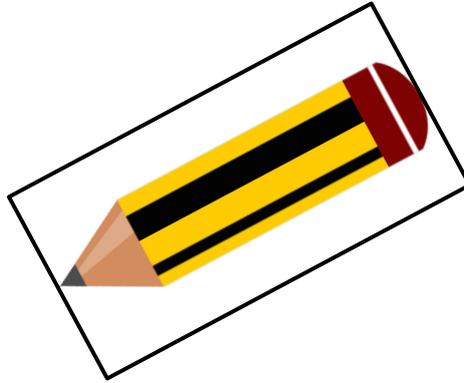




Langley Mill C of E (Controlled) Infant School and Nursery

English Key Performance indicators and Standards

Writing Year 1

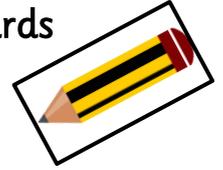


Key Performance Indicator	Performance Standard
<ul style="list-style-type: none">• Begins to form lower-case letters in the correct direction, starting and finishing in the right place.• Writes sentences by:<ol style="list-style-type: none">1) Sequencing sentences to form short narratives.2) Re-reading what has been written to check it makes sense.• Spells words containing each of the 40+ phonemes already taught.• Names the letters of the alphabet in order.• Writes from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far.• Introduces capital letters, full-stops, question marks and exclamation marks to demarcate sentences.	<p>With reference to the KPIs</p> <ul style="list-style-type: none">• 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 NC) as well as name the letters of the alphabet in order.• A child is able to make phonetically plausible attempts to spell words that have not yet been learnt and can form individual letters correctly. <p>A child can:</p> <ul style="list-style-type: none">• Sound and blend unfamiliar printed words quickly.• Read back words that have been spelt.• Spell some words in a phonetically plausible way.• Write simple dictated sentences that include words taught so far.• Demonstrate the skills and processes essential to writing by thinking aloud as they collect ideas, sequence ideas, draft and re-draft.• Recognise sentence boundaries in spoken sentences and use the vocabulary listed in Appendix 2 NC when writing is discussed.• Form letters correctly and confidently.• Begin to use some of the features of Standard English in their writing.



Langley Mill C of E (Controlled) Infant School and Nursery

English Key Performance Indicators and Standards



Writing Year 2

Key Performance Indicator	Performance Standard
<ul style="list-style-type: none">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.Considers what is going to be written before beginning by planning what they want to say.Makes simple additions, revisions and corrections to writing by:<ol style="list-style-type: none">1) Proof –reading to check for errors in spelling, grammar and punctuation.2) Segmenting spoken words into phonemes and representing these by graphemes.3) Learning new ways of spelling phonemes for which one or more spellings are already known, learn a few common homophones.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>With reference to the KPIs</p> <ul style="list-style-type: none">By the end of Y2 a child's motor skills should be advanced enough for them to write down ideas they compose orally. Letters should be orientated correctly. <p>A child can:</p> <ul style="list-style-type: none">Use more specific knowledge of spelling, including homophones.Spell words in a phonetically plausible way.Apply a knowledge of suffixes from their word reading to their spelling and also apply a growing knowledge of word and spelling structure.Explain how different types of writing including narratives, are structured and apply this to their own and others' writing.Think aloud as they collect ideas, draft and re-read to check their meaning is clear.Play roles and improvise scenes in various settings.Use vocabulary, grammar and punctuation concepts set out in appendix 2 of the NC document and apply them correctly to their own writing.

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