctuation errorso Evaluate and edit by: ensuring correct subject and verb agreement when using singular and plural,	<p>deciding whether or not to join specific letters</p> <ul style="list-style-type: none">o Write legibly, fluently and with increasing speed by: choosing the writing implement that is best suited for a task	<p>English Appendix 2 by: using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun</p> <ul style="list-style-type: none">o Develop their understanding of the concepts set out in English Appendix 2 by: using modal verbs or adverbs to indicate degrees of possibilityo Develop their understanding of the concepts set out in English Appendix 2 by: using the perfect form of verbs to mark relationships of time and causeo Devices to build cohesion, including adverbials of time, place and numbero Brackets, dashes or commas to indicate parenthesis, Use of commas to clarify meaning or avoid ambiguity
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Writing End of Year Key Performance Indicators

		distinguishing between the language of speech and writing and choosing the appropriate register		
	Writing - transcription	Writing - composition	Handwriting	Vocabulary, Grammar and Punctuation
Year 6	<ul style="list-style-type: none"> o Spell some words with 'silent' letters: e.g. knight, psalm, solemn o Continue to distinguish between homophones and other words which are often confused o Use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary 	<ul style="list-style-type: none"> o Plan their writing by: identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own o Draft and write by: using a wide range of devices to build cohesion within and across paragraphs o Draft and write by: in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action o Draft and write by: selecting appropriate grammar and vocabulary , understanding how such choices can change and enhance meaning o Draft and write by: using further organisational and presentational devices to structure text and to guide the 	<ul style="list-style-type: none"> o Write legibly, fluently and with increasing speed by: choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters o Write legibly, fluently and with increasing speed by: choosing the writing implement that is best suited for a task 	<ul style="list-style-type: none"> o Develop their understanding of the concepts set out in English Appendix 2 by: using the perfect form of verbs to mark relationships of time and cause



Trinity CE
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To excel, to value, to enjoy, together

Writing End of Year Key Performance Indicators

		reader (e.g. headings, bullet points, underlining) o Evaluate and edit by: ensuring the consistent and correct use of tense throughout a piece of writing o Proof-read for spelling and punctuation errors o Evaluate and edit by: ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register		
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Appendix 1: [https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/239784/English_Appendix_1 - Spelling.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/239784/English_Appendix_1_-_Spelling.pdf)

Appendix 2: [https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/335190/English_Appendix_2 -
_Vocabulary_grammar_and_punctuation.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/335190/English_Appendix_2_-_Vocabulary_grammar_and_punctuation.pdf)