

Key Performance Indicators for Year 1 Writing							
Name							MET
Spelling:							
I can identify known phonemes in unfamiliar words.							
I can use syllables to divide words when spelling.							
I use what I know about alternative phonemes to narrow down possibilities for accurate spelling.							
I can use the spelling rule for adding 's' or 'es' for verbs in the 3 rd person singular.							
I can name all the letters of the alphabet in order.							
I can use letter names to show alternative spellings of the same phoneme.							
Handwriting:							
I can sit correctly at a table, holding a pencil comfortably and correctly.							
I can form lower case letters in the correct direction, starting and finishing in the right place.							
I can form capital letters and digits 0 - 9							
Composition:							
I can compose a sentence orally before writing it.							
I can sequence sentences in chronological order to recount an event or experience.							
I can re-read what I have written to check it makes sense.							
I leave spaces between words.							
I know how the prefix 'un' can be added to words to change meaning.							
I can use the suffix within my writing.	s						
	es						
	ed						
	ing						
Grammar and Punctuation:							
I can combine words to make a sentence.							
I can join two sentences using 'and'.							
I can sequence sentences to form a narrative.							
I can separate words using finger spaces.							
I can use capital letters to start a sentence.							
I can use a	Full stop						
	Question mark						
	Exclamation mark						
I can use capital letters for names.							
I can use 'I'.							

Key Performance Indicators for Year 2 Writing							
Name							MET
Spelling:							
I can segment spoken words into phonemes and record these as graphemes.							
I can spell words with alternative spellings, including a few common homophones.							
I can spell longer words using suffixes such as 'ment', 'ness', 'ful', 'less', 'ly'.							
I can use my knowledge of alternative phonemes to narrow down the possibilities for accurate spelling.							
I can identify phonemes in unfamiliar words and use syllables to divide words.							
Handwriting:							
I can form lower-case letters of the correct size relative to one another.							
I can begin to use some of the diagonal and horizontal strokes needed to join letters.							
I show that I know which letters are best left unjoined.							
I use capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters.							
I use spacing between words that reflects the size of the letters.							
Composition:							
I can write narratives about personal experiences and those of others, both real and fictional.							
I can write for different purposes, including real events.							
I can plan and discuss the content of writing and record my ideas.							
I am able to orally rehearse structured sentences or sequences of sentences.							
I can evaluate my own writing independently, with friends and with an adult.							
I can proof-read to check for errors in spelling, grammar and punctuation.							
Grammar and Punctuation:							
I can use subordination and co-ordination.							
I can use expanded noun phrases.							
I can say how the grammatical patterns in a sentence indicate its function.							
I consistently use the present and past tense correctly.							
I can use the progressive forms of verbs in the present and past tense.							
I use capital letters for names of people, places, days of the week and the personal pronoun 'I'.							
I correctly use question marks and exclamation marks.							
I can use commas to separate items in a list.							
I can use apostrophes to show where letters are missing and to mark singular possession in nouns.							

Key Performance Indicators for Year 3 Writing							
Name							MET
Spelling:							
I can spell words with additional prefixes and suffixes and understand how to add them to root words.							
I recognise and spell homophones.							
I can use the first two or three letters of a word to check its spelling in a dictionary.							
I can spell words correctly which are in a family.							
I can spell the commonly mis-spelt words from the Y3/4 word list.							
I can identify the root in longer words.							
Handwriting:							
I use the diagonal and horizontal strokes that are needed to join letters.							
I understand which letters should be left unjoined.							
Composition:							
I can discuss models of writing, noting its structure, grammatical features and use of vocabulary.							
I can compose sentences using a wider range of structures.							
I can write a narrative with a clear structure, setting, characters and plot.							
I can write non-narrative using simple organisational devices such as headings and sub-headings.							
I can suggest improvements to my own writing and that of others.							
I can make improvements to grammar, vocabulary and punctuation.							
I use a range of sentences with more than one clause by using a range of conjunctions.							
I use the perfect form of verbs to mark the relationship of time and cause.							
I can proof-read to check for errors in spelling and punctuation.							
Grammar and Punctuation:							
I can express time, place and cause by using conjunctions, adverbs and prepositions.							
I am starting to use paragraphs.							
I can use headings and sub headings.							
I can use the present perfect form of verbs instead of the simple past.							
I can use inverted commas to punctuate direct speech.							

Key Performance Indicators for Year 4 Writing							
Name:							MET
Spelling:							
I can spell words with prefixes and suffixes and can add them to root words.							
I can recognise and spell homophones.							
I can use the first two or three letters of a word to check a spelling in a dictionary.							
I can spell the commonly mis-spelt words from the Y3/4 word list.							
Handwriting:							
I can use the diagonal and horizontal strokes that are needed to join letters.							
I understand which letters should be left un-joined.							
My handwriting is legible and consistent; down strokes of letters are parallel and equidistant; lines of writing are spaced sufficiently so that ascenders and descenders of letters do not touch.							
Composition:							
I can compose sentences using a range of sentence structures.							
I can orally rehearse a sentence or a sequence of sentences.							
I can write a narrative with a clear structure, setting and plot.							
I can improve my writing by changing grammar and vocabulary to improve consistency.							
I can use appropriate nouns and pronouns within and across sentences to support cohesion and avoid repetition.							
I can use direct speech in my writing and punctuate it correctly.							
Grammar and Punctuation:							
I can use noun phrases which are expanded by adding modifying adjectives, nouns and preposition phrases.							
I can use fronted adverbials.							
I can write in paragraphs.							
I make an appropriate choice of pronoun and noun within and across sentences.							
I can use inverted commas and other punctuation to indicate direct speech.							
I can use apostrophes to mark plural possession.							
I use commas after fronted adverbials.							

Key Performance Indicators for Year 5 Writing							
Name							MET
Spelling:							
I can form verbs with prefixes.							
I can convert nouns or adjectives into verbs by adding a suffix.							
I understand the rules for adding prefixes and suffixes.							
I can spell words with silent letters.							
I can distinguish between homophones and other words which are often confused.							
I can spell the commonly mis-spelt words from the Y5/6 word list.							
I can use the first 3 or 4 letters of a word to check spelling, meaning or both in a dictionary.							
I can use a thesaurus.							
I can use a range of spelling strategies.							
Handwriting:							
I can choose the style of handwriting to use when given a choice.							
I can choose the handwriting that is best suited for a specific task.							
Composition:							
I can discuss the audience and purpose of the writing.							
I can start sentences in different ways.							
I can use the correct features and sentence structure matched to the text type we are working on.							
I can develop characters through action and dialogue.							
I can establish a viewpoint as the writer through commenting on characters and events.							
I can use grammar and vocabulary to create an impact on the reader.							
I can use stylistic devices to create effects in writing.							
I can add well-chosen detail to interest the reader.							
I can summarise a paragraph.							
I can organise my writing into paragraphs to show different information or events.							
Grammar and Punctuation:							
I can use relative clauses.							
I can use adverbs or modal verbs to indicate a degree of possibility.							
I can build cohesion between paragraphs.							
I can use adverbials to link paragraphs.							
I can use brackets, dashes, and commas to indicate parenthesis.							
I can use commas to clarify meaning or avoid ambiguity.							

Key Performance Indicators for Year 6							
Name:							MET
Spelling:							
I can convert verbs into nouns by adding a suffix.							
I can distinguish between homophones and other words which are often confused.							
I can spell the commonly mis-spelt words from the Y5/6 word list.							
I understand that the spelling of some words needs to be learnt specifically.							
I can use any dictionary or thesaurus.							
I can use a range of spelling strategies.							
Handwriting:							
I can choose the style of handwriting to use when given a choice.							
I can choose the handwriting that is best suited for a specific task.							
Composition:							
I can identify the audience for and purpose of the writing.							
I can choose the appropriate form and register for the audience and purpose of the writing.							
I use grammatical structures and features and choose vocabulary appropriate to the audience, purpose, and degree of formality to make meaning clear and create effect.							
I use a range of sentence starters to create specific effects.							
I can use developed noun phrases to add detail to sentences.							
I use the passive voice to present information with a different emphasis.							
I use commas to mark phrases and clauses.							
I can sustain and develop ideas logically in narrative and non-narrative writing.							
I can use character, dialogue and action to advance events in narrative writing.							
I can summarise a text, conveying key information in writing.							
Grammar and Punctuation:							
I can use the passive voice.							
I vary sentence structure depending whether formal or informal.							
I can use a variety of organisational and presentational devices correct to the text type.							
I write in paragraphs which can clearly signal a change in subject, time, place or event.							
I can use the semi-colon, colon and dash.							
I can use the colon to introduce a list and semi-colon within lists.							
I can use a hyphen to avoid ambiguity.							