



Key Performance Indicators						Performance Standard							
Handwriting		Composition		Transcription		Vocabulary, grammar and punctuation							
<p>Legible, fluent handwriting is usually maintained when writing at efficient speed. This includes appropriate choice of letter shape; whether or not to join letters; and writing implement.</p>		<p>Writing for a range of purposes and audiences demonstrates 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 preciséd 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>The grammatical terminology in the 'English programmes of study: key stages 1 and 2 National curriculum in England – Appendix 2' is used when discussing and evaluating writing.</p> <p>A dictionary and thesaurus are used to check word meaning and appropriateness.</p> <p>Writing for a wider audience is proof-read to ensure accuracy of spelling and punctuation, including effective use of a dictionary.</p> <p>The 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"> <li>❖ paragraphs to develop and expand some ideas, descriptions, themes or events in depth</li> <li>❖ a range of cohesive devices to link ideas within and across paragraphs (including repetition of a word or phrase; grammatical connections, such as adverbials; and ellipsis)</li> <li>❖ a range of organisational and presentational devices, including the use of columns, bullet points and tables, to guide the reader</li> <li>❖ appropriate choice of tense to support whole text cohesion and coherence.</li> </ul>		<p>Is able to write from memory sentences, dictated by the teacher, that include words and punctuation included in the key stage 2 national curriculum.</p> <p>Morphological and etymological knowledge, and 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 5/6', are accurately applied, including:</p> <ul style="list-style-type: none"> <li>❖ accurate spelling of most prefixes and 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>.</li> <li>❖ accurate spelling of most words with silent letters</li> <li>❖ accurate spelling of most homophones and other words which are often confused</li> <li>❖ accurate spelling of most words that need to be specifically learnt, as listed in Years 5/6 word list in <i>English programmes of study: key stages 1 and 2 National curriculum in England – Appendix 1</i>.</li> </ul> <p><b>See Y6 Spelling Programme for expectations</b></p>		<p>According to audience, purpose and context, writing demonstrates appropriate use of:</p> <ul style="list-style-type: none"> <li>❖ expanded noun phrases to convey complicated information concisely</li> <li>❖ relative clauses using a wide range of relative pronouns (or an implied relative pronoun) to clarify and explain relationships between ideas</li> <li>❖ the perfect form of verbs to mark relationships of time and cause</li> <li>❖ modal verbs and adverbs to indicate degrees of possibility, probability and certainty</li> <li>❖ the passive voice to affect the presentation of information</li> <li>❖ vocabulary and grammatical choices to suit both formal and informal situations.</li> </ul> <p>A range of punctuation is used, mostly accurately (including: brackets, dashes or commas to indicate parenthesis; commas to clarify meaning or avoid ambiguity; colons to introduce lists and semi-colons to separate items within lists; hyphens to avoid ambiguity; and consistent punctuation of bullet points).</p> <p><b>See Appendix 2 Year 6 Vocabulary, Grammar and punctuation for expectations.</b></p>		<p><b>By the end of Y6 a child should be able to reflect an understanding of the audience for, and the purpose of, a piece of writing by selecting appropriate vocabulary and grammar.</b></p> <p><b>A child can:</b></p> <ul style="list-style-type: none"> <li>❖ consciously control the structure of sentences in writing and understand why sentences are constructed as they are;</li> <li>❖ generate ideas, draft, and re-read a piece of writing to check that the meaning is clear;</li> <li>❖ adopt, create and sustain a range of roles, responding appropriately to others in role (both verbally and non-verbally);</li> <li>❖ create an improvised, devised and scripted drama for a range of audiences as well as rehearse, refine, share and respond thoughtfully to drama and theatre performances;</li> <li>❖ demonstrate a mastery of language through public speaking, performance and debate;</li> <li>❖ apply a knowledge of linguistic terms, including those to describe grammar, so that they can discuss their writing and reading; and</li> <li>❖ draw on their knowledge of morphology and etymology to spell correctly.</li> </ul>					

Number of KPI's achieved:	Y6 level:	Y6 score:	Number of KPI's achieved:	Y6 level:	Y6 score:	Number of KPI's achieved:	Y6 level:	Y6 score:	Number of KPI's achieved:	Y6 level:	Y6 score:
1 – 8	6d	41	9 – 16	6c	42	17 - 25	6b	43	26	6a	44