



ST. JOHN BOSCO RC PRIMARY SCHOOL

Writing KPI's

Year Group:

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	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"> 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. 	<ul style="list-style-type: none"> 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 co-ordinating conjunctions (e.g. or/and/but) Use expanded noun phrases to describe and specify. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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 lower-case 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. 	<ul style="list-style-type: none"> 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 lower-case 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.
GDS	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> Write effectively and coherently for different purposes, drawing on their reading to inform the vocabulary and grammar of their writing. Make simple additions, revisions and proof-reading corrections to their own 	

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)*.



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Year Group:

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	1st Half	2nd Half	1st Half	2nd Half	1st Half	2nd Half
Non-Fiction	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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 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. 	<ul style="list-style-type: none"> Write about a real event, structuring it appropriately. Maintain consistency of tense and person. Use noun phrases. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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 represent these by graphemes, spelling many of these words correctly and making phonically-plausible attempts at others.
GDS	<ul style="list-style-type: none"> Use a wider range of adjectives e.g. superlative and comparative adjectives. 		<ul style="list-style-type: none"> Write effectively and coherently to recount. 	<ul style="list-style-type: none"> Write effectively and coherently to instruct. 	<ul style="list-style-type: none"> Write effectively and coherently for different purposes, drawing on their reading to inform the vocabulary and grammar of their writing. 	

	<ul style="list-style-type: none"> ▪ Expand information using some subordination AND co-ordination. 	<ul style="list-style-type: none"> ▪ Identify where words are spelt incorrectly. ▪ Edit own writing with simple corrections. <p>Add suffixes to spell some words correctly.</p>	<p>Use the diagonal and horizontal strokes needed to join some letters</p> <ul style="list-style-type: none"> ▪ • Independently choose to use features of different forms of writing 	<ul style="list-style-type: none"> • Make simple additions, revisions and proof-reading corrections to their own writing spell most common exception words add suffixes to spell most words correctly in their writing (e.g. -ment, -ness, -ful, -less, -ly)* • Use the diagonal and horizontal strokes needed to join some letters • Independently choose to use features of different forms of writing
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