



Key Performance Indicators				Performance Standard
Handwriting	Composition	Transcription	Vocabulary, grammar and punctuation	
<p>Sit correctly at a table, holding a pencil comfortably and correctly.</p> <p>Begin to form lower-case letters in the correct direction, starting and finishing in the right place.</p> <p>Form capital letters.</p> <p>Form digits 0-9.</p> <p>Understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and to practise these.</p>	<p>Write sentences by:</p> <ol style="list-style-type: none"> <li>saying out loud what they are going to write about</li> <li>composing a sentence orally before writing it</li> <li>sequencing sentences to form short narratives</li> <li>re-reading what they have written to check that it makes sense.</li> </ol> <p>Discuss what they have written with the teacher or other pupils.</p> <p>Read aloud their writing clearly enough to be heard by their peers and the teacher.</p>	<p>Spell:</p> <ol style="list-style-type: none"> <li>words containing each of the 40+ phonemes already taught</li> <li>common exception words</li> <li>the days of the week.</li> </ol> <p>Name the letters of the alphabet:</p> <ol 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> </ol> <p>Add prefixes and suffixes:</p> <ol 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> </ol> <p>Apply simple spelling rules and guidance, as listed in <a href="#">English Appendix 1</a>.</p> <p>Write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far.</p>	<p>Develop their understanding of the concepts set out in <a href="#">English Appendix 2</a> by:</p> <ol style="list-style-type: none"> <li>leaving spaces between words</li> <li>joining words and joining clauses using and</li> <li>beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark</li> <li>using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'</li> <li>learning the grammar for year 1 in English Appendix 2.</li> </ol> <p>Use the grammatical terminology in English Appendix 2 in discussing their writing.</p>	<ul style="list-style-type: none"> <li>❖ 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 .</li> <li>❖ A child is able to make phonically-plausible attempts to spell words that have not yet been learnt and can form individual letters correctly</li> <li>❖ A child can: <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> </li> <li>❖ A child is able to form letters correctly and confidently.</li> <li>❖ A child is beginning to use some of the distinctive features of standard English in their writing. 'Standard English' is defined in the glossary.</li> </ul>

Number of KPI's achieved:	Y1 level:	Y1 score:	Number of KPI's achieved:	Y1 level:	Y1 score:	Number of KPI's achieved:	Y1 level:	Y1 score:	Number of KPI's achieved:	Y1 level:	Y1 score:
1 - 4	1d	21	5 - 8	1c	22	9 - 13	1b	23	14	1a	24