

| Key: X - For met target at ARE level. KPI - Key Performance Indicator | | | Aut1 | Aut2 | Spr1 | Spr2 | Sum1 | Sum2 |
|---|----|---|-------|------|------|------|------|------|
| Children should write for a range of audiences and purposes including, recounts, re-tell, letters, instructions, reports, diaries, persuasion, poetry, explanation, narrative. | | | | | | | | |
| KPI | 1 | Writing has clear structure across a range of genre. | | | | | | |
| | 2 | Sustained pieces of writing in paragraphs which are used to organise ideas around a theme or event, (e.g. <i>change of character, time, place and event</i>). | | | | | | |
| | 3 | Correctly writes simple sentences dictated by the teacher that are written independently using spelling from NC appendix 1. | | | | | | |
| | 4 | Writing is of consistent size and is neat. | | | | | | |
| | 5 | Uses fronted adverbials (e.g. <i>start with time connective or adverb</i>) followed by a comma.) | | | | | | |
| Spelling | 6 | Spell all of the Year1/2 words and most of the Year3/4 words correctly in my writing. | | | | | | |
| | 7 | Uses the possessive apostrophe correctly in words with regular plurals (<i>for example, girls', boys'</i>) and in words with irregular plurals. | | | | | | |
| | 8 | Use the first two or three letters of a word to check its spelling in a dictionary. | | | | | | |
| Handwriting | 9 | Uses the diagonal and horizontal strokes that are needed to join letters correctly and understands which letters are best left unjoined. | | | | | | |
| Sentence Structure | 10 | Punctuates direct speech accurately (e.g. <i>comma after reporting clause: end punctuation within inverted commas</i>). | | | | | | |
| | 11 | Noun phrases expanded by the addition of modifying adjectives, nouns and prepositional phrases e.g. <i>'The teacher' expanded to 'The strict maths teacher with curly hair sat on his desk'</i> . | | | | | | |
| | 12 | Uses appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition. | | | | | | |
| | 13 | Sentences include prepositions e.g. before, after, during, in, because of, under or prepositional phrase. | | | | | | |
| | 14 | Uses Standard English forms for verb inflections instead of local spoken forms (e.g. <i>we were instead of we was</i>). | | | | | | |
| | 15 | Uses detail to build character descriptions and provoke a response and begin to integrate dialogue to convey characters. | | | | | | |
| | 16 | Write a complete story with a full sequence of events in narrative order. | | | | | | |
| | 17 | Write narrative that develops character, setting and plot. | | | | | | |
| Composition and Effect | 18 | Edit and improve a section through re-drafting. | | | | | | |
| | 19 | Discuss and record more detailed ideas for writing in the form of planning. | | | | | | |
| | 20 | Begin to use similes to add description to the writing. | | | | | | |
| | 21 | Read aloud their own writing to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear. | | | | | | |
| | 22 | Evaluate the effectiveness of own or others' writing in connection to purpose and suggest improvements. | | | | | | |
| | 23 | Begin to use both a formal and an informal style. | | | | | | |
| | 24 | Choose vocabulary for effect to reflect audience and purpose. | | | | | | |
| | 25 | Identify and use correct terminology for adverbial, determiner, pronoun and possessive pronoun | | | | | | |
| GD Statement - Write independently, effectively, coherently and creatively for a wide range of audiences and purposes, drawing on their reading to inform the vocabulary and grammar of their writing. - Paragraphing is clear and ideas are developing and are linked to guide the reader through the text. - Writing has a clear voice, which is sustained through both shorter and more extended texts. - Make effective additions, revisions and proof-reading corrections to their own writing to impact on the reader. | | | Total | | | | | |
| | | | Grade | | | | | |
| | | | KPI | | | | | |