

Abbey School

Writing – End of year key performance indicators

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Writing stamina	½ page of extended writing (fat lined)	Typically writes 200 + words in extended writing ¾ of a page of A4.	Typically writes 250+ words or one side of A4 in pieces of extended writing.	Typically writes 300+ words in pieces of extended writing. Is beginning to sustain control throughout the piece of writing.	Typically writes 400+ words routinely in extended writing Can sustain writing with developing control to complete written tasks in given time	Typically writes 600+ words routinely in extended writing. Can sustain writing for different audiences and purposes with a degree of control which enables the writer to achieve the intended outcome.
Sentence structure	Can organise ideas in a simple sentence (90% accurate) Sequence sentence to form a short narrative. Use joining words and joining clauses 'and'	Can organise ideas in a simple sentence (95% accurate) Can compose statements, sentences, exclamations and commands Use a range of sentence openers (e.g. time words, nouns and pronouns)	Uses range of sentence structures – 80% accurately. Can use conjunctions, adverbs, prepositions to show time, place and cause – <i>because; so; while; before; after; since</i> Uses cohesive devices within and across sentences including pronouns and time phrases – <i>then' next; soon; first; therefore</i>	Uses an increasing range of sentence structures which are extended with more than one clause Can use a wide range of conjunctions including when, if, because, although Can show developing consistency in their use of past and present tense (75% accuracy)	Uses a variety of sentence structures including simple, compound and complex sentences and use relative and embedded clauses, fronted adverbials and a range of conjunctions with correct punctuation. Can show developing consistency in their use of past and present tense (90% accuracy)	Uses a variety of sentence structures including simple, compound and complex sentences and using a variety of clauses and grammatical structures which are appropriate to the writer's purpose and audience (90% accuracy). Is able to maintain consistency across the piece of writing including tense; use of cohesive devices.
Punctuation	Punctuate statement sentences accurately with capital letters and full stops. (80% accuracy) Use capital letters for names, places and days of the week and the pronoun 'I' Understand the terminology (appendix 2) page 75.	Punctuate statement sentences accurately with capital letters and full stops. (90% accuracy) Can use question marks and show and awareness of exclamation marks. Can use commas in a list. (75% accuracy) Can use apostrophes in contractions.	Can use commas to separate items in a list and to separate direct speech from the rest of the sentence. (95% accuracy) Can use a comma accurately with fronted adverbials (75% accuracy)	Can use a comma accurately with fronted adverbials 990% accuracy) Can use inverted commas for direct speech (75% accuracy) Developing confidence in their use of possessive apostrophes with regular and irregular plurals (75% accuracy)	Can use commas to clarify meaning and separate clauses Can use a colon in a list Can use a range of punctuation with increasing accuracy Can use inverted commas for direct speech (100% accuracy)	Can use commas correctly to provide clarity for the reader, especially for parenthesis and to mark clauses and additional information (85% accuracy). Is beginning to make correct use of hyphens, colons, semi-colons and dashes, where appropriate.

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<p>Spelling</p>	<p>All 100 HFW spelt correctly (95% accurate)</p> <p>Can spell words Appendix 1 from Y1 New National curriculum.</p> <p>Can add suffixes ed, ing, e,es,, er</p> <p>Can spell exception words from appendix 1, Yr 1 New national Curriculum Page 54-85% accuracy</p> <p>Secure phase 5 spelling</p>	<p>All 200 HFW spelt correctly (95% accuracy).</p> <p>Can spell words Appendix 1 from Y2 New National curriculum.</p> <p>Can add suffixes ed, er, y, est, ing, ful, ment, less, ly</p> <p>Can spell exception words from appendix 1, Yr 2 New national Curriculum Page 58-90% accuracy</p> <p>Can spell homophones and near homophones-70% accuracy.</p> <p>Can apply rules for adding ing, ed, er,-80% accuracy</p> <p>Can use apostrophes in contractions—80% accuracy</p>	<p>Can spell 250 HFW correctly.</p> <p>Can spell Y3/ words in NC App 1 – pg. 76/77 95% accurate.</p>	<p>All HFW words spelt correctly from y3/4 list (90% accuracy)</p> <p>Can spell Y4 words in NC App 1 – pg. 76/77, 95% accurate.</p> <p>Can use prefixes and suffixes and understand how to add them. Appendix 1</p> <p>Can spell further homophones</p>	<p>All HFW words spelt correctly from y3/4 list</p> <p>Can spell Y5 words in NC App 1 pg. 78 – 90% accurate.</p> <p>Can use with growing confidence knowledge of root words and word families to spell words in Y5/Y6 App 1 (60% accuracy)</p>	<p>All HFW words spelt correctly.</p> <p>Can spell Y6 words in NC App 1 pg. 78/79 – 90% accurate.</p> <p>Can use knowledge of root words and word families to spell words in Y5/Y6 App 1 – 80% accuracy.</p>
<p>Structure and organisation</p>	<p>Ideas are sequentially ordered</p> <p>Narratives have a beginning, middle and end</p>	<p>Ideas are sequentially ordered.</p> <p>Narratives have a beginning, problem, solve problem and an ending.</p> <p>Use present and past tense accurately throughout writing.</p> <p>Maintain first and third person consistently.</p>	<p>Can identify the purpose of writing and can write for different purposes independently.</p> <p>Can sequence events appropriately independently.</p> <p>Can use simple organisational devices in non-narrative writing e.g. heading and sub-heading.</p> <p>Can organise information in paragraphs around a theme.</p>	<p>Can organise paragraphs around a theme</p> <p>Can use simple organisational devices when writing non-fiction e.g. headings/subheadings</p>	<p>Can structure writing in clear paragraphs to meet the purpose and audience of the text.</p> <p>Can organise information within and across paragraphs to maintain a clear and logical understanding for the reader</p>	<p>Can structure writing effectively for a variety of purposes and audiences, organising ideas appropriately and maintaining control to develop ideas and action deliberately across the writing.</p> <p>Uses cohesive devices to enable the reader to make links within and across paragraphs and the whole text and sustains the reader's interest and understanding.</p>

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<p>Handwriting</p>	<p>Demarcates words clearly (85% accurate).</p> <p>Form lower case letters in correct direction. Starting and finishing points in the right place. (85% accurate)</p>	<p>Demarcates words clearly (100% accurate).</p> <p>Forms all letters correctly- size, orientation, ascenders, descenders, appropriate relationship for upper and lower case. (95% accuracy)</p>	<p>Can form all letters correctly.</p> <p>Can use diagonal and horizontal strokes in writing and knows when to join letters and when to leave them unjoined.</p> <p>Can begin to write with consistency in a legible style</p>	<p>Can use diagonal and horizontal strokes in writing and knows when to join letters and when to leave them unjoined.</p> <p>Can write with consistency in a legible style</p>	<p>Has fluent, legible handwriting which is adapted for different purposes.</p>	<p>Has fluent, legible handwriting which is adapted for different purposes.</p>
<p>Word work</p>	<p>Use time words correctly</p> <p>Use simple adjectives linked to colour, size, texture, shape or quantity</p>	<p>Uses a variety of adjectives appropriately</p> <p>Start sentences with a variety of openers avoiding repetition.</p> <p>Know the term adjective, noun, verb and adverb.</p>	<p>Can use <i>a/an</i> accurately.</p> <p>Can use prefixes listed in Year 3/4 word list accurately</p> <p>Uses increasing range of vocabulary, including adverbs and adjectives, appropriately and to good effect.</p>	<p>Can use pronouns to avoid repetition</p> <p>Can use adverbials, adverbs, prepositions to express time and cause.</p> <p>Can use prefixes listed in Year 3/4 word list accurately</p>	<p>Can use modal verbs, relative pronouns, relative clauses and parenthesis.</p> <p>Chooses vocabulary with growing confidence to add detail, qualification and precision,</p>	<p>Can use modal and passive verbs appropriately – 90% accuracy.</p> <p>Chooses vocabulary carefully to add detail, qualification and precision, including the use of adverbs, prepositions and expanded noun phrases.</p>
<p>Writing process</p>	<p>Compose a sentence orally before writing it.</p> <p>Re-read what they have written to check that it makes sense.</p>	<p>Begin to gather ideas before writing.</p> <p>Can review writing and make changes to edit and improve. (evidence in books)</p>	<p>Can gather ideas and plan.</p> <p>Can draft writing and make improvements.</p>	<p>With guidance, plan writing for a given purpose, audience and form.</p> <p>Can make improvements after feedback</p> <p>Can proof read and check for spellings, punctuations and sense.</p>	<p>To plan for purpose and audience</p> <p>To edit and improve in response to feedback</p> <p>To assess own and others written work against given criteria</p>	<p>Pupils can identify the audience and purpose of their writing and can plan their writing in an appropriate form.</p> <p>Pupils are able to review their writing to check that it makes sense to the reader, fulfils its purpose and makes sense to the reader. The pupil is able to make changes which might be needed.</p> <p>Can proof read own writing and can correct spelling and punctuation errors.</p>