

## Writing Year Group Performance Indicators

The programmes of study for writing at key stages 1 and 2 are constructed similarly to those for reading:

- transcription (spelling and handwriting)
- composition (articulating ideas and structuring them in speech and writing).

It is essential that teaching develops pupils' competence in these two dimensions. In addition, pupils should be taught how to plan, revise and evaluate their writing. These aspects of writing have been incorporated into the programmes of study for composition.

Writing down ideas fluently depends on effective transcription: that is, on spelling quickly and accurately through knowing the relationship between sounds and letters (phonics) and understanding the morphology (word structure) and orthography (spelling structure) of words. Effective composition involves forming, articulating and communicating ideas, and then organising them coherently for a reader. This requires clarity, awareness of the audience, purpose and context, and an increasingly wide knowledge of vocabulary and grammar. Writing also depends on fluent, legible and, eventually, speedy handwriting.

### **Spelling, vocabulary, grammar, punctuation and glossary**

The two statutory appendices – on [spelling](#) and on [vocabulary, grammar and punctuation](#)

– give an overview of the specific features that should be included in teaching the programmes of study.

Opportunities for teachers to enhance pupils' vocabulary arise naturally from their reading and writing. As vocabulary increases, teachers should show pupils how to understand the relationships between words, how to understand nuances in meaning, and how to develop their understanding of, and ability to use, figurative language. They should also teach pupils how to work out and clarify the meanings of unknown words and words with more than one meaning. References to developing pupils' vocabulary are also included within the appendices.

Pupils should be taught to control their speaking and writing consciously and to use Standard English. They should be taught to use the elements of spelling, grammar, punctuation and 'language about language' listed.

### Key Stage 1 Year 1

During year 1, teachers should build on work from the Early Years Foundation Stage.

Pupils' writing during year 1 will generally develop at a slower pace than their reading. This is because they need to encode the sounds they hear in words (spelling skills), develop the physical skill needed for handwriting, and learn how to organise their ideas in writing.

*In order for children to be judged as working at the expected level they should demonstrate achievement of the majority of descriptors, including all of the red criteria on most occasions by the end of the year.*

Year 1 performance indicators Writing	
Transcription (see spelling appendix 1)	<p>Spell:</p> <ul style="list-style-type: none"><li>words containing each of the 40+ phonemes already taught</li><li>some common exception words</li></ul> <p>the days of the week</p> <p>Name the letters of the alphabet</p> <ul style="list-style-type: none"><li>naming the letters of the alphabet in order</li><li>using letter names to distinguish between alternative spellings of the same sound</li></ul>

	<ul style="list-style-type: none"> <li>▪ add prefixes and suffixes: <ul style="list-style-type: none"> <li>▪ using the spelling rule for adding -s or -es as the plural marker for nouns and the third person singular marker for verbs</li> <li>▪ using the prefix un-</li> <li>▪ using -ing, -ed, -er and -est where no change is needed in the spelling of root words [for example, helping, helped, helper, eating, quicker, quickest]</li> </ul> </li> </ul>
	Write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far.
	The spelling rules and guidance, as listed in the 'English programmes of study: key stages 1 and 2 National curriculum in England - Appendix 1 for year 1' are usually applied <a href="https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/335186/PRIMARY_national_curriculum_-_English_220714.pdf">https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/335186/PRIMARY_national_curriculum_-_English_220714.pdf</a>
	Begin to form lower-case letters in the correct direction, starting and finishing in the right place
	Form capital letters
	Use spacing between words
	Form digits 0-9
<b>Grammar, Vocabulary</b>	Join words and joining clauses using and
<b>Punctuation</b>	Punctuate some sentences using a capital letter and a full stop, question mark or exclamation mark
	Use a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'
<b>Overall Text and Structure</b>	Compose a sentence orally before writing it
	Say out loud what they are going to write about
	Sequence sentences to form short narratives (minimum of 5 sentences)
	Re-read what has been written to check that it makes sense
	Read aloud their writing clearly enough to be heard by their peers and the teacher
	Discussing what they have written with the teacher and other pupils.

## Key Stage 1 Year 2

In writing, pupils at the beginning of year 2 should be able to compose individual sentences orally and then write them down. They should be able to spell correctly many of the words covered in year 1 (see [English Appendix 1](#)). They should also be able to make phonically plausible attempts to spell words they have not yet learnt. Finally, they should be able to form individual letters correctly, so establishing good handwriting habits from the beginning.

It is important to recognise that pupils begin to meet extra challenges in terms of spelling during year 2. Increasingly, they should learn that there is not always an obvious connection between the way a word is said and the way it is spelt. Variations include different ways of spelling the same sound, the use of so-called silent letters and groups of letters in some words and, sometimes, spelling that has become separated from the way that words are now pronounced, such as the 'le' ending in table. Pupils' motor skills also need to be sufficiently advanced for them to write down ideas that they may be able to compose orally. In addition, writing is intrinsically harder than reading: pupils are likely to be able to read and understand more complex writing (in terms of its vocabulary and structure) than they are capable of producing themselves.

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Year 2 performance indicators Writing	
Transcription (see spelling appendix 1)	<p>Is able to</p> <ul style="list-style-type: none"> <li>• segment spoken words into phonemes and representing these by graphemes, spelling many correctly</li> <li>• spell many common exception words</li> <li>• spell some words with contracted forms</li> <li>• addsuffixes to spell some words correctly in their writing <ul style="list-style-type: none"> <li>○ e.g. <i>-ment, -ness, -ful, -less, -ly</i></li> </ul> </li> </ul>
	<p>The spelling rules and guidance, as listed in the 'English programmes of study: key stages 1 and 2 National curriculum in England - Appendix 1 for year 2' are usually applied accurately</p> <p><a href="https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/335186/PRIMARY_national_curriculum_-_English_220714.pdf">https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/335186/PRIMARY_national_curriculum_-_English_220714.pdf</a></p>
	<p>Is able to write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far.</p>
	<p>Handwriting is legible with almost all lower case letters, capital letters and digits accurately and consistently formed and of the correct size, orientation and relationship to one another:</p> <ul style="list-style-type: none"> <li>• using spacing between words that reflects the size of the letters</li> <li>• using the diagonal and horizontal strokes needed to join letters in some of their writing</li> <li>• writing capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters</li> </ul>

<b>Grammar and Vocabulary</b>	<p>The pupil can write a narrative about their own and others' experiences (real and fictional), after discussion with the teacher:</p> <ul style="list-style-type: none"> <li>● using sentences with different forms in their writing (statements, questions, exclamations and commands)</li> <li>● using some expanded noun phrases to describe and specify</li> <li>● using present and past tense mostly correctly and consistently</li> <li>● using co-ordination (or / and / but) and some subordination (when / if / that / because)</li> </ul>
	Pupil demonstrates appropriate use of features of written Standard English
<b>Punctuation</b>	Pupil can demarcate most sentences with capital letters and full stops and with some use of question marks and exclamation marks
	Learn how to use commas for lists and apostrophes for contracted forms and the possessive (singular)
<b>Overall Text and Structure</b>	<p>Develop positive attitudes towards and stamina for writing by writing a narrative about their own and others' experiences (real and fictional), after discussion with the teacher:</p> <ul style="list-style-type: none"> <li>• Writing narratives about personal experiences and those of others (real and fictional)</li> <li>• Writing about real events</li> <li>• Writing poetry</li> <li>• Writing for different purposes</li> </ul>
	<p>Uses the drafting process to</p> <ul style="list-style-type: none"> <li>• gather and write down ideas and key words, including new vocabulary drawn from reading, and discussion of different types of writing</li> <li>• encapsulate what is to be said, sentence by sentence, to compose meaningful narratives.</li> </ul>
<b>Evaluation and</b>	<p>Writing is discussed with the teacher and other pupils to:</p> <ul style="list-style-type: none"> <li>• evaluate the effective use of word choice, grammar and punctuation</li> <li>• make appropriate additions, revisions and corrections.</li> </ul>

<b>Improvement</b>	Re-read to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous/progressive form
	Proof-read to check for errors in spelling, grammar and punctuation [for example, ends of sentences punctuated correctly]
	Read aloud what they have written with appropriate intonation to make the meaning clear

### **Lower Key Stage 2 Years 3-4**

Pupils should be able to write down their ideas with a reasonable degree of accuracy and with good sentence punctuation. Teachers should therefore be consolidating pupils' writing skills, their vocabulary, their grasp of sentence structure and their knowledge of linguistic terminology. Teaching them to develop as writers involves teaching them to enhance the effectiveness of what they write as well as increasing their competence. Teachers should make sure that pupils build on what they have learnt, particularly in terms of the range of their writing and the more varied grammar, vocabulary and narrative structures from which they can draw to express their ideas. Pupils should be beginning to understand how writing can be different from speech. Joined handwriting should be the norm; pupils should be able to use it fast enough to keep pace with what they want to say.

*In order for children to be judged as working at the expected level they should demonstrate achievement of the majority of descriptors, including all of the red criteria on most occasions by the end of the year.*

<b>Year 3 performance indicators Writing</b>	
<b>Transcription (see spelling appendix 1)</b>	Show understanding of word families based on common words, showing how words are related in form and meaning [for example, solve, solution, solver, dissolve, insoluble] Spell most homophones correctly
	The spelling rules and guidance, as listed in the 'English programmes of study: key stages 1 and 2 National curriculum in England - Appendix 1 Year 3-4 which have been taught in year 3 are usually applied accurately <a href="https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/335186/PRIMARY_national_curriculum_-_English_220714.pdf">https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/335186/PRIMARY_national_curriculum_-_English_220714.pdf</a>
	Begin to use the first two or three letters of a word to check its spelling in a dictionary
	Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.
	Use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined
<b>Grammar and vocabulary</b>	Use the present perfect form of verbs instead of the simple past [for example, He has gone out to play contrasted with He went out to play]
	Expressing time, place and cause using conjunctions [for example, when, before, after, while, so, because]
	Expressing time, place and cause using adverbs [for example, then, next, soon, therefore]
	Expressing time, place and cause using prepositions [for example, before, after, during, in, because of] Use of the forms a or an according to whether the next word begins with a consonant or a vowel [for example, a rock, an open box]
<b>Punctuation</b>	A range of punctuation taught in previous years is used mostly accurately.
	Begin to use inverted commas to punctuate direct speech
	Placing the possessive apostrophe accurately in words with regular plurals [for example, girls', boys'] and in words with irregular plurals [for example, children's]
<b>Overall Text and Structure</b>	In narratives, creating settings, characters and plot
	In non-narrative material, using simple organisational devices [for example, headings and sub-headings]
	Begin to use paragraphs as a way to group related material
	Plan by discussing and recording ideas

<b>Evaluation and Improvement</b>	Assess the effectiveness of their own and others' writing and suggesting improvements
	Proof-read for spelling and punctuation errors and propose changes to grammar and vocabulary to improve consistency.
	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

<b>Year 4 performance indicators Writing</b>	
<b>Transcription (see spelling appendix 1)</b>	The full range of spelling rules and patterns, as listed in the 'English programmes of study: key stages 1 and 2 National curriculum in England - Appendix 1 for Years 3/4', are accurately applied. Spelling appendix 1 <a href="https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/335186/PRIMARY_national_curriculum_-_English_220714.pdf">https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/335186/PRIMARY_national_curriculum_-_English_220714.pdf</a>
	use the first two or three letters of a word to check its spelling in a dictionary
	write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.
	Increase the legibility, consistency and quality of their handwriting [for example, by ensuring that the downstrokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch].

<b>Grammar and Vocabulary</b>	Know the grammatical difference between plural and possessive -s
	Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases (e.g. the teacher expanded to: the strict maths teacher with curly hair)
	Use fronted adverbials [for example, Later that day, I heard the bad news.]
	Extend the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although
	Standard English forms for verb inflections instead of local spoken forms (e.g. we were instead of we was, or I did instead of I done)
<b>Punctuation</b>	A range of punctuation taught in previous years is used mostly accurately.
	Use of inverted commas and other punctuation to indicate direct speech [for example, a comma after the reporting clause; end punctuation within inverted commas: The conductor shouted, "Sit down!"]
	Place the possessive apostrophe accurately in words with regular plurals [for example, girls', boys'] and in words with irregular plurals [for example, children's]
	Use commas after fronted adverbials
<b>Overall Text and Structure</b>	In narratives, create settings, characters and plot
	In non-narrative material, using simple organisational devices [for example, headings and sub-headings]
	Organise paragraphs around a theme
	Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition
	Discuss writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar
	Assess the effectiveness of their own and others' writing and suggesting improvements
	Proof-read for spelling and punctuation errors proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences.
	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

## **Upper Key Stage 2 Years 5-6**

By the beginning of year 5, pupils should be able to write down their ideas quickly. Their grammar and punctuation should be broadly accurate. Pupils' spelling of most words taught so far should be accurate and they should be able to spell words that they have not yet been taught by using what they have learnt about how spelling works in English.

During years 5 and 6, teachers should continue to emphasise pupils' enjoyment and understanding of language, especially vocabulary, to support their reading and writing. Pupils' knowledge of language, gained from stories, plays, poetry, non-fiction and textbooks, will support their increasing fluency as readers, their facility as writers, and their comprehension. As in years 3 and 4, pupils should be taught to enhance the effectiveness of their writing as well as their competence.

By the end of year 6, pupils' reading and writing should be sufficiently fluent and effortless for them to manage the general demands of the curriculum in year 7, across all subjects and not just in English, but there will continue to be a need for pupils to learn subject-specific vocabulary. They should be able to reflect their understanding of the audience for and purpose of their writing by selecting appropriate vocabulary and grammar. Teachers should prepare pupils for secondary education by ensuring that they can consciously control sentence structure in their writing and understand why sentences are constructed as they are. Pupils should understand nuances in vocabulary choice and age-appropriate, academic vocabulary. This involves consolidation, practice and discussion of language.

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<b>Year 5 Expect performance indicators Writing</b>	
<b>Transcription (see spelling appendix)</b>	<i>Can convert nouns or adjectives into verbs using suffixes [for example, -ate; -ise; -ify]</i>
	<i>Can use verb prefixes (e.g. dis-, de-, mis-, over- and re-)</i>
	<i>Spell some words with 'silent' letters [for example, knight, psalm, solemn]</i>
	Use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in English appendix The spelling rules and guidance, as listed in the 'English programmes of study: key stages 1 and 2 National curriculum in England - Appendix 1 for Y5 and 6 which have been <i>taught in preceeding years and in year 5 are usually applied accurately</i> <a href="https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/335186/PRIMARY_national_curriculum_-_English_220714.pdf">https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/335186/PRIMARY_national_curriculum_-_English_220714.pdf</a>
	Use dictionaries to check the spelling and meaning of words
	Use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary
	Use a thesaurus
<i>Legible, fluent handwriting is usually maintained when writing at efficient speed. This includes the appropriate choice of letter shape; whether or not to join letters; and writing implement.</i>	
<b>Grammar and Vocabulary</b>	<i>Is beginning to demonstrate appropriate use of relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun</i>
	Is beginning to indicate degrees of possibility using adverbs [for example, perhaps, surely] or modal verbs [for example, might, should, will, must]
	Begin to use expanded noun phrases to convey complicated information concisely
	<i>Ensures the consistent and correct use of tense throughout a piece of writing</i>
	<i>Ensures the correct subject and verb agreement when using singular and plural</i>

<b>Punctuation</b>	A range of punctuation taught in previous years is used mostly accurately.
	Begin to use brackets, dashes or commas to indicate parenthesis
	Begin to Use commas to clarify meaning or avoid ambiguity
<b>Overall Text and Structure</b>	Use devices to build cohesion within a paragraph (e.g. then, after that, this, firstly)
	Begin to use a range of layout devices, such as headings, sub-headings, columns, bullets, or tables, to structure text
	Link ideas across paragraphs using adverbials of time [for example, later], place [for example, nearby] and number [for example, secondly] or tense choices [for example, he had seen her before]
	In narratives, increasingly confident to describe settings, characters and atmosphere and integrates dialogue to convey character and advance the action
<b>Presentation, Evaluation and Improvement</b>	Proof-read for spelling and punctuation errors and propose changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences
	Assess the effectiveness of their own and others' writing
	Proof-read for spelling and punctuation errors and propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning
	Perform own compositions, using appropriate intonation, volume, and movement so that meaning is clear

<b>Year 6 performance indicators Writing</b>	
<b>Transcription</b>	<p><b>Spell most words correctly, including common exception words</b></p> <p>Use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in English appendix</p> <p><a href="https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/335186/PRIMARY_national_curriculum_-_English_220714.pdf">1https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/335186/PRIMARY_national_curriculum_-_English_220714.pdf</a></p>
	<p>Maintain legibility, fluency and speed in handwriting through choosing whether or not to join specific letters.</p>
<b>Grammar and Vocabulary</b>	<p><b>The pupil can write for a range of purposes and audiences:</b></p> <ul style="list-style-type: none"> <li>• using different verb forms mostly accurately</li> <li>• using co-ordinating and subordinating conjunctions</li> <li>• creating atmosphere, and integrating dialogue to convey character and advance the action</li> <li>• selecting vocabulary and grammatical structures that reflect the level of formality required mostly correctly</li> <li>• using passive and modal verbs mostly appropriately</li> <li>• using a wide range of clause structures, sometimes varying their position within the sentence</li> <li>• using adverbs, preposition phrases and expanded noun phrases effectively to add detail, qualification and precision</li> </ul>

<b>Punctuation</b>	<p>The pupil can write for a range of purposes and audiences:</p> <ul style="list-style-type: none"> <li>• using capital letters, full stops, question marks, exclamation marks, commas for lists and apostrophes for contraction mostly correctly</li> <li>• using inverted commas, commas for clarity, and punctuation for parenthesis mostly correctly, and making some correct use of semi-colons, dashes, colons and hyphens</li> </ul>
<b>Overall Text and Structure</b>	<p>The pupil can write for a range of purposes and audiences:</p> <ul style="list-style-type: none"> <li>• using paragraphs to organise ideas</li> <li>• using a range of cohesive devices, including adverbials, within and across sentences and paragraphs</li> </ul>
	<p>Use further organisational and presentational devices to structure text and to guide the reader [for example, headings, sub-headings, columns, bullet points, underlining or tables]</p>
<b>Evaluation and Improvement</b>	<p>Writing for a range of purposes and audiences (including short story) demonstrating selection and use of suitable forms with appropriate features drawn from models of similar writing, wider reading and research.</p>
	<p>In planning for narratives, ideas for characters and settings are often drawn from what pupils have read, listened to or seen performed.</p>
	<p>The drafting process is used to make appropriate choices of grammar and vocabulary to clarify and enhance meaning, including use of a thesaurus.</p>
	<p>In narratives, description of settings, characters and atmosphere is used appropriately, including integration of dialogue to convey character and advance the action</p>
	<p>When required, longer passages are précised appropriately.</p>

	<p>Effectiveness of own and others' writing is evaluated and edited to make appropriate changes to vocabulary, grammar and punctuation, including use of tense, subject/verb agreement and register, to enhance effects and clarify meaning.</p>
	<p>A dictionary and thesaurus are used to check word meaning and appropriateness. Writing for a wider audience is proof-read to ensure accuracy of spelling and punctuation, including effective use of a dictionary.</p>