



Key Performance Indicators				Performance Standard
Handwriting	Composition	Transcription	Vocabulary, grammar and punctuation	
<p>Handwriting is usually legible and fluent, including appropriate choice of letter shape, and whether or not to join letters; it is not always maintained when writing at efficient speed.</p>	<p>Writing demonstrates features of selected form, as appropriate to audience, purpose and context, drawn from discussion of models of similar writing and the recording of ideas from pupils' own reading.</p> <p>The drafting process draws upon a progressively varied and rich vocabulary and a range of sentence structures.</p> <p>Settings, characters and plot are created in narrative.</p> <p>Evaluation of the effectiveness of own and others' writing is used to propose changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences.</p> <p>Writing is proof-read for spelling and punctuation errors, including some use of a dictionary to check spelling.</p> <p>Structure and organisation of writing is informed by its audience, purpose and context, through the appropriate use of:</p> <ul style="list-style-type: none"> ❖ paragraphs to organise information and ideas around a theme ❖ adverbials of time place and number to link ideas across paragraphs. ❖ pronouns and nouns chosen to aid cohesion and clarity and to avoid repetition ❖ tense choice and other devices to build cohesion within and across paragraphs. 	<p>Is able to write from memory simple sentences, dictated by the teacher, that include words and punctuation included in the key stage 2 national curriculum.</p> <p>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' and some rules and patterns from the 'English programmes of study: key stages 1 and 2 National curriculum in England – Appendix 1 for Years 5/6', are accurately applied, including:</p> <ul style="list-style-type: none"> ❖ accurate spelling of some suffixes, as listed in <i>English programmes of study: key stages 1 and 2 National curriculum in England – Appendix 1 for Years 5/6</i> ❖ accurate spelling of some common homophones and other words which are often confused ❖ accurate spelling of some words, that are often misspelt, including most words from the Years 3/4 word list and some from the Years 5/6 word list in in <i>English programmes of study: key stages 1 and 2 National curriculum in England – Appendix 1.</i> <p>See Y5 Spelling Programme for expectations</p>	<p>Writing demonstrates appropriate use of:</p> <ul style="list-style-type: none"> ❖ nouns and noun phrases modified by preposition phrases to expand and develop ideas, information and description ❖ relative clauses beginning with who, which and that to add detail and description ❖ fronted adverbials to vary sentence structure ❖ the standard form for verb inflections in written Standard English. <p>A range of punctuation is used, mostly accurately, including commas after fronted adverbials, possessive apostrophes for plural nouns, and other punctuation to indicate direct speech.</p> <p>See Appendix 2 Year 5 Vocabulary, Grammar and punctuation for expectations.</p>	<p>By the end of Y5 a child should use accurate grammar and punctuation and begin to apply this when considering both audience and purpose</p> <p>A child can:</p> <ul style="list-style-type: none"> ❖ structure and organise a range of texts effectively for different purposes; ❖ use knowledge of language gained from stories, plays, poetry, non-fiction and textbooks to facilitate writing; ❖ use vocabulary, grammar and punctuation concepts set out in English appendix 2 of the national curriculum documentation, and be able to apply them correctly to examples of real language, such as independent writing; ❖ write effective descriptions; ❖ apply a knowledge of linguistic terms, including those to describe grammar, so they can discuss their writing and reading; and ❖ select a handwriting style appropriate to the task. <p>A child understands the differences between standard English and non-standard English and can apply what has been learnt, for example, in writing dialogue for characters</p>

Number of KPI's achieved:	Y5 level:	Y5 score:	Number of KPI's achieved:	Y5 level:	Y5 score:	Number of KPI's achieved:	Y5 level:	Y5 score:	Number of KPI's achieved:	Y5 level:	Y5 score:
1 – 6	5d	37	7 - 12	5c	38	13 - 18	5b	39	19	5a	40