

Key:			KPI - Key Performance Indicator						Aut1	Aut2	Spr1	Spr2	Sum1	Sum2
X - For met target at ARE level.														
IF - Interim framework														
Children should write for a range of audiences and purposes including, recounts from their own experience or fiction, re-tell, letters to and from, instructions, invitations, simple report, diaries, persuasion, setting and character descriptions e.g. wanted posters or part of a book review.														
KPI	1 IF	Segments spoken words into phonemes and represents these by graphemes, spelling many correctly (<i>Phase 6 Letters and Sounds or equivalents</i>).												
	2 IF	Consistently uses spaces between words that reflect the size of the letters.												
	3 IF	Uses full stops, capital letters, exclamation marks and question marks 75% of the time correctly.												
	4 IF	Uses present and past tense correctly and consistently, including the simple and progressive form to mark actions in progress (e.g. she is drumming, he was shouting).												
	5 IF	Spell many exception words (<i>most for Greater Depth</i>).												
Spelling	6 IF	Add suffixes to spell words, including –ment, -ness, -ful, -less, -ly.												
	7	Spells some common homophones, and distinguishes between homophones and near-homophones.												
	8 IF	Spell some contracted words.												
	9	Use the possessive apostrophe in singular nouns GD.												
Handwriting	10 IF	Uses diagonal and horizontal strokes needed to join letters in some of their writing.												
	11 IF	Capital letters, lower case letters and digits are consistently of the correct size, orientation and relationship to one another and to lower case letters.												
Sentence Structure	12	Use sentences of different forms: statements, questions, exclamations and commands.												
	13	Uses expanded noun phrases to describe and specify (<i>e.g. blue butterfly, plain flour</i>).												
	14 IF	Uses a variety of co-ordination (<i>conjunctions – or, and, but</i>) in writing.												
	15 IF	Uses a variety of subordination (<i>conjunctions – when, if, that, because</i>) in writing.												
	16 IF	Separate items in a list using commas.												
	17	Correctly writes simple sentences independently that include words using phonetically plausible and common exception words and punctuation taught so far (<i>Phase 6 Letters and Sounds</i>).												
Composition and Effect	18	Begin to divide their own writing into sections (<i>where appropriate</i>).												
	19	Plan writing appropriately, by writing down ideas and / or key words, including new or relevant vocabulary.												
	20	Has stamina in writing, can write at least 3 parts.												
	21	Read own writing aloud with appropriate intonation to make meaning clear.												
	22	Evaluate their own and others finished writing with teacher and/ or peers.												
	23 IF	Beginning to proof read own writing and make relevant corrections, e.g. can check verb tense consistently, spelling, grammar and punctuation.												
	24	Attempts to interest the reader through creating characters and settings.												
	25 IF	Writing is appropriate for different purposes, follows forms of narrative (<i>real and fictional</i>), recount and poetry.												
GD Statement - Write independently, effectively, coherently and creatively for different purposes and a range of audiences, drawing on their reading to inform the vocabulary and grammar of their writing. - Sustain the writing of longer texts, which maintain the purpose of			Total											
			Grade											
			KPI											