

ST. JOHN BOSCO RC PRIMARY SCHOOL

Writing KPI's						Year Group:	2
	Autumn Term			Spring Term	Summer Term		
	1st Half	2nd Half	1st Half	2 nd Half	1st Half	2 nd Ha	alf
Fiction	 Retell a story including effective characterisation structured into 3 parts following a model using simple descriptive language. Demarcate sentences with capital letters and full stops. Spell most common exception words taught so far. Form lower-case letters of the correct size relative to one another in some of their writing. 	 Write in past tense maintaining consistency. Demarcate sentences with capital letters and full stops. Use their phase 2, phase 3, phase 4, phase 5 and phase 6 knowledge and their prefix and suffix knowledge to write words in ways which match their spoken sounds, spelling most words correctly Begin to expand writing using coordinating conjunctions (e.g. or/and/but) Use expanded noun phrases to describe and specify. 	 Write about a real experience structured appropriately. 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 Use spacing between words that reflects the sizes of the letters. Spell common exception words covered so far. 	 Write simple, coherent narratives in four parts. Write about real events, recording these simply and clearly. 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 Use spacing between words that reflects the sizes of the letters. Spell common exception words covered so far. 	 Segment spoken words into phonemes and represent these by graphemes, spelling many of these words correctly and making phonically-plausible attempts at others. 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 lowercase letters. Demarcate most sentences with capital letters and full stops, and use question marks correctly when required Use inverted commas to punctuate direct speech Use past tense mostly correctly and consistently. 	Segment spoker phonemes and these by graphe many of these we correctly and me phonically-plaus attempts at othe Use co-ordination or/and/but) and subordination (when/if/that/be join clauses Form capital letter correct size, or relationship to cand to lower-ca. Demarcate mose with capital letter stops, and use of marks correctly required Use in commas to punspeech Use past tense recorrectly and contractly and contractly and contractly.	represent mes, spelling vords aking sible ers. on (e.g. d some e.g. ecause) to ters of the entation and one another se letters. t sentences ers and full juestion when verted ctuate direct mostly onsistently.
GDS	 Expand information using some subordination AND co-ordination. Use some expanded noun phrases to describe and specify. Structure own writing, deciding what goes in each part. Use a wider range of adjectives e.g. superlative and comparative adjectives. 		 Write effectively and coherently to recount. Identify where words are spelt incorrectly. Edit own writing with simple corrections. Add suffixes to spell some words correctly. 	 Experiment with a range of ways of expanding nouns. Experiment with adverbs. Identify where words are spelt incorrectly. Edit own writing with simple corrections. Add suffixes to spell some words correctly. 	 Experiment with simple figurative language. Use the diagonal and horizontal strokes needed to join some letters Independently choose to use features of different forms of 	 Write effectively coherently for depurposes, drawing reading to infort vocabulary and their writing. Make simple addrevisions and precorrections to the content of the content	ifferent ing on their m the grammar of ditions, coof-reading

writing showing					
awareness of audience					
and form.					

writing spell most common exception words add suffixes to spell most words correctly in their writing (e.g. –ment, –ness, –ful, –less, – ly)*.



ST. JOHN BOSCO RC PRIMARY SCHOOL

			Writing KPI's			Year Group: 3	
	Autumn Term		Spring Term		Summer Term		
	1st Half	2nd Half	1st Half	2 nd Half	1st Half	2 nd Half	
Non-Fiction	 Use information from research to group and assemble information into a short non-chronological report. a recount of an event in chronological order, expressing time, place and cause using conjunctions, adverbs and prepositions Begin to expand writing using co-ordinating conjunctions (e.g. or/and/but) Demarcate sentences with capital letters and full stops. Spell most common exception words taught so far. Form lower-case letters of the correct size relative to one another in some of their writing. 	 Write in consistent 1st person Understand how to write in the past tense. Write about a real event, recording it simply and clearly. Begin to expand writing using coordinating conjunctions (e.g. or/and/but) Demarcate sentences with capital letters and full stops. Spell most common exception words taught so far. Form lower-case letters of the correct size relative to one another in some of their writing. 	 Write about a real event, structuring it appropriately. Maintain consistency of tense and person. Use noun phrases. 	 Write instructions with some expansion about something they know well, including some imperative verbs and precise language choices, commands and negative commands. Demarcate many sentences with capital letters and full stops, and use question marks correctly when required. Use a wider range of subordination (e.g. when/if/that/ because) to join clauses. 	 Write about real events, recording these simply and clearly. 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. 	 Write in present tense. Use rhetorical questions. Write a simple persuasive piece. 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 represen these by graphemes, spelling many of these words correctly and making phonically-plausible attempts at others. 	
GDS	Use a wider range of adjective comparative adjectives.	es e.g. superlative and	• Write effectively and coherently to recount.	Write effectively and coherently to instruct.	Write effectively and coherently for different purposes, drawing on their reading to inform the vocabulary and grammar of their writing.		

 Expand information using some subordination AND 	 Identify where 	Use the diagonal and horizontal	Make simple additions, revisions and proof-reading
co-ordination.	words are spelt	strokes needed to join some	corrections to their own writing spell most common
	incorrectly.	letters	exception words add suffixes to spell most words correctly in
	•	 Independently choose to use 	their writing (e.gment, -ness, -ful, -less, -ly)*
	 Edit own writing 	features of different forms of	• Use the diagonal and horizontal strokes needed to join some
	with simple	writing	letters
	corrections.		• Independently choose to use features of different forms of
	Add suffixes to spell		writing
	some words correctly.		