



ST. JOHN BOSCO RC PRIMARY SCHOOL

Writing KPI's

Year Group:

1

	Autumn Term		Spring Term		Summer Term	
	1st Half	2nd Half	1st Half	2nd Half	1st Half	2nd Half
Fiction	<ul style="list-style-type: none"> Use predictable and repeated phrases in own writing drawn from reading and role-play 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 phase 2, phase 3 and phase 4 phonic knowledge to write words in ways which match their spoken sounds, some being spelt correctly and others being phonetically plausible 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 	<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 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 phase 2, phase 3 and phase 4 phonic knowledge to write words in ways which match their spoken sounds, some being spelt correctly and others being phonetically plausible 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 	<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 sentences mostly demarcated by full stops and capital letters Experiment with exclamation marks 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 	<ul style="list-style-type: none"> Structure story into three parts Write sentences mostly demarcated by full stops and capital letters Experiment with exclamation marks 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 	<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 Use the conjunction "and" 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 	<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 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



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GDS	<ul style="list-style-type: none"> Join clauses by using the conjunction 'and' Make careful choices of adjectives 	<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 Read own writing to check it makes sense Make simple edits and corrections to own writing after discussion with the teacher 			<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 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 	<ul style="list-style-type: none"> 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 	
Non-Fiction	<ul style="list-style-type: none"> Write sentences to match pictures, or sequences of pictures, illustrating an event 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 phase 2, phase 3 and phase 4 phonic knowledge to write words in ways which match their spoken 	<ul style="list-style-type: none"> 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 phase 2, phase 3 and phase 4 phonic knowledge to write words in ways which match their spoken sounds, some being spelt correctly and others being phonetically plausible Makes phonetically plausible attempts to spell words that have not been learnt Form many lower case letters in the correct direction, starting and 	<ul style="list-style-type: none"> 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 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 	<ul style="list-style-type: none"> Write sentences mostly demarcated by full stops and capital letters Experiment with exclamation marks 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 	<ul style="list-style-type: none"> Write instructions with some expansion about something they know well including imperative verbs Use the conjunction "and" 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 	<ul style="list-style-type: none"> Use the conjunction "and" 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 	

	<p>sounds, some being spelt correctly and others being phonetically plausible</p> <ul style="list-style-type: none"> ▪ 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 	<p>finishing in the right place</p>		<ul style="list-style-type: none"> ▪ Form lower-case letters of the correct size relative to one another in some of their writing 	<p>words</p> <ul style="list-style-type: none"> ▪ Form letters correctly and confidently with most letters accurate in shape and size including capital letters and digits ▪ use features of standard English 	<ul style="list-style-type: none"> ▪ capital letters and digits ▪ use features of standard English
GDS	<ul style="list-style-type: none"> ▪ Distinguish between a statement and a command 	<ul style="list-style-type: none"> ▪ Independently structure writing by ordering sequence of events with use of words like first, next, after, when ▪ Distinguish between a statement and a command ▪ Expand by including more instructional features e.g. numbered points 	<ul style="list-style-type: none"> ▪ Independently choose to use and apply vocabulary gathered from reading ▪ Read own writing to check it makes sense ▪ Make simple edits and corrections to own writing after discussion with the teacher 	<ul style="list-style-type: none"> ▪ Independently choose to use and apply vocabulary gathered from reading ▪ Read own writing to check it makes sense ▪ Make simple edits and corrections to own writing after discussion with the teacher 	<ul style="list-style-type: none"> ▪ 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 	
Poetry	<ul style="list-style-type: none"> ▪ 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 phase 2, phase 3 and phase 4 phonic knowledge to write words in ways which match their spoken sounds, some being spelt correctly and others being phonetically plausible ▪ 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 				<ul style="list-style-type: none"> ▪ Use the conjunction “and” ▪ 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 	
GDS			<ul style="list-style-type: none"> ▪ Independently choose to use and apply vocabulary gathered from reading ▪ Read own writing to check it makes sense ▪ Make simple edits and corrections to own writing after discussion with the teacher 		<ul style="list-style-type: none"> ▪ 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 	

