



## Year 1 writing

Key performance indicator	Performance standard
<p>Begins to form lower-case letters in the correct direction, starting and finishing in the right place</p> <p>Writes sentences by:</p> <ol style="list-style-type: none"><li>1. sequencing sentences to form short narratives; and</li><li>2. re-reading what has been written to check that it makes sense.</li></ol> <p>Spells words containing each of the 40+ phonemes already taught</p> <p>Names the letters of the alphabet in order</p> <p>Writes from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far</p> <p>Introduces capital letters, full stops, question marks and exclamation marks to demarcate sentences</p>	<p><b>With reference to the KPIs</b></p> <p>By the end of Y1 a child should be able to compose individual sentences orally and then write them down and be able to spell correctly many of the words covered in Y1 (see appendix 1 of the national curriculum document) as well as name the letters of the alphabet in order</p> <p>A child is able to make phonically-plausible attempts to spell words that have not yet been learnt and can form individual letters correctly</p> <p>A child can:</p> <ul style="list-style-type: none"><li>• sound and blend unfamiliar printed words quickly and accurately using the phonic knowledge and skills that have already been learnt;</li><li>• read back words that have been spelt;</li><li>• spell some words in a phonically plausible way, even if sometimes incorrectly;</li><li>• write simple dictated sentences that include words taught so far;</li><li>• demonstrate the skills and processes essential to writing by thinking aloud as they collect ideas, sequence the ideas, draft and re-read to check that the meaning is clear; and</li><li>• recognise sentence boundaries in spoken sentences and use the vocabulary listed in appendix 2 of the national curriculum document when writing is discussed.</li></ul> <p>A child is able to form letters correctly and confidently</p> <p>A child is beginning to use some of the distinctive features of standard English in their writing. 'Standard English' is defined in the glossary</p>



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## Year 2 writing

Key performance indicator	Performance standard
<p>Writes capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters</p> <p>Develops positive attitudes towards, and stamina for, writing, by writing for different purposes</p> <p>Considers what is going to be written before beginning by encapsulating what they want to say, sentence by sentence</p> <p>Makes simple additions, revisions and corrections to writing by:</p> <ol style="list-style-type: none"> <li>1. proof-reading to check for errors in spelling, grammar and punctuation;</li> <li>2. segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly; and</li> <li>3. learning new ways of spelling phonemes for which one or more spellings are already known; and learn some words with each spelling, including a few common homophones.</li> </ol> <p>Uses the suffixes –er, –est in adjectives and –ly to turn adjectives into adverbs</p> <p>Constructs subordination (using when, if, that, because) and co-ordination (using or, and, but)</p> <p>Uses the correct choice and consistent use of present tense and past tense throughout a written piece</p> <p>Uses capital letters, full stops, question marks and exclamation marks to demarcate sentences</p> <p>Use commas to separate items in a list</p>	<p><b>With reference to the KPIs</b></p> <p>By the end of Y2 a child's motor skills should be sufficiently advanced for them to write down ideas they may be able to compose orally. Letters should be orientated correctly</p> <p>A child can:</p> <ul style="list-style-type: none"> <li>• use more word-specific knowledge of spelling, including homophones, and is able to do this for both single-syllable and multi-syllabic words;</li> <li>• spell words in a phonically plausible way, even if sometimes incorrectly;</li> <li>• apply a knowledge of suffixes from their word reading to their spelling and also draw from and apply a growing knowledge of word and spelling structure, as well as a knowledge of root words;</li> <li>• explain how different types of writing, including narratives, are structured and apply this to their own and others' writing;</li> <li>• think aloud as they collect ideas, draft and re-read to check their meaning is clear;</li> <li>• play roles and improvise scenes in various settings; and</li> <li>• use vocabulary, grammar and punctuation concepts set out in appendix 2 of the national curriculum document and be able to apply them correctly to examples of real language, such as their own writing eg subordination and coordination.</li> </ul>



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## Year 3 writing

Key performance indicator	Performance standard
<p>Organises paragraphs around a theme</p> <p>In narratives, creates settings, characters and plot</p> <p>Proof-reads for spelling and punctuation errors</p> <p>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</p> <p>Expresses time, place and cause using conjunctions</p> <p>Introduces inverted commas to punctuate direct speech</p> <p>Uses headings and sub-headings to aid presentation</p> <p>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><b>With reference to the KPIs</b></p> <p>By the end of Y3 a child should be able to write down their ideas with a reasonable degree of accuracy and with good sentence punctuation</p> <p>A child can:</p> <ul style="list-style-type: none"> <li>• spell common words correctly including exception words and other words that have been learnt (see appendix 1 of the national curriculum document);</li> <li>• spell words as accurately as possible using phonic knowledge and other knowledge of spelling such as morphology and etymology;</li> <li>• monitor whether their own writing makes sense in the same way that they monitor their reading, checking at different levels;</li> <li>• write for a range of real purposes and audiences as part of their work across the curriculum in a variety of genres; and</li> <li>• understand and apply the terminology and concepts set out in appendix 2 of the national curriculum document.</li> </ul> <p>A child understands and applies the concepts of word structure (see appendix 2 of the national curriculum document)</p> <p>A child is beginning to use joined handwriting throughout independent writing</p> <p>A child is beginning to understand the skills and processes that are essential for writing: that is, thinking aloud to explore and collect ideas, drafting, and re-reading to check the meaning is clear</p> <p>A child is beginning to understand how writing can be different from speech</p>



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## Year 4 writing

Key performance indicator	Performance standard
<p>Organises paragraphs around a theme</p> <p>In narratives, creates settings, characters and plot</p> <p>Proof-reads for spelling and punctuation errors</p> <p>Writes from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far</p> <p>Uses standard English forms for verb inflections instead of local spoken forms</p> <p>Uses fronted adverbials</p> <p>Can choose an appropriate pronoun or noun within and across sentences to aid cohesion and avoid repetition</p> <p>Uses inverted commas and other punctuation to indicate direct speech</p>	<p><b>With reference to the KPIs</b></p> <p>By the end of Y4 a child should be able to write down ideas quickly. The grammar and punctuation should be broadly accurate</p> <p>A child can:</p> <ul style="list-style-type: none"><li>• spell most words taught so far accurately and be able to spell words that have not yet been taught by using what has been learnt about how spelling works in English;</li><li>• place the apostrophe in words with regular plurals (eg girls', boys') and in words with irregular plurals (eg children's);</li><li>• use vocabulary, grammar and punctuation concepts set out in English appendix 2 of the national curriculum document, and be able to apply them correctly to examples of real language such as their own writing;</li><li>• recognise some of the differences between standard English and non-standard English;</li><li>• use joined-up handwriting throughout all independent writing;</li><li>• write for a range of real purposes and audiences as part of the work across the curriculum. These purposes and audiences should underpin decisions about the form the writing should take such as a narrative, an explanation or a description; and</li><li>• adopt, create and sustain a range of roles.</li></ul> <p>A child understands the skills and processes that are essential for writing in order to enhance the effectiveness of what is written: that is, thinking aloud to explore and collect ideas, drafting and re-reading to check the meaning is clear, including doing so as the writing develops</p>



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## Year 5 writing

Key performance indicator	Performance standard
<p><b>Composition</b></p> <p>Identifies the audience for, and purpose of, the writing</p> <p>Selects the appropriate form and uses other similar writing as models for their own</p> <p>Proof-reads for spelling and punctuation errors</p> <p>Ensures the consistent and correct use of tense throughout a piece of writing</p> <p>Uses further organisational and presentational devices to structure text and to guide the reader (eg headings, bullet points, underlining)</p> <p>Describes settings, characters and atmosphere</p> <p><b>SPaG</b></p> <p>Converts nouns or adjectives into verbs using suffixes (eg -ate; -ise; -ify)</p> <p>Indicates degrees of possibility using adverbs (eg perhaps, surely) or modal verbs (eg might, should, will, must)</p> <p>Uses devices to build cohesion within a paragraph (eg then, after that, this, firstly)</p> <p>Uses commas to clarify meaning or avoid ambiguity</p>	<p><b>With reference to the KPIs</b></p> <p>By the end of Y5 a child should use accurate grammar and punctuation and begin to apply this when considering both audience and purpose</p> <p>A child can:</p> <ul style="list-style-type: none"> <li>• structure and organise a range of texts effectively for different purposes;</li> <li>• use knowledge of language gained from stories, plays, poetry, non-fiction and textbooks to facilitate writing;</li> <li>• use vocabulary, grammar and punctuation concepts set out in English appendix 2 of the national curriculum documentation, and be able to apply them correctly to examples of real language, such as independent writing;</li> <li>• write effective descriptions;</li> <li>• apply a knowledge of linguistic terms, including those to describe grammar, so they can discuss their writing and reading; and</li> <li>• select a handwriting style appropriate to the task.</li> </ul> <p>A child understands the differences between standard English and non-standard English and can apply what has been learnt, for example, in writing dialogue for characters</p>



**Year 6 writing**

Key performance indicator	Performance standard
<p><b>Composition</b></p> <p>Identifies the audience for, and purpose of, the writing</p> <p>Selects the appropriate form and uses other similar writing as models for their own</p> <p>Proof-reads for spelling and punctuation errors</p> <p>Ensures the consistent and correct use of tense throughout a piece of writing</p> <p>Uses further organisational and presentational devices to structure text and to guide the reader (eg headings, bullet points, underlining)</p> <p>Can describe settings, characters and atmosphere</p> <p><b>SPaG</b></p> <p>Uses dictionaries to check the spelling and meaning of words</p> <p>Can 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)</p> <p>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)')</p> <p>Can use layout devices, such as headings, sub-headings, columns, bullets, or tables, to structure text</p> <p>Uses the colon to introduce a list</p> <p>Punctuates bullet points to list information</p>	<p><b>With reference to the KPIs</b></p> <p>By the end of Y6 a child should be able to reflect an understanding of the audience for, and the purpose of, a piece of writing by selecting appropriate vocabulary and grammar</p> <p>A child can:</p> <ul style="list-style-type: none"> <li>• consciously control the structure of sentences in writing and understand why sentences are constructed as they are;</li> <li>• generate ideas, draft, and re-read a piece of writing to check that the meaning is clear;</li> <li>• adopt, create and sustain a range of roles, responding appropriately to others in role (both verbally and non-verbally);</li> <li>• create an improvised, devised and scripted drama for a range of audiences as well as rehearse, refine, share and respond thoughtfully to drama and theatre performances;</li> <li>• demonstrate a mastery of language through public speaking, performance and debate;</li> <li>• apply a knowledge of linguistic terms, including those to describe grammar, so that they can discuss their writing and reading; and</li> <li>• draw on their knowledge of morphology and etymology to spell correctly.</li> </ul>