

Year 1 Key Performance Indicators

1	Apply phase 3 phoneme and spelling rules
2	Apply phase 4 phonemes and spelling rules
3	Apply all phoneme and spellings rules taught
4	Spell first 15 high frequency words
5	Spell first 30 high frequency words
6	Spell first 45 high frequency words
7	Correctly form letters (lower case and upper case)
8	Write a simple sentence that makes sense, with finger spaces.
9	Sentences are punctuated mostly correctly with capital letters and full stops
10	Join words and clauses using 'and'
11	Use plurals -s and -es
12	Use prefix -un, and suffixes -ing, -ed, -er and -est
13	Use exclamation marks and question marks correctly in short pieces of writing
14	Sometimes use a range of sentence openers, such as suddenly, next, after that...

15 Sequence sentences to form short narratives with a simple structure, e.g. beginning, middle, end

16 Sometimes add interest to sentences using, for example, similes and adjectives (colour and size)

Year 2 Key Performance Indicators

1 Segment spoken words into phonemes and represent these by graphemes

2 Spell some common exception words correctly, using mats for support

3 Spell many common exception words correctly

4 Spell most common exception words correctly

5 Spell most words with contracted forms

6 Correctly form letters (lower and upper case), joining digraphs

7 Correctly form cursive letters, joining words

8 Use co-ordination (and/but/or) to join clauses

9 Use some subordination to join clauses (when/if/that)

10 Use past and present tense mostly correctly and consistently (e.g. *I was*, not *I were*)

11 Use full stops, capital letters and questions correctly in most sentences.

12	Demarcate sentences with exclamation marks, commas in lists, apostrophes for contraction and apostrophes for singular possession.
13	Write simple, coherent narratives about personal experiences and those of others
14	Write about real events, recording these simply and clearly
15	Use expanded noun phrases for description

Year 3 Key Performance Indicators

1	Apply Y1/Y2 spelling rules accurately (e.g. -ed, -ing, -est, -er, -s, -es suffixes)
2	Spell most common exception words correctly
3	Spell Year 3 words that include common homophones / near homophones (e.g. there their they're); words with prefixes (dis- mis- in- and im-) and words ending in -tion, -sion, -cian, and -ssion)
4	Write capital letters and digits of the correct size and orientation in relation to each other and to lower-case letters.
5	Use cursive handwriting with lower case and uppercase letters correctly sized and joined in all writing
6	Use a range of co-ordinating and subordinating conjunctions
7	Use adverbs to express time
8	Use correct tense consistently, including the present perfect tense

9	Demarcate sentences with capital letters and full stops, question marks, exclamation marks, commas to separate items in a list and apostrophes for contraction and possession
10	Use full stops, capital letters and questions correctly in most sentences.
11	Demarcate sentences with exclamation marks, commas in lists, apostrophes for contraction and apostrophes for singular possession
12	Use colons before a list and commas after fronted adverbials
13	Begin to use speech marks in dialogue
14	Begin to use paragraphing for a new location in a story, and group similar information together in non-fiction writing
15	Describe settings and characters using expanded noun phrases
16	Independently write stories in 5 parts and poetry that include simile, metaphor and alliteration to add interest
17	Write non-fiction to include independent recounts and letters that are correctly set out and start to take into account audience and purpose

Year 4 Key Performance Indicators

1	Spell common exception words (years 1 – 2), spellings with contracted forms and Y1/2 spelling rules correctly
2	Spell some words correctly (Year 3 / 4)
3	Spell most words correctly, adding prefixes and suffixes appropriately, spelling the correct form of homophones and spelling all common exception words correctly (KS1 and Y3/4)

4	Write capital letters and digits of the correct size and orientation in relation to each other and to lower-case letters.
5	Use joined cursive handwriting with lower case and uppercase letters correctly sized
6	Include a variety of simple, complex and compound sentences, using a range of conjunctions
7	Sometimes use relative clauses
8	Use paragraphs for a new subject, time, place and person.
9	Ensure paragraphs have relevant and varied openings, which include fronted adverbials
10	Accurately use full stops and capital letters (including for proper nouns), colons before a list and commas within a list
11	Use commas after fronted adverbials, and possessive apostrophes correctly in most situations
12	Secure punctuation of speech: NSNL, capital letters and ?! “ ___ ” and separating comma
13	Reporting clauses used and punctuated correctly, before, after or even interrupting the speech
14	Use present, past, progressive and perfect tense verb forms accurately
15	Use expanded noun phrases and adverbials to develop descriptions of settings and characters
16	Independently write stories and poetry that include simile, metaphor, personification and alliteration to add interest

- 17** Write non-fiction to include independent non-chronological reports, recounts (historical), persuasive texts and letters that are correctly set out and take into account audience and purpose

Year 5 Key Performance Indicators

1	Add prefixes and suffixes to spell many words correctly
2	Spell many KS1, Y3/4 and Y5/6 words correctly
3	Spell most words correctly, adding prefixes and suffixes appropriately, spelling the correct form of homophones and spelling all common exception words correctly (KS1, Y3/4 and some Y5/6)
4	Write legibly
5	Maintain legibility and develop fluency (speed) in handwriting, which is joined.
6	Use verb tenses mostly consistently and correctly throughout writing
7	Include modal verbs in writing
8	Use adverbials and subordinate clauses, sometimes varying their position with the sentence
9	Include some relative clauses and parenthesis in writing
10	Include prepositional phrases and noun phrases to add detail
11	Use paragraphs or sections to organise and structure
12	Use a range of devices (including conjunctions, pronouns and adverbials) to build cohesion within and across paragraphs
13	Use the full range of punctuation taught in KS1 and Y 3/4 mostly correctly (full stops, capital letters, question marks, exclamation marks, commas in lists, commas after fronted adverbials, apostrophes for contraction and possession, inverted commas and other speech punctuation)
14	Use commas for clarity mostly correctly
15	Use some punctuation for parenthesis (brackets, commas and dashes)
16	Plan writing that includes balanced arguments, explanations, biographies and newspaper reports, taking into account audience and purpose, using model texts where helpful.

Year 6 Key Performance Indicators

1	Spell most words from the Year 3 / 4 spelling list and some from the Year 5 / 6 spelling list
2	Spell most words correctly, adding prefixes and suffixes appropriately, spelling the correct form of homophones and spelling all common exception words correctly (KS1, Y3/4 and some Y5/6)
3	Spell correctly most words from the Year 5 /6 spelling list and use a dictionary to check the spelling of uncommon or more ambitious vocabulary
4	Write legibly
5	Maintain legibility in joined handwriting when writing at speed. Use verb tenses mostly consistently and correctly throughout writing
6	Use verb tenses and modal verbs consistently and correctly
7	Start to use the passive, mostly correctly
8	Use a range of clause structures, sometimes varying their position with a sentence
9	Use a range of devices (including conjunctions, pronouns and adverbials) to build cohesion within and across sentences
10	Include prepositional phrases and expanded noun phrases to add detail
11	Use paragraphs or sections to organise and structure in every piece of writing
12	Use a range of devices (including conjunctions, pronouns and adverbials) to build cohesion within and across paragraphs
13	Use the full range of punctuation taught in KS1 and Y 3/4 mostly correctly (full stops, capital letters, question marks, exclamation marks, commas in lists, commas after fronted adverbials, apostrophes for contraction and possession, inverted commas and other speech punctuation)
14	Use punctuation for parenthesis (brackets, commas and dashes) mostly correctly.

14 Make some correct use of colons and semi-colons.

15 Integrate dialogue in narratives to convey character and advance the action

16 In narratives, describe settings, characters and atmosphere

17 Write effectively for a range of purposes and audiences, selecting language that shows good awareness of the reader (e.g. the use of the first person in a diary, direct address in instructions and persuasive writing)