

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

Year 2	Term One	Term Two	Term Three
Assessment Key Performance Indicators	<p>KPIs On-track for Expected Standard (EXS)</p> <ul style="list-style-type: none"> Retell a story including effective characterisation structured into 3 parts following a model using simple descriptive language Use information from research to group and assemble information into a short non-chronological report. Write about a real event, recording it simply and clearly Demarcate sentences with capital letters and full stops. Understand how to write in the past tense Write in the first and third person Begin to expand writing using co-ordinating conjunctions (e.g. or / and / but) Form lower-case letters in the correct direction, starting and finishing in the right place Form lower-case letters of the correct size relative to one another in some of their writing Use their phonic knowledge (sets 1, 2 and 3 RWInc.) and their prefix and suffix knowledge to write words in ways which match their spoken sounds, spelling most words correctly Spell most common exception words taught so far <p>KPIs On-track for Greater Depth (GDS)</p> <ul style="list-style-type: none"> Expand information using some subordination AND co-ordination Use some expanded noun phrases to describe and specify Use a wider range of adjectives e.g. superlative and comparative adjectives Structure own writing deciding on what goes in each part 	<p>KPIs On-track for Expected Standard (EXS)</p> <ul style="list-style-type: none"> Write simple, coherent narratives in four parts Write about a real experience structured appropriately Write instructions with some expansion about something they know well including imperative verbs and precise language choices, commands and negatives commands Expand noun phrases to describe and specify Demarcate many sentences with capital letters and full stops, and use question marks correctly when required Use capital "I" for personal pronouns Use a wider range of subordination (e.g. when / if / that / because) to join clauses Form lower-case letters of the correct size relative to one another in most of their writing Use spacing between words that reflects the sizes of the letters Spell common exception words covered so far <p>KPIs On-track for Greater Depth (GDS)</p> <ul style="list-style-type: none"> Write effectively and coherently to recount, instruct and entertain Decide on the structure of writing based on its form. Know what features to change when changing the form of writing. Identify where words are spelt incorrectly Edit own writing with simple corrections Add suffixes to spell some words correctly Experiment with cursive writing Understand 1st person and 3rd person writing Experiment with a range of ways of expanding nouns Experiment with adverbs 	<p>KPIs Expected Standard (EXS)</p> <ul style="list-style-type: none"> Write simple, coherent narratives in four parts Write about real events, recording these simply and clearly Write a simple persuasive piece Demarcate most sentences with capital letters and full stops, and use question marks correctly when required Use past tense mostly correctly and consistently Use co-ordination (e.g. or / and / but) and some subordination (e.g. when / if / that / because) to join clauses Form capital letters of the correct size, orientation and relationship to one another and to lower-case letters Spell many common exception words Segment spoken words into phonemes and represent these by graphemes, spelling many of these words correctly and making phonically-plausible attempts at others <p>KPIs Greater Depth (GDS)</p> <ul style="list-style-type: none"> Write effectively and coherently for different purposes, drawing on their reading to inform the vocabulary and grammar of their writing Experiment with simple figurative language Make simple additions, revisions and proof-reading corrections to their own writing spell most common exception words add suffixes to spell most words correctly in their writing (e.g. -ment, -ness, -ful, -less, -ly)* use the diagonal and horizontal strokes needed to join some letters Independently choose to use features of different forms of writing showing awareness of audience and form.