

YEAR 1 WRITING TERMLY KEY PERFORMANCE INDICATORS (KPI'S)

Term One	Term Two	Term Three
<p>KPIs On-track for Expected Standard (EXS)</p> <ol style="list-style-type: none"> 1. Use predictable and repeated phrases in own writing drawn from reading and role-play 2. Describe a character using simple adjectives 3. Write sentences to match pictures, or sequences of pictures, illustrating an event 4. Write simple instructions in order with some imperative verbs 5. Write sentences sometimes demarcated accurately with full stops 6. Begin to separate words with spaces 7. Begin to use capital letters for the beginning of sentences and for names 8. Use their phonic knowledge to write words in ways which match their spoken sounds, some being spelt correctly and others being phonetically plausible (sets 1, 2 and 3 of RWInc) 9. Makes phonetically plausible attempts to spell words that have not been learnt 	<p>KPIs On-track for Expected Standard (EXS)</p> <ol style="list-style-type: none"> 1. Use traditional story language 2. Structure story into three parts 3. Describe a setting, something or someone with some appropriate adjectives 4. Write in first person using capital letter for "I" 5. Write sentences mostly demarcated by full stops and capital letters 6. Experiment with exclamation marks 7. Write in sequence using words to signal time e.g.. first, next, then, after 8. Maintain past tense 9. Spell most common exception words taught so far 10. Form most lower case letters in the correct direction, starting and finishing in the right place. 11. Form lower-case letters of the correct size relative to one another in some of their writing 	<p>KPIs Expected Standard (EXS)</p> <ol style="list-style-type: none"> 1. Write sentences by: sequencing sentences to form short narratives; and re-reading what has been written to check it makes sense. 2. Structure writing using some features of the given form 3. Write instructions with some expansion about something they know well including imperative verbs. 4. Assemble information about a topic, describing different aspects of the subject. 5. Use the conjunction "and" 6. Use descriptive language with some use of comparative and superlative adjectives 7. Spell words containing each of the 40+ phonemes taught 8. Use simple past and present verbs mostly accurately 9. Use capital letters, full stops and some exclamation marks and question marks to demarcate sentences 10. Use spaces between words 11. Form letters correctly and confidently with most letters accurate in shape and size including capital letters and digits
<p>KPIs On-track for Greater Depth (GDS)</p> <ol style="list-style-type: none"> 1. Independently structure writing by ordering sequence of events with use of words like first, next, after, when. 2. Join clauses by using the conjunction 'and'. 3. Make careful choices of adjectives. 4. Distinguish between a statement and a command 5. Expand by including more instructional features e.g.. numbered points 	<p>KPIs On-track for Greater Depth (GDS)</p> <ol style="list-style-type: none"> 1. Independently choose to expand ideas and sentences using "and" 2. Independently choose to add detail using a variety of adjectives 3. Independently choose to use and apply vocabulary gathered from reading. 4. Consider the reader when making vocabulary choices 5. Read own writing to check it makes sense 6. Make simple edits and corrections to own writing after discussion with the teacher 	<p>KPIs Greater Depth (GDS)</p> <ol style="list-style-type: none"> 1. Independently simply structure own writing based on the given form and choose to use some patterns and language of familiar stories 2. Always think about reader as they write, making precise choices 3. Choose to expand ideas with simple conjunctions and descriptive language 4. Consistently use the full range of punctuation taught by the end of Year 1 mostly accurately 5. Add the suffixes -ing, -ed, -er to spell many words correctly 6. Evaluate the impact of writing on the reader