



Fishbourne Church of England Primary School - Key Performance Indicators for Writing

Year 1

Working towards the expected standard

The pupil can, after discussion with the teacher:

Use their own simple story ideas or retell a familiar story using short, simple sentences
Use finger spaces to separate words
Re-read their writing and check it makes sense
Use some modelled adjectives
Use simple sentence structures
Some use of capital letters for names, places, days of the week and the personal pronoun 'I'
Some use of full stops
Spell some words containing the phonemes previously taught
Spell some common exception words
Write lower case letters in the correct direction, starting and finishing in the right place

Working at the expected standard

The pupil can, after discussion with the teacher:

Have a comfortable and effective tripod pencil grip
Use spacing consistently between words
Orally rehearse sentences before writing
Independently write a sequence of coherent sentences to create fiction and non-fiction texts
Write from memory simple sentences dictated by the teacher
Segment spoken words into phonemes and represent these by graphemes, spelling some words correctly and making phonically-plausible attempts at others
Apply most of the 40+ phonemes already taught in their writing
Use adjectives to describe and add detail
Use the conjunction 'and' to link ideas and sentences
Punctuate sentences with capital letters and full stops
Some use of exclamation marks and question marks
Spell many common exception words correctly
Spell many of the days of the week correctly
Start to use taught prefixes and suffixes independently
Name the letters of the alphabet in order
Form upper and lower-case letters in the correct direction, starting and finishing in the right place

Working at greater depth

The pupil can, after discussion with the teacher:

Write simple, coherent narratives about personal experiences and those of others (real or fictional)
Demarcate most sentences in their writing with capital letters and full stops, and use question marks correctly and consistently
Use conjunctions other than 'and'
Begin sentences in different ways
Reread their writing to check that it makes sense and independently make changes
Use ambitious word choices to describe and add detail
Spell most common exception words correctly
Spell words using taught suffixes and prefixes accurately



Fishbourne Church of England Primary School - Key Performance Indicators for Writing

Year 2

Working towards the expected standard

The pupil can, after discussion with the teacher:

Write simple 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
Form lower-case letters in the correct direction, starting and finishing in the right place
Use spacing between words

Working at the expected standard

The pupil can, after discussion with the teacher:

Write simple, coherent narratives about personal experiences and those of others (real or fictional)
Write about real events, recording these simply and clearly
Demarcate most sentences in their writing with capital letters and full stops, and use question marks correctly when required
Use present and past tense mostly correctly and consistently
Use co-ordination (e.g. or / and / but) and some subordination (e.g. when / if / that / because) to join clauses
Segment spoken words into phonemes and represent these by graphemes, spelling many of these words correctly and making phonically-plausible attempts at others
Spell many common exception words
Form capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters
Use spacing between words that reflects the size of the letters.

Working at greater depth

The pupil can, after discussion with the teacher:

Write effectively and coherently for different purposes, drawing on their reading to inform the vocabulary and grammar of their writing
Make simple additions, revisions and proof-reading corrections to their own writing
Use the punctuation taught at key stage 1 mostly correctly
Spell most common exception words
Add suffixes to spell most words correctly in their writing (e.g. -ment, -ness, -ful, -less, -ly)
Use the diagonal and horizontal strokes needed to join some letters.



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Year 3

Working towards the expected standard

The pupil can:

Write simple, coherent sentences after oral rehearsal
Start to show an awareness of audience and purpose
Read back their writing and check for sense, making corrections and improvements
Use the correct tense and correct this independently when an error is spotted
Use coordination and subordination
Use the full range of punctuation taught in KS1
Start to use inverted commas to mark directed speech
Spell some words using suffixes and prefixes
Spell all KS1 common exception words correctly

Working at the expected standard

The pupil can:

Show an awareness of audience and purpose
Use ideas from their reading to support their writing
Start to use features of a given text type
Proof read their writing and that of others, making corrections and improvements
Use ambitious word choices appropriately
Organise their writing into paragraphs around a theme
Create settings, characters and plots in narrative
Maintain the correct tense throughout their pieces of writing
Use capital letters, full stops, question and exclamation marks correctly
Use commas in lists
Use apostrophes to show possession and contracted word forms
Use inverted commas to mark directed speech
Use subordinate clauses
Use 'an' or 'a' correctly
Use conjunctions, adverbs and prepositions to show time, place and cause.
Spell some words with prefixes and suffixes correctly
Spell some homophones correctly
Spell some of the Year 3/4 common exception words correctly
Use neat, joined handwriting

Working at greater depth

The pupil can:

Make ambitious word choices to add effect and engage the reader
Maintain the correct word tense, including present perfect tense, with an accurate subject verb agreement
Use a wider range of conjunctions, adverbs and prepositions to show time, place and cause
Spell most words with suffixes and prefixes correctly
Spell homophones correctly
Spell many Year 3/4 common exception words correctly



Fishbourne Church of England Primary School - Key Performance Indicators for Writing

Year 4

Working towards the expected standard

The pupil can:

Show an increasing awareness of audience and purpose
Write narratives with a clear beginning, middle and end with a clear plot using their own reading as inspiration
Use features of a given text type
Proof read their writing and that of others, making corrections and improvements
Organise their writing into paragraphs around a theme
Use sentence punctuation correctly including speech punctuation consistently
Use commas in lists
Use apostrophes to show possession and contracted word forms
Use conjunctions, adverbs and prepositions to show time, place and cause.
Spell words with prefixes and suffixes correctly
Spell some homophones correctly
Spell some of the Year 3/4 common exception words correctly
Use neat, joined handwriting

Working at the expected standard

The pupil can:

Plan, draft, write, proof-read and edit theirs and others work
Write narratives with a developed beginning, middle and end with a clear plot
Maintain the correct word tense, including present perfect tense
Use nouns and noun phrases modified by prepositional phrases to expand and develop ideas (e.g. the red car parked at the bottom of the road)
Use fronted adverbials (with succeeding comma)
Use possessive apostrophes for singular and plural nouns (e.g. boy's coat and the boys' coats)
Consistently use the range of punctuation taught
Use paragraphs to group related ideas or material
Use subordinating and coordinating conjunctions
Use adverbs to express time; place (prepositions); manner; frequency
Spell words with prefixes and suffixes correctly
Spell homophones correctly
Spell many of the Year 3/4 common exception words correctly
Handwriting is joined, neat and consistent and maintained when writing at speed

Working at greater depth

The pupil can:

Proof read consistently with a focus on cohesion
Create detailed settings, characters and plots, engaging the reader and adding atmosphere
Consistently use paragraphs to organise their writing around a theme, aiding cohesion
To use all the necessary punctuation in direct speech correctly
To consistently use apostrophes for singular and plural possession
To expand noun phrases with the addition of ambitious modifying adjectives and prepositional phrases
To apply all the spelling rules and guidance from Y3/Y4 English into their writing (including suggested prefixes, suffixes, homophones and statutory spellings).



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Year 5

Working towards the expected standard

The pupil can:

Spell most words with prefixes and suffixes in the YR 3-4 spelling appendix and some from the YR 5- 6 e.g. cious, cial, ant, ent, ance, ence
Spell the majority of words from the YR 3-4 statutory word list and some words from the YR 5-6.
Discuss and develop initial ideas in order to plan and draft before writing
Organise writing into sections or paragraphs; create cohesion by linking ideas within paragraphs
Write a range of sentence structures which are grammatically accurate.
In narrative, describe settings, characters and atmosphere starting to use dialogue correctly
Create paragraphs that are suitably linked

Working at the expected standard

The pupil can:

Use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in the Year 5/6 list. Spell some of these correctly.
Use a dictionary correctly to check spelling and word meanings
Use a thesaurus
Spell words with a range of suffixes and prefixes
Identifying the audience and purpose of the writing, selecting the appropriate form
In narratives, describing settings, characters and atmosphere and integrate dialogue to convey character and advance the action
Use expanded noun phrases to convey complicated information concisely
Use modal verbs or adverbs to indicate degrees of possibility
Use relative clauses beginning with who, which, where, when, whose, that or with an implied (ie omitted) relative pronoun
Use brackets, dashes or commas to indicate parenthesis
Use a colon to introduce a list
Demarcate sentences correctly. Use comma to clarify meaning and avoid ambiguity
Proofread for spelling and punctuation errors
Write with a joined, legible scripts fluently and with increasing speed

Working at greater depth

The pupil can:

Recognise vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms
Use a wide range of linking words/phrases between sentences and paragraphs to aid cohesion
Find key words and ideas; begin to write a summary.
Choose vocabulary and grammar to suit formal and informal writing with independence
Evaluate own and others' writing; with direction, proof read, edit and revise
Spell consistently most, words from the Year 5/6 list



Fishbourne Church of England Primary School - Key Performance Indicators for Writing

Year 6

Working towards the expected standard

The pupil can:

Write for a range of purposes
Use paragraphs to organise ideas
In narratives, describe settings and characters
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 year 3 / year 4 spelling list, and some words from the year 5 / year 6 spelling list
Write legibly

Working at the expected standard

The pupil can:

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)
In narratives, describe settings, characters and atmosphere
Integrate dialogue in narratives to convey character and advance the action
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)
Use a range of devices to build cohesion (e.g. conjunctions, adverbials of time and place, pronouns, synonyms) within and across paragraphs
Use verb tenses consistently and correctly throughout their writing
Use the range of punctuation taught at key stage 2 mostly correctly^ (e.g. inverted commas and other punctuation to indicate direct speech)
Spell correctly most words from the year 5 / year 6 spelling list and use a dictionary to check the spelling of uncommon or more ambitious vocabulary
Maintain legibility in joined handwriting when writing at speed

Working at greater depth

The pupil can:

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 (e.g. literary language, characterisation, structure)
Distinguish between the language of speech and writing and choose the appropriate register
Exercise an assured and conscious control over levels of formality, particularly through manipulating grammar and vocabulary to achieve this
Use the range of punctuation taught at key stage 2 correctly (e.g. semi-colons, dashes, colons, hyphens) and, when necessary, use such punctuation precisely to enhance meaning and avoid ambiguity