



Writing Key Performance Indicators

Writing statements of EXS.

<p>Reception REXS</p>	<p>Begins to form most lower-case letters in the correct direction and can write their name correctly. Makes phonetically plausible attempts to spell words using the GPCs taught so far and begins to write some irregular common words (red words). Begins to write a simple sentence or phrase that can be read by themselves and others. Begins to use capital letters and full stops with teacher input.</p>
<p>Year One 1EXS</p>	<p>Forms lower-case letters in the correct direction, starting and finishing in the right place Writes sentences by: 1. sequencing sentences to form short narratives; and 2. re-reading what has been written to check that it makes sense. Writes from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far Uses capital letters and full stops to demarcate sentences and begins to use question marks and exclamation marks.</p>
<p>Year Two 2EXS</p>	<p>Writes capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters Develops positive attitudes towards, and stamina for, writing, by writing for different purposes Makes simple additions, revisions and corrections to writing. Uses the suffixes –er, –est in adjectives and –ly to turn adjectives into adverbs Constructs subordination (using when, if, that, because) and co-ordination (using or, and, but) Uses the correct choice and consistent use of present tense and past tense throughout a written piece Uses capital letters, full stops, question marks and exclamation marks to demarcate sentences Use commas to separate items in a list</p>
<p>Year Three 3EXS</p>	<p>Organises paragraphs around a theme In narratives, creates settings, characters and plot Proof-reads for spelling and punctuation errors Uses the forms ‘a’ or ‘an’ according to whether the next word begins with a consonant or a vowel eg a rock, an open box Confidently constructs subordination (using when, if, that, because) and co-ordination (using or, and, but) Begins to express time, place and cause using conjunctions Introduces inverted commas to punctuate direct speech Uses headings and sub-headings to aid presentation Uses the present perfect form of verbs instead of the simple past eg ‘He has gone out to play’ in contrast to ‘He went out to play’</p>
<p>Year Four 4EXS</p>	<p>Organises paragraphs around a theme In narratives, creates settings, characters and plot Proof-reads for spelling and punctuation errors Uses standard English forms for verb inflections instead of local spoken forms Uses fronted adverbials effectivley Can choose an appropriate pronoun or noun within and across sentences to aid cohesion and avoid repetition Uses inverted commas and other punctuation to indicate direct speech</p>

<p>Year Five 5EXS</p>	<p>Composition - Identifies the audience for, and purpose of, the writing Selects the appropriate form and uses other similar writing as models for their own Proof-reads for spelling and punctuation errors Ensures the consistent and correct use of tense throughout a piece of writing Uses further organisational and presentational devices to structure text and to guide the reader (eg headings, bullet points, underlining) Describes settings, characters and atmosphere SPaG - nouns or adjectives into verbs using suffixes (eg -ate; -ise; -ify) Indicates degrees of possibility using adverbs (eg perhaps, surely) or modal verbs (eg might, should, will, must) Uses devices to build cohesion within a paragraph (eg then, after that, this, firstly) Uses commas to clarify meaning or avoid ambiguity</p>
<p>Year Six 6EXS</p>	<p>Composition - Identifies the audience for, and purpose of, the writing Selects the appropriate form and uses other similar writing as models for their own Proof-reads for spelling and punctuation errors Ensures the consistent and correct use of tense throughout a piece of writing Uses further organisational and presentational devices to structure text and to guide the reader (eg headings, bullet points, underlining) Can describe settings, characters and atmosphere SPaG - understand and apply the difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing (eg find out - discover; ask for - request; go in - enter) Uses the passive voice to affect the presentation of information in a sentence (eg 'I broke the window in the greenhouse' versus 'The window in the greenhouse was broken (by me)' Can use layout devices, such as headings, sub-headings, columns, bullets, or tables, to structure text Uses the colon to introduce a list Punctuates bullet points to list information</p>