



English Long Term Planning and Assessment Key Performance Indicators

Adapted 2021

East Rainton Primary School

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Guidance for Teachers

This document supports the planning and assessment of the National Curriculum for reading and writing across Key Stage 1 and Key Stage 2.

The Long Term Plan outlines key writing outcomes for fiction and non-fiction writing in each year group with clear lines of progression built in across the three terms. Key Performance Indicators for reading are provided for each term to support teacher with making direct links between reading and writing and to ensure progression in reading throughout each year.

Key texts are **suggested** for each Year group covering archaic texts; texts with non-linear time sequences; texts with complexity in the narrator or plot and resistant texts.

Using this document for summative assessment

At the end of each term a set of Key Performance Indicators (KPIs) are provided to enable teachers to assess key aspects of the curriculum pupils need to be secure in against what has been taught over the term. Teachers then make an assessment judgement as to whether the pupil is: on-track to meet the expected standard (EXS); on-track for Greater Depth within the expected standard (GDS); working towards the expected standard (WTS) or working below the expected standard (BLW). This ensures that teachers are assessing the curriculum that has been taught rather than assessing end of year objectives and ensures a common language in assessment judgements across the key stages and year groups.

To make the assessment judgements teachers reflect on how well the pupils have kept pace with the curriculum taught over the term. It is NOT the intention that the statements are used as a “tick list” to calculate from.

Internal Standardisation and Moderation

Once a pupil has been assessed as being on-track for the expected standard or working at greater depth then an individual pupil’s work can be kept, exemplifying attainment against the KPIs. This can be used as the exemplification of the standard and therefore can be used for future standardisation and moderation activities, creating a benchmark for assessment purposes in future years.

The Key Performance Indicators (KPIs) and standards materials can be used as and when necessary to take part in inter and cross school moderation activities.

YEAR ONE	TERM ONE (A)	TERM ONE (B)	TERM TWO (A)	TERM TWO (B)	TERM THREE (A)	TERM THREE (B)
<p>Archaic Texts The Tale of Peter Rabbit, The Ugly Duckling, Goldilocks, The Magic Porridge Pot, Sleeping Beauty, Snow White, Aesop’s Fables, Where the Wild Things Are</p> <p>Non-linear Time Sequences Voices in the Park, The Trouble with Trolls</p> <p>Well Loved Stories HairyMaclary, Not Now Bernard, The Cat in the Hat, Dinosaurs and all the rubbish</p> <p>Complexity of Plot Owl Babies, The Tiger that came to Tea, Where the Wild Things Are</p> <p>Contemporary Picture Books Oh No, George, Lost and Found, Voices in the Park, The Crocodile Who didn’t like Water, The day the Crayons Quit</p> <p>Non-fiction Range of high quality non-fiction including online and books</p>	<p>Narrative Retell a simple story with predictable phrases eg. repetition of key phrases - “huff and puff and blow your house down”, “We’re going on a bear hunt....”. Focus on creation of sentence.</p> <p>for GDS Add additional detail joining sentences using ‘and’.</p> <p>Recount Write sentences to match pictures, or sequences of pictures, illustrating an event.</p> <p>for GDS Structure writing by ordering sequence of events with use of words like first, next, after, when. Join clauses by using the conjunction ‘and’.</p>	<p>Narrative Tell a basic 3 part story about a central character eg The Gruffalo.</p> <p>for GDS Add additional character description.</p> <p>Instructions Write simple instructions about something they know well including imperative verbs, precise language and commands.</p> <p>for GDS Expand by including more instructional features eg. a list of equipment, numbered lists, bullet points.</p>	<p>Narrative Plan and tell a three part traditional tale with basic ideas sequenced and traditional story language adopted.</p> <p>for GDS Focus on a descriptive setting.</p> <p>Recount Write a simple first person recount linked to topic or personal experience, incorporating at least three events in order, whilst maintaining past tense.</p> <p>for GDS Expand by using simple descriptive language to add detail.</p>	<p>Narrative Retell a familiar story in 3 parts. Include accurate sentence punctuation.</p> <p>for GDS Write own version of the story recounting the information in sequence - then, next, after etc.</p> <p>Report Describe something or someone with consistent use of tense (past or present depending on the report).</p> <p>for GDS Expand sentences with conjunction ‘and’ use capital letters for proper nouns. Include new vocabulary from reading and research. Include an opening statement.</p>	<p>Narrative Write a complete simple story in three parts based on their own experiences or linked to a topic.</p> <p>Include accurate sentence punctuation.</p> <p>for GDS Include some of the patterns and language of familiar stories eg. repeating same words and phrases three times - “run, run as fast as you can”.</p> <p>Instructions Write instructions with some expansion about something they know well including imperative verbs. Include accurate sentence punctuation.</p> <p>for GDS Expand by including more instructional features eg. a list of equipment numbered lists. Sentence structure to include commas in a list.</p>	<p>Narrative Write a story which includes strong characterisation eg. good or bad character. Include accurate sentence punctuation.</p> <p>for GDS Change the character to have the opposite traits to the first draft with a focus on comparative and superlative adjectives.</p> <p>Report Assemble information about a topic, writing accurately demarcated sentences to describe different aspects of the subject.</p> <p>for GDS Basic sequencing of ideas under simple sub-headings to form a report. Use vocabulary collected from research, reading and cross-curricular learning.</p>

YEAR ONE	TERM ONE	TERM TWO	TERM THREE
<p>Writing Assessment Key Performance Indicators</p>	<p>KPIs On-track for Expected Standard (EXS)</p> <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 to match pictures, or sequences of pictures, illustrating an event • 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 <p>KPIs On-track for Greater Depth (GDS)</p> <ul style="list-style-type: none"> • Structure writing by ordering sequence of events with use of words like first, next, after, when. • Join clauses by using the conjunction 'and'. • Make careful choices of adjectives. • Distinguish between a statement and a command • Expand by including more instructional features e.g. numbered points 	<p>KPIs On-track for Expected Standard (EXS)</p> <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 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 • 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. • Form lower-case letters of the correct size relative to one another in some of their writing <p>KPIs On-track for Greater Depth (GDS)</p> <ul style="list-style-type: none"> • 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. • Consider the reader when making vocabulary choices • Read own writing to check it makes sense • Make simple edits and corrections to own writing after discussion with the teacher 	<p>KPIs Expected Standard (EXS)</p> <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 • Write instructions with some expansion about something they know well including imperative verbs. • 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 <p>KPIs Greater Depth (GDS)</p> <ul style="list-style-type: none"> • Simply structure own writing based on the given form and choose to use some patterns and language of familiar stories • Always think about reader as they write, making precise choices • 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

YEAR ONE	TERM ONE	TERM TWO	TERM THREE
<p>Reading Assessment Key Performance Indicators</p>	<p>KPIs On-track for Expected Standard (EXS)</p> <ul style="list-style-type: none"> • Read within stage 3 Oxford Reading Tree. • Automatic recognition of high frequency words taught so far. • Use phase 2, phase 3 and phase 4 phonic knowledge to read words in ways which match their spoken sounds. • Makes phonetically plausible attempts to read words that have not been learnt. • Begin to divide words into syllables to read. • Identify predictable and repeated phrases in reading and role-play. • Reads sentences taking account of simple punctuation e.g. full stops. • Retrieve basic information about a character using pictures and simple language. • Recall basic features of stories. • Check that the text makes sense as they read e.g. self-correction. • Discuss word meanings, linking new meanings to those already known. • Read and follow simple instructions in order. <p>KPIs On-track for Greater Depth (GDS)</p> <ul style="list-style-type: none"> • Recall key events using words like first, next, after, when. • Read sentences using awareness of punctuation such as question marks and exclamation marks. • Make simple connections between texts e.g. "This is like a traditional tale because there's an evil witch/a bad wolf". • Read common words with contractions and show some awareness of the use of the apostrophe to represent letters. • Read most multi-syllable words containing taught GPCs at Phase 4. • Show some inference at a basic level. • Make suggestions about what will happen next in the story based on what has happened so far. 	<p>KPIs On-track for Expected Standard (EXS)</p> <ul style="list-style-type: none"> • Read within stage 4 ORT • Automatic recognition of high frequency words taught so far. • Read most multi-syllable words containing taught GPCs at Phase 5. • Identify traditional story language and comment on its use. • Identify key events and use to sequence. • Retrieve basic information about setting, something or someone. • Predict what might happen based on what has been read so far. • Read taking account of wider punctuation such as exclamation marks. • Automatically read most of the common exception words taught so far. • Draw on existing vocabulary to speculate on the meaning of new words. • Describe the difference between a story and a first-person recount. <p>KPIs On-track for Greater Depth (GDS)</p> <ul style="list-style-type: none"> • Begin to understand how written language can be structured in order. • Independently comment on vocabulary gathered from reading. Reason about why authors choose specific words and phrases. • Read own writing to check it makes sense. • Independently read aloud phonetically decodable texts at an age-appropriate level (Phase 5). • Identify basic similarities and differences between their own experiences and that of story characters. • Express personal responses, including likes and dislikes; give some reasons linked to own experiences. 	<p>KPIs Expected Standard (EXS)</p> <ul style="list-style-type: none"> • Read within stage 6 ORT • Read all the common suffixes and all the common exception words at Phase 5. • Read phonically decodable two-syllable and three-syllable words. • Read automatically all the words in the list of 100 high-frequency words. • Identify the features of factual texts: instructions and reports, identify features of story texts. • Identify and comment on descriptive language. • Draw on their existing vocabulary to speculate on the meaning of new words and explain any links. • Predict what might happen based on what has been read so far. • Express personal responses, including likes and dislikes; give some reasons linked to own experiences. <p>KPIs Greater Depth (GDS)</p> <ul style="list-style-type: none"> • Read fluently and accurately blending taught GPCs at Phase 5. • Decode words, applying phonics knowledge independently and confidently when encountering a new word. • Confidently and consistently read all multi-syllable words containing GPCs and Phase 5 • Read all common exception words at and common suffixes and Phase 5. • Consistently recall features of key stories, re-telling in order with detail and story language, identifying most features. • Explain, describe and reason about patterns and language of familiar stories • Explain the purpose of the punctuation in texts read. • Make connections between texts. • Begin to identify the effect on the reader.

YEAR TWO	TERM ONE (A)	TERM ONE (B)	TERM TWO (A)	TERM TWO (B)	TERM THREE (A)	TERM THREE (B)
<p>Archaic Texts Rumpelstiltskin, Rapunzel, Piped Piper of Hamelin, Pinocchio, The Owl and the Pussycat</p> <p>Non-linear Time Sequences The Summer My Father Was Ten, Grandpa, One Candle</p> <p>Complexity of the Narrator Chester, Fantastic Mr Fox, The Day the Crayons Quit, Hey Little Ant</p> <p>Complexity of Plot Grandad's island, Dinosaurs and All That Rubbish, Flat Stanley</p> <p>Resistant Texts Wolves, Ning Nag Nong, Mirror</p>	<p>Narrative Retell a 3 part story that has a key central character.</p> <p>Non-chronological report Use information from research to group and assemble information into a short non-chronological report.</p>	<p>Narrative Retell a traditional tale -with repeated events using the rule of three.</p> <p>Recount Write a simple first person recount linked to topic or personal experience maintaining past tense and consistent use of first person.</p>	<p>Narrative Plan and tell a 3-part story based on own experience with a focus on expanded noun phrases to provide detail and specification.</p> <p>Instructions Write instructions with some expansion about something they know well including imperative verbs and precise language choices, commands and negatives commands.</p>	<p>Narrative Plan and tell a story in four parts with clear use of subordination and co-ordination.</p> <p>for GDS Expand on the main event with a focus on use of verbs and adverbs.</p> <p>Recount Write a narrative recount in role.</p> <p>Write about a real experience.</p> <p>for GDS Considering how language and vocabulary choices may change developing upon the type of writing.</p>	<p>Narrative To plan and write your own four-part story showing the use of a range of sentence types and language to add detail.</p> <p>for GDS Expand on the language by introducing simple figurative language and more adventurous vocabulary.</p> <p>Non-chronological report Use the language and structural features in a specific form eg. leaflet.</p> <p>for GDS Expand on the information using subordination, co-ordination, expanded noun phrases to describe and specify.</p>	<p>Narrative To plan and write a familiar story with a range of sentence types - applying the skills of Year 2.</p> <p>for GDS Retell the familiar story with inclusion of some dialogue experimenting with speech punctuation.</p> <p>Persuasion Write a simple persuasive piece based on research, a topic of interest or a fictional book.</p> <p>for GDS A simple persuasive piece based on research, a topic of interest or a fictional book into a persuasive letter appropriate for the audience.</p>

YEAR TWO	TERM ONE	TERM TWO	TERM THREE
<p>Writing Assessment Key Performance Indicators</p>	<p>KPIs On-track for Expected Standard (EXS)</p> <ul style="list-style-type: none"> Retell a story including effective characterisation structured into 3 parts following a model using simple descriptive language Use information from research to group and assemble information into a short non-chronological report. Write about a real event, recording it simply and clearly Demarcate sentences with capital letters and full stops. Understand how to write in the past tense Write in the first and third person Begin to expand writing using co-ordinating conjunctions (e.g. or / and / but) Form 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 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 Spell most common exception words taught so far <p>KPIs On-track for Greater Depth (GDS)</p> <ul style="list-style-type: none"> Expand information using some subordination AND co-ordination Use some expanded noun phrases to describe and specify Use a wider range of adjectives e.g. superlative and comparative adjectives Structure own writing deciding on what goes in each part 	<p>KPIs On-track for Expected Standard (EXS)</p> <ul style="list-style-type: none"> Write simple, coherent narratives in four parts Write about a real experience structured appropriately Write instructions with some expansion about something they know well including imperative verbs and precise language choices, commands and negatives commands Expand noun phrases to describe and specify 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 Form lower-case letters of the correct size relative to one another in most of their writing Use spacing between words that reflects the sizes of the letters Spell common exception words covered so far <p>KPIs On-track for Greater Depth (GDS)</p> <ul style="list-style-type: none"> Write effectively and coherently to recount, instruct and entertain Decide on the structure of writing based on its form. Know what features to change when changing the form of writing. Identify where words are spelt incorrectly Edit own writing with simple corrections Add suffixes to spell some words correctly Experiment with cursive writing Understand 1st person and 3rd person writing Experiment with a range of ways of expanding nouns Experiment with adverbs 	<p>KPIs Expected Standard (EXS)</p> <ul style="list-style-type: none"> Write simple, coherent narratives in four parts Write about real events, recording these simply and clearly Write a simple persuasive piece 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 <p>KPIs Greater Depth (GDS)</p> <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 Experiment with simple figurative language 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 Choose to use features of different forms of writing showing awareness of audience and form.

YEAR TWO	TERM ONE	TERM TWO	TERM THREE
<p>Reading Assessment Key Performance Indicators</p>	<p>KPIs On-track for Expected Standard (EXS)</p> <ul style="list-style-type: none"> • Read within stage 7 ORT • Recall a story structured into 3 parts with detail and story language. • Find information from research and take simple notes. • Identify similarities and differences between fiction and non-fiction; understand that non-fiction texts are structured in different ways • In a book closely matched to the GPCs taught, sound out many unfamiliar words accurately. • Read accurately words of two or more syllables that contain the same GPCs as those taught. • Answer questions on what has been read in discussion with the teacher and make simple inferences. • Identify some words and phrases they like and begin to say why. • Use personal experience to connect with texts • Begin to comment on language choices. • Work out meanings of new vocabulary from context. <p>KPIs On-track for Greater Depth (GDS)</p> <ul style="list-style-type: none"> • Discuss favourite words and phrases and give reasons for the choice. • Predict what might happen with responses linked closely to the story characters, plot and language read so far. • Explain how non-fiction books are used. • Can independently identify key features and use these to help find information. • In a book they can read independently explain what has happened so far, answer questions and make simple inferences. • Read most multi-syllable words containing taught GPCs at Phase 4. • Show some inference at a basic level. • Make suggestions about what will happen next in the story based on what has happened so far. 	<p>KPIs On-track for Expected Standard (EXS)</p> <ul style="list-style-type: none"> • Read within stage 9 ORT • Independently recount the main events in the stories covered over the term. • Identify key features of instructional texts. • Identify key features of recount texts. • Read most common exception words. • Read most words containing common suffixes. • Comment on language choices and the effect on the reader. • With scaffolding and prompts comment on the effect of different sentence types and punctuation. • Discuss their favourite words and phrases and give reasons for their choice. • Predict what might happen with responses aligned closely to the story characters, plot and language read. • Work out meanings of some new vocabulary from context and knowledge. • Make plausible inferences based on a single point of reference in the text. • Recognise patterns of literary language. <p>KPIs On-track for Greater Depth (GDS)</p> <ul style="list-style-type: none"> • Independently identify key features of instructional texts and different forms of recount texts and explain the purpose of the features. • Recognise when reading does not make sense and self-correct without undue hesitation • Demonstrate understanding of what they have read by inferring and confidently and accurately drawing on what they already know or on background information and vocabulary provided by the teacher. • Use evidence including quotations from or references to text • Comment and explain the effect of different sentence types and punctuation on the reader. • Comment on language choices, reasoning about their use. • Show some awareness that writers have viewpoints. 	<p>KPIs Expected Standard (EXS)</p> <ul style="list-style-type: none"> • Read within stage 10 ORT. • Read accurately most words of two or more syllables • Sound out most unfamiliar words accurately, without undue hesitation. • Read most words containing common suffixes. • Read most common exception words. • Answer questions and make some inferences. • Explain what has happened so far in what they have read. • Identify and explain features of persuasive texts and recounts. <p>KPIs Greater Depth (GDS)</p> <ul style="list-style-type: none"> • Confidently, accurately and fluently. • Use knowledge of phonics and morphology effectively to read challenging, unfamiliar words. • Uses effectively intonation and expression to reflect the comprehension of what is read. • Read independently and make inferences from the text. • Make a plausible prediction about what might happen based on what has been read so far. • Make links between the book they are reading and other books they have read, drawing on themes, characters and events to illustrate comparisons. • Demonstrates breadth and depth to vocabulary. • Reason about what is read including grammar and vocabulary choices describing the impact on the reader.

YEAR THREE**TERM ONE (A)****TERM ONE (B)****TERM TWO (A)****TERM TWO (B)****TERM THREE (A)****TERM THREE (B)****Archaic Texts**

The Odyssey, Sinbad the Sailor, Alice's Adventures in Wonderland, Just So Stories, Just William, Charlotte's Web, A Bear Called Paddington

Non-linear Texts

The Butterfly Lion, The Firework-Maker's Daughter, The Midnight Fox

Complexity of the**Narrator**

The Witches, The BFG, Nim's Island

Complexity of the Plot

Revolting Rhymes, The Iron Man, Love That Dog.

Narrative

To write a story in four parts, in the first person, with a definite ending.

Recount

Write a recount in a specific form of an event in chronological order, expressing time, place and cause using conjunctions, adverbs and prepositions.

Narrative

To write a story in the third person organised into paragraphs, ensuring that the sequence is clear. Some basic dialogue included.

for GDS

The story is expressed through conjunctions, adverbs and prepositional phrases.

Explanation

Write a series of extended sentences, organised appropriately for a specific form to explain a process, ensuring relevant items are grouped together and enough details are included.

for GDS

Provide a clear audience for the explanation adding appropriate diagrams/flow charts and vocabulary choices to support the explanation for the specific audience.

Narrative

Re-tell or write their own story varying voice and intonation to create a specific effect in the audience and sustain interest.

for GDS

Include dialogue to set the scene and present characters. Develop writing with a clear sense of purpose and intended effect on the reader

Non-chronological report

Write an information piece with a clear audience requiring an impersonal style and specific choice of language features for more formal writing.

Narrative

To write a five part story with a strong dilemma, using conventions of written dialogue to show the relationships between two characters and move the action forward.

for GDS

Use words and phrases to capture the readers' interest and imagination and select verbs carefully to describe actions, thoughts and feelings.

Non-chronological report

Write a non-chronological report about a subject researched in a specific form e.g. leaflet

Narrative

Write a story that has a problem and a resolution. Organise into paragraphs that include adverbs of time.

for GDS

Include detailed description of setting and time by using expanded noun phrases to give precise detail.

Instructions

Write increasingly complicated instructions with a clear audience ensuring they can be easily followed by the intended audience.

for GDS

Explore a range of organisational devices and use to transform the instructions, evaluating the effectiveness.

Narrative

Write a story where dialogue is the drive to move the story on.

Transform for GDS

Use dialogue to provide strong characterisation.

Persuasion

Present a persuasive point of view in the form of a letter, beginning to link points together, selecting style and vocabulary appropriate to the reader.

YEAR THREE	TERM ONE	TERM TWO	TERM THREE
<p>Writing Assessment Key Performance Indicators</p>	<p>KPIs On-track for Expected Standard (EXS)</p> <ul style="list-style-type: none"> • Write a four part story with strong ending. • Some use of inverted commas to mark direct speech • Maintain writing in the 1st person • Write a recount of an event in chronological order, expressing time, place and cause using conjunctions, adverbs and prepositions. • Write a series of extended sentences to explain a process • Show some awareness of different sentence openers including adverbs. • With support begin to use paragraphs to organise ideas. • Demarcate sentences with capital letters and full stops, question marks, commas to separate items in a list and apostrophes for contraction and possession • Apply and spell correctly all Key Stage 1 spelling rules and those from Year 3 covered so far • Use diagonal and horizontal strokes needed to join letters in some of their writing <p>KPIs On-track for Greater Depth (GDS)</p> <ul style="list-style-type: none"> • Maintain writing in the 1st and 3rd person. • Include additional features for the form and audience of the writing. • Independently and accurately use the full range of punctuation taught at Key Stage 1 and in year 3 and proof-read to make corrections. 	<p>KPIs On-track for Expected Standard (EXS)</p> <ul style="list-style-type: none"> • Re-tell or write own story varying voice and intonation to create effects and sustain interest • Write a five part story with a strong dilemma, using conventions of written dialogue to show the relationships between two characters and move the action forward. • Write a formal information piece with a specific audience and specific form • Organise paragraphs around a theme • Use heading and sub-headings to aid presentation • Begin to experiment with figurative language • Use some words that capture the reader's interest, imagination and create a specific effect on the reader • Use inverted commas to punctuate direct speech • Capital letters, full stops, question marks and exclamation marks used mostly correctly. • Spell many words correctly, adding prefixes and suffixes appropriately, spelling the correct form of homophones and spelling many common exception words correctly • Begin to use joined writing throughout independent writing <p>KPIs On-track for Greater Depth (GDS)</p> <ul style="list-style-type: none"> • Use dialogue to support characterisation and set the scene to a story. • Apt use of vocabulary especially verbs • Independently choose and know what to adapt and include when changing the form of writing. • Inverted commas used mostly accurately • Use the language of comparison and contrast in report writing • Evaluate own writing against the purpose, text structure, audience. 	<p>KPIs Expected Standard (EXS)</p> <ul style="list-style-type: none"> • Write a story that has a problem and a resolution and where dialogue is beginning to move the story on. • Write increasingly complicated instructions with clear audience ensuring they can be easily followed. • Present a persuasive point of view in the form of a letter • Plan with a clear purpose, audience and form • Express time, place and cause using conjunctions • Independently organise paragraphs around a theme • Use expanded noun phrases to add detail and precision to writing • Capital letters, full stops, question marks, commas in a list and apostrophes for contraction are mostly correct, with very few errors. • Use inverted commas to punctuate direct speech • Spell most words correctly, adding prefixes and suffixes appropriately, spelling the correct form of homophones and spelling many common exception words correctly • Use joined writing throughout independent writing • Proof-read for spelling and punctuation errors, making corrections and revisions to own writing. <p>KPIs Greater Depth (GDS)</p> <ul style="list-style-type: none"> • Explore a range of organisation devices depending on the form and purpose of the writing • Select precise vocabulary based on the audience and style of writing • Use dialogue to provide additional characterisation, using sparingly so it effectively adds detail to the writing • Use a wide range of co-ordinating and subordinating conjunctions with and across sentences.

YEAR THREE	TERM ONE	TERM TWO	TERM THREE
<p>Reading Assessment Key Performance Indicators</p>	<p>KPIs On-track for Expected Standard (EXS)</p> <ul style="list-style-type: none"> • Read within stage 11 ORT • Apply the knowledge of morphemes to read aloud and attempt to make sense of the new words. • Use dictionaries to check the meaning of words. • Identify keywords to look for when scanning a text to find information. • Infer characters thoughts and feelings. • Ask questions to improve understanding of the text. • Read exception words. • Recognise and discuss key themes and conventions. • Use scanning to identify the main purpose of text. • Discuss the purpose of dialogue in narratives. • Identify the narrators voice. • Identify different parts of a story structure. • Identify causal language and discuss with an appropriate context. <p>KPIs On-track for Greater Depth (GDS)</p> <ul style="list-style-type: none"> • Read aloud accurately and make sense of new words with confidence. • Begin to understand what the writer is implying in a text. • Identify main ideas from more than one paragraph. • Discuss how the sequence of the story is expressed e.g. through conjunctions, adverbs and prepositional phrases. • Explain and reason about how vocabulary and grammar choices change when the form of the writing is changed with reference to audience and levels of formality. • Identify wider features within a genre and explain their purpose. 	<p>KPIs On-track for Expected Standard (EXS)</p> <ul style="list-style-type: none"> • Read within stage 12 ORT • Apply the knowledge of root words, prefixes and suffixes to read aloud and understand the meaning of new words. • Read further exception words with unusual correspondences between spelling and sound • Purposefully skim and scan a text to retrieve key information • Use dictionaries to check the meaning if words and explain the meaning of these words in context • Infer a character’s thoughts and feelings and feeling and justify their views. • Draw a straightforward inference from independent reading beginning to explain thinking and returning to the text to support opinion. • Identify language and structural features that create specific effects on the reader. • Explain how dialogue is used to support characterisation. • Identify how writers express a dilemma within a story. • Explain features of non-chronological reports in a specific form e.g. leaflets and consider their purpose. <p>KPIs On-track for Greater Depth (GDS)</p> <ul style="list-style-type: none"> • Confidently identify and discuss themes and conventions in texts read. • Use dictionaries to check the meaning of words and explain the meaning of these words in multiple contexts. • Identify author viewpoint with reference to the text. • Predict what might happen from details stated and attempt to predict from details implied. • Discuss and reason about how language is used to capture the reader’s interest and create emphasis, humour, atmosphere or suspense. • Begin to reason about how language and punctuation help to create specific effects on the reader. • Explain how writers use different types of verbs to describe actions, thoughts and feelings. • Identify language of comparison and contrast. 	<p>KPIs Expected Standard (EXS)</p> <ul style="list-style-type: none"> • Read within stage 14 ORT • Apply knowledge of root words, prefixes and suffixes to both read aloud and to understand the meaning of new words. • Read a range of exception words with confidence, explaining the links between spelling and sounds where these occur in the word. • With some independence can skim and scan to retrieve information from a text. • Draw inferences from reading with some reference to the text. • Understand how writers use figurative and expressive language to create images and atmosphere, describing the effect on the reader. • Predict what might happen from details stated and attempt to predict from details implied. • Identify words and phrases that support additional detail for the reader or provide precise information; discuss the effect of these on the reader. • Identify the structure of a story noting how paragraphs are structured to support cohesion. • Identify and explain how dialogue is used to create characterisation and move the story on. <p>KPIs Greater Depth (GDS)</p> <ul style="list-style-type: none"> • Confidently draw inferences from independent reading and justify opinions with evidence from the text. • Justify views about a text using reasoning and explanation skills. • Justify inferences made about character’s thoughts and feelings by referring to and explaining both implicit and explicit information. • Identify and reason about distinctive language, structural and presentational features and demonstrate how these help the reader draw meaning from the text or help to structure the text. • Identify and explain the viewpoint of the narrator or writer. • Reason about the effectiveness of persuasive language and persuasive techniques.

YEAR FOUR	TERM ONE (A)	TERM ONE (B)	TERM TWO (A)	TERM TWO (B)	TERM THREE (A)	TERM THREE (B)
<p>Archaic Texts The Labours of Hercules, Mary Poppins, Five Children and it, Heidi, The Lion the Witch and the Wardrobe</p> <p>Non-linear Time Sequences Coraline, Farm Boy, Walk Two Moons, Fortunately the Milk</p> <p>Complexity of the Narrator The Wind in the Willows, Shakespeare: The Animated Tales</p> <p>Graphic Novels and Picture books Flotsman, Fungus and the Bogeyman, Night of the Gargoyles, The Cat from Hunger Mountain</p> <p>Complexity of the Plot Love that Dog, The Tunnel, The Molehouse Cat</p> <p>Resistant Texts Cloud Busting, The Mysteries of Harris Burdick</p>	<p>Narrative To plan and write their own version of a familiar story with a focus on varied and rich vocabulary and a range of sentence structures.</p> <p>for GDS Add character descriptions designed to provoke emotion such as sympathy or dislike in the reader.</p> <p>Recount Write a recount in the 1st person with a clear audience and form eg. a day in the life of a roman soldier for children.</p>	<p>Narrative Plan and write a complete story by identifying stages in the telling; introduction, build-up, climax or conflict, resolution.</p> <p>for GDS Focus on the conflict stage. Extend the range of sentences with more than one clause by using a wider range of conjunctions. Use sentence type and length to create tension and impact on the reader.</p> <p>Persuasion Write an advertisement focussing on how information should be best presented. Use exaggerated claims, tactics for grabbing attention and a range of linguistic devices</p>	<p>Narrative Plan a complete story focussed on organisational devices eg. times of day, repeated words and phrases, adverbial phrases and use of pronouns.</p> <p>Explanation Write an explanation in an impersonal style adopting the use of language and grammar for the form and audience.</p>	<p>Narrative Plan and write a longer story including details of setting using figurative language to evoke mood and atmosphere.</p> <p>for GDS The vocabulary supports the atmosphere and the reader's attention.</p> <p>Non-chronological report Write a report with a clear audience and specific form.</p> <p>for GDS Explore and manage the shifts between past and present within the report and transform by changing the form, style or audience</p>	<p>Narrative Write in role as a character from a story.</p> <p>Recount Write a recount in the form of a newspaper report. Use direct quotes, linking paragraphs together appropriately.</p>	<p>Narrative Plan and write a story with a strong central character using "show not tell" techniques to provide information to the reader about that character.</p> <p>for GDS Develop additional characters and add detail to settings using adjectives and figurative language to evoke time, place and mood.</p> <p>Non-chronological report Write a comparative report based on their own notes taken from several sources.</p> <p>for GDS The report has a clear form with a specific audience.</p>

YEAR FOUR	TERM ONE	TERM TWO	TERM THREE
<p>Writing Assessment Key Performance Indicators</p>	<p>KPIs On-track for Expected Standard (EXS)</p> <ul style="list-style-type: none"> Plan and write their own version of a familiar story with a focus on varied and rich vocabulary Plan and write a complete story by identifying stages in the telling; introduction, build-up, climax or conflict, resolution. Write a recount in the 1st person with a clear audience and form In persuasive writing, use exaggerated claims, tactics for grabbing attention and a range of linguistic devices g. puns, alliteration, invented words Organise into paragraphs around a theme and for different sections of a story. Include descriptive and expanded noun phrases to evoke setting and make it more vivid Use of varied and rich vocabulary drawn from reading Begin to use fronted adverbials Use inverted commas accurately to punctuate direct speech Begin to use sentences with more than one clause Spell some words from Year 3 / 4 correctly and spell words in contracted form correctly Consistently use joined writing <p>KPIs On-track for Greater Depth (GDS)</p> <ul style="list-style-type: none"> Use character descriptions designed to provoke sympathy or dislike in the reader Extend the range of sentences with more than one clause by using a wider range of conjunctions. Use sentence type and length to create tension and impact on the reader. Adapt or maintain writing in the 1st and 3rd person. Select form of writing and make vocabulary and grammar choice based on audience. 	<p>KPIs On-track for Expected Standard (EXS)</p> <ul style="list-style-type: none"> Plan a complete story focussed on organisational devices Plan and write a longer story including details of setting using figurative language to evoke mood and atmosphere. Write an explanation in an impersonal style adopting the use of language and grammar for the form and audience Write a report with a clear audience and specific form Use simple devices including paragraphs to structure writing with growing awareness of the reader and purpose Use inverted commas accurately and other speech punctuation to punctuate direct speech mostly accurately Use present, past, progressive and perfect tense verb forms mostly accurately Use pronouns and nouns to aid cohesion and avoid repetition Confidently use fronted adverbials using a comma after the fronted adverbial Begin to use relative clauses Develop the use of sentences with more than one clause <p>KPIs On-track for Greater Depth (GDS)</p> <ul style="list-style-type: none"> Write effectively for the purpose and audience, selecting language that shows good awareness of the reader Independently choose to use a range of organisational and cohesive devices to help structure texts Use a range of conjunctions to support cohesion within writing Adapt style of writing based on a change to audience and form. Select own success criteria Explore and manage the shifts between past and present tense appropriately within information texts. Use a range of descriptive techniques to manage changes in mood and atmosphere. 	<p>KPIs Expected Standard (EXS)</p> <ul style="list-style-type: none"> In narratives, write in role and describe settings and characters using “show not tell” techniques Write a recount in the form of a newspaper report. Write a comparative report based on their own notes taken from several sources. Use a range of devices to structure the writing and support the reader based on the form and purpose. Use the full range of punctuation taught in KS1 and so far in KS 2 mostly correctly (full stops, capital letters, question marks, exclamation marks, commas in lists, apostrophes for contraction and possession, inverted commas) Use fronted adverbials including the correct use of a comma Develop the use of sentences with more than one clause by using a wider range of conjunctions Effectively use conjunctions, adverbs and prepositions to express time, cause and place Spell correctly most words from the year 3 / 4 spelling list Use joined-up writing throughout all independent writing Make simple additions, revisions and proof-reading corrections to their own writing <p>KPIs Greater Depth (GDS)</p> <ul style="list-style-type: none"> Develop additional characters and add detail to settings using adjectives and figurative language to evoke time, place and mood. Consistently use dialogue sparingly so that it effectively adds detail to the writing and support characterisation Consistently use a range of conjunctions to support cohesion Use a range of precise vocabulary Consistently produce legible joined handwriting Evaluate and re-draft own writing, proposing changes to grammar and vocabulary

YEAR FOUR	TERM ONE	TERM TWO	TERM THREE
<p>Reading Assessment Key Performance Indicators</p>	<p>KPIs On-track for Expected Standard (EXS)</p> <ul style="list-style-type: none"> • Use knowledge of a range of root words, prefixes and suffixes to identify the meaning of unfamiliar words. • Discuss the meaning of new or unusual words in context. • Use skimming to identify main ideas and topic sentences within paragraphs, highlighting key information. • Scan a text to identify words or phrases that capture their interest and imagination, begin to explain why. • Explore how character descriptions are designed to provoke a response to the character. • Identify how rich and powerful language is used in the model text. • Explore and discuss how sentence structure and different sentence types create different effects on the reader. • Identify persuasive techniques and devices and discuss their impact. <p>KPIs On-track for Greater Depth (GDS)</p> <ul style="list-style-type: none"> • Discuss how shades of meaning can affect understanding. • Explore the origins of words within texts read. • Demonstrate understanding of figurative language. • Explain how descriptive techniques provoke responses. • Discuss and explain how language and vocabulary choices change when there is a change to the audience or form of the writing. 	<p>KPIs On-track for Expected Standard (EXS)</p> <ul style="list-style-type: none"> • Use knowledge of root words, prefixes and suffixes to understand new words. • Use their understanding of unusual spelling-sound correspondences to choose the most appropriate pronunciation of a word. • Explain the meaning of words in more than one context. • Use skimming to identify main ideas within a paragraph and begin to summarise. • Comment on how writers use conventions to engage the reader. • Identify techniques writers use to create mood and atmosphere. • Use scanning to locate key information efficiently, for a purpose. • Draw inferences from independent reading using the text to justify responses. • Predict what might happen from both details stated and those implied. • Identify techniques and vocabulary choices to create an impersonal style to writing. <p>KPIs On-track for Greater Depth (GDS)</p> <ul style="list-style-type: none"> • Reason about words with reference to relationships between words. • Identify words and phrases with similar meaning. • Confidently and independently draw inferences from the text and justify opinions with evidence from the text. • Explain figurative language making links to other words and phrases. • Identify and explain different cohesive and organisational devices in fiction and non-fiction. • Identify how writers shift between past and present tense and the purpose of this. • Explain how vocabulary choices can impact on the mood, atmosphere and style of writing. 	<p>KPIs Expected Standard (EXS)</p> <ul style="list-style-type: none"> • Decode most new words outside known vocabulary, making a good attempt at the word's pronunciation. • Independently identify and discuss many themes and conventions. • Explain how the same word can have different meanings in different contexts, identifying a word and give alternative meaning for it. • Infer characters' feelings, thoughts and motives from their actions, justifying inferences with evidence. • Use skimming and scanning to identify main ideas from more than one paragraph and summarise the content of these. • Explain about how writers use different techniques to engage the reader. • Identify how features, structure and presentation contribute to meaning in fiction and non-fiction. • Understand and explain the difference between what is written and what is implied in a text. • Identify when a writer has used "show not tell techniques" and begin to explain how this impacts on the reader. • Scan a text to identify language used for comparison and contrast. <p>KPIs Greater Depth (GDS)</p> <ul style="list-style-type: none"> • Reason about words, explaining meaning in multiple contexts with reference to shades of meaning. • Identify words and phrases with similar meaning reasoning about the effectiveness. • Explain and reason about how writers use a range of literary techniques to create specific effects on the reader with reference to vocabulary and grammar. • Reason about the use of figurative language, the purpose of it and the effect it has on the reader. • Identify and discuss the narrative voice when there is more than one. • Explain the wider features of different genres and explain their purpose.

YEAR FIVE	TERM ONE (A)	TERM ONE (B)	TERM TWO (A)	TERM TWO (B)	TERM THREE (A)	TERM THREE (B)
<p>Archaic Texts Robin of Sherwood by Michael Morpurgo, Anansi Stories, Trick of the Tale, The Hobbit, White Fang, The Secret Garden, The Call of the Wild, Goodnight Mr Tom, Carries War, The Wolves of Willoughby Chase, Charge of the Light Brigade, Fog</p> <p>Non-Linear Time Sequences A Christmas Carol, Time Travelling with a Hamster, An Eagle in the Snow, Below Zero, Cosmic</p> <p>Complexity of the Narrator Clockwork, Black Beauty, A Series of Unfortunate Events, War Horse</p> <p>Complexity of Plot Northern Lights, A Monster Calls, Harry Potter, In Flanders Fields, Daffodils, The Arrival</p> <p>Resistant Texts Jabberwocky, The Lie Tree, The Highwayman, Flannan Isle</p>	<p>Narrative Write a five part story using language to evoke mood and atmosphere and develop characterisation.</p> <p>for GDS The atmosphere of the story shows language choices, sentence structure and grammar have been selected carefully.</p> <p>Recount Practise writing a recount with a specific form and audience with a word limit so that pupils are forced to consider the precise level of formality required.</p>	<p>Narrative Plan and tell a story demonstrating awareness of audience by using techniques such as recap, repetition, humour or suspense.</p> <p>Non-chronological Reports Plan, compose, edit and refine a non-chronological comparative report focusing on clarity and conciseness. Ensure features of a specific form are applied and language and grammatical features are used appropriately for a specific audience.</p>	<p>Narrative Write in the style of a particular author, organised into chapters, extend ways to link paragraphs using adverbs and adverbial phrases.</p> <p>Persuasion Adapt a piece of persuasive writing for different audiences, shifting levels of formality across the piece e.g. an informal speech followed by a formal speech on the same subject.</p>	<p>Narrative Plan and tell a story to explore narrative viewpoint e.g. retell a familiar story from the point of view of another character.</p> <p>Procedural Text Write a linear procedural text with a wide range of presentational and organisational devices, carefully selecting vocabulary for clarity.</p>	<p>Narrative Plan and write a non-linear story e.g. Flashbacks, parallel narrators. Experiment with different formalities for different shifts.</p> <p>for GDS Use the non-linear structure to show changes in atmosphere and mood.</p> <p>Discussion Plan, compose, edit and refine a balanced discussion; presenting two sides of an argument. Use words and phrases that support the overall viewpoints of the discussion.</p>	<p>Narrative Plan and write a story with a clear narrative voice. Use dialogue to build character and move the action forward.</p> <p>Explanation Plan, compose, edit and refine an explanation text; focussing on clarity, conciseness and impersonal style.</p>

YEAR FIVE	TERM ONE	TERM TWO	TERM THREE
<p>Writing Assessment Key Performance Indicators</p>	<p>KPIs On-track for Expected Standard (EXS)</p> <ul style="list-style-type: none"> Plan and write a five part story with clear awareness of the effect on the reader, using language to evoke mood and atmosphere and develop characterisation, drawing on reading to support vocabulary choice and style. Write a recount with a specific form and audience Plan, compose, edit and refine a non-chronological comparative report focusing on clarity and conciseness Use literary devices such as repetition, alliteration, “rule of three”. Write concisely, ensuring features of a specific form are applied and language and grammatical features are used appropriately for a specific audience. Begin to use dialogue to convey character and advance the action Begin to use a range of devices to build cohesion (e.g. conjunctions, adverbials of time and place, pronouns, synonyms) across paragraphs Experiment with a range of expanded noun phrases to add detail, qualification and precision, e.g. with one or more adjectives, with a modifying adjective, with a preposition phrase Spell most words correctly, adding prefixes and suffixes appropriately, spelling the correct form of homophones <p>KPIs On-track for Greater Depth (GDS)</p> <ul style="list-style-type: none"> Adapt language choices based on the audience and the intended impact on the reader. Write for more than one audience, managing changes in content, features and levels of formality. Embed one text-type within another, controlling the writing and maintain the overall purpose. Use a wide range of clause structures, sometimes varying their position within a sentence. 	<p>KPIs On-track for Expected Standard (EXS)</p> <ul style="list-style-type: none"> Effectively use dialogue to convey character and advance the action. Write in the style of a particular author, organising writing into chapters, extend ways to link paragraphs using adverbs and adverbial phrases. Write a linear procedural text with a wide range of presentational and organisational devices Use a wide range of presentational and organisational features to structure texts specific to the form and audience. Begin to adapt writing based on a change in the audience. Use a range of devices to build cohesion (e.g. conjunctions, adverbials of time and place, pronouns, synonyms) across paragraphs Use commas to clarify meaning and avoid ambiguity Use a range of punctuation from KS2 including brackets, dashes, commas, semi-colons and colons. Spell most words correctly, adding prefixes and suffixes appropriately, spelling the correct form of homophones and spelling all common exception words correctly from KS1, Yr3/Yr4 and some Yr5/6 Consistently produce legible joined handwriting <p>KPIs On-track for Greater Depth (GDS)</p> <ul style="list-style-type: none"> Develop writing into a parallel narrative telling same events from two points of view. Start to build cohesion within a paragraph e.g. some use of pronouns, conjunctions and reference chains. Independently select vocabulary and grammatical structures that reflect the level of formality required for a specific audience and form of writing Independently enhance the effectiveness of writing through reading, evaluating and re-drafting Use the full range of punctuation taught correctly and appropriately Evaluate and edit own and other’s writing against a set of criteria generated themselves and drawn from reading. 	<p>KPIs Expected Standard (EXS)</p> <ul style="list-style-type: none"> In writing narratives describe, setting, character and atmosphere using a range of descriptive devices e.g. tone, mood, imagery, alliteration, sensory details, onomatopoeia, simile, metaphor, personification, hyperbole and symbolism. Write with a non-linear structure. Plan, compose, edit and refine a balanced discussion; presenting two sides of an argument showing good awareness of the reader Plan, compose, edit and refine an explanation text showing good awareness of the reader Write in different styles based on purpose and audience selecting appropriate grammar and vocabulary Use dialogue to convey character and advance the action. Use preposition phrases and expanded noun phrases to add detail, qualification and precision Build cohesion within and across a paragraph using a range of devices. Spell correctly many words from Yr5/6 Consistently produce legible joined writing <p>KPIs Greater Depth (GDS)</p> <ul style="list-style-type: none"> Choose to combine text-types to support overall effectiveness of the writing. Write effectively for multiple audiences, selecting appropriate levels of formality and vocabulary choices. Select precise vocabulary and grammatical structures Make writing succinct by using all grammar and punctuation taught so far precisely to engage the reader Use the full range of punctuation taught correctly and appropriately Evaluate and edit by proposing changes to vocabulary for meaning, effect and emphasis. Develop own success criteria and makes choices on audience and form of writing.

YEAR FIVE	TERM ONE	TERM TWO	TERM THREE
<p>Reading Assessment Key Performance Indicators</p>	<p>KPIs On-track for Expected Standard (EXS)</p> <ul style="list-style-type: none"> Apply knowledge of morphology and etymology to read aloud, working out unfamiliar words and sometimes making sense of new words. Make comparisons between books, making links between themes, events and characters. Scan a text to identify a word or phrase from reading and give alternative meaning for it. Identify language, including figurative language the writer has chosen for impact and discuss and evaluate the impact on the reader. Provide reasons for views about texts read. Deduce characters' thoughts, feelings and motives for their actions Identify and discuss writer technique such as repetition, recap, alliteration, onomatopoeia to create a specific effect such as humour and suspense. Identify techniques, sentence structure and language techniques that supports precise and concise presentation of information in report writing. <p>KPIs On-track for Greater Depth (GDS)</p> <ul style="list-style-type: none"> Explain similarities and differences between texts linked to themes and conventions. Explain the meaning of words in different contexts. Evaluate and reason about how language is used to evoke mood and atmosphere. Evaluate how the writer has carefully considered the audience. Explain the purpose of mixed-genre writing, explaining the techniques that show shifts in formality. Describe and explain of features of a specific form support the purpose and acknowledgement of the audience. 	<p>KPIs On-track for Expected Standard (EXS)</p> <ul style="list-style-type: none"> Read aloud and understand the meaning of new words met, applying growing knowledge of morphonology and etymology across a wider range of texts. Decode most new words outside spoken vocabulary, making a good attempt at the word's pronunciation. Make comparisons within and between books, comparing characters, considering viewpoints of authors and of fictional characters. Scan a text, identifying themes and conventions. Explain the meaning of words and phrases in different contexts. Draw inferences from independent reading and explain thinking, returning to text to support opinions when prompted. Provide explanations for views held about texts read. Discuss how effectively the features of a specific form have been applied and how effective the use of language and grammatical features are. Identify features that demonstrate author style with reference to vocabulary, sentence structure, themes and conventions. Explore and discuss narrative viewpoint with reference to the text. Identify the purpose of the presentational and organisational devices in a text. Discuss vocabulary specifically chosen for clarity. <p>KPIs On-track for Greater Depth (GDS)</p> <ul style="list-style-type: none"> Explain and reason about how writers use language and literary devices for comic or dramatic effect. Explain the features that demonstrate author style with reference to vocabulary, sentence structure, themes and conventions. Explain narrative viewpoint where there is more than one narrator or non-linear structure to the text. Evaluate the effectiveness of different organisational and presentational devices. 	<p>KPIs Expected Standard (EXS)</p> <ul style="list-style-type: none"> Use knowledge of morphology and etymology to approach new words confidently, finding meaning and pronouncing accurately. Explain how words and phrases can have different meaning in multiple contexts and the impact of this. Draw inferences from reading and explain thinking, returning to the text to support opinions. Use skimming and scanning to identify language and grammar features the writer had used to create specific effects and discuss the impact on the reader. Identify distinctive language, structural and presentational features and demonstrate understanding of how these help the reader draw meaning from the text. Justify opinions about texts with confidence. Deduce characters' feelings, thoughts and motives for actions, and can explain the deduction process. Identify techniques used to shift formality and evaluate the effectiveness and purpose. Identify and discuss the effectiveness of words, phrases and sentence structure used for impersonal writing that is concise and clear. Identify viewpoint in discussion texts and gather techniques for demonstrating the viewpoint. <p>KPIs Greater Depth (GDS)</p> <ul style="list-style-type: none"> Confidently and consistently make comparisons within and between books discussing themes and conventions. Confidently and independently draw inferences from texts and justify opinions with evidence from different parts of the text. Recognise and explain nuances in vocabulary choices. Identify techniques to show shifts in time and evaluate the use of vocabulary in grammar to demonstrate the shifts. Identify and describe techniques for showing shifts in formality. Evaluate the effectiveness of the techniques. Identify and discuss how a writer has appealed to more than one audience within one text.

YEAR SIX	TERM ONE (A)	TERM ONE (B)	TERM TWO (A)	TERM TWO (B)	TERM THREE (A)	TERM THREE (B)
<p>Archaic Texts Gawin and the Green Knight, The Sword and the Circle, The Once and Future King, Swallow and Amazons, Treasure Island, Watership Down, The Weirdstone of Brisingamen, The Wizard of Earthsea, The Tyger, If, Oliver Twist</p> <p>Novels Rooftoppers, Freak the Mighty, Wonder, Raymie Nightingale, The Girl of Ink and Stars, Fly by Night, Northern Lights</p> <p>Non-linear Time Sequences Holes, The Eye of the North, A Long Walk to the Water, The Clockwork Sparrow</p> <p>Complexity Of the Narrator Wonder, Watership Down, When My Name was Keoko</p> <p>Complexity of the Plot Skellig, Silver, A Ballard of London, The Lady of Shallot, Where the Mountain meets the Moon</p> <p>Resistant Texts A Monster Calls. The Lie Tree, The Pobble Who Had No Toes, Sky in the Pie</p>	<p>Narrative Change a play into a narrative. Review the story focussing on dialogue being used to develop characterisation and move action forward.</p> <p>for GDS Focus on the vocabulary and grammar choices to support characterisation demonstrating assured and conscious control.</p> <p>Recount Write a recount in a specific form with a clear audience ensuring formality is appropriate e.g. blog.</p>	<p>Narrative Plan and write a story with a very distinct atmosphere - eg. suspense, panic, humour</p> <p>for GDS Focus on how language choices, sentence structure and grammar can impact on the atmosphere.</p> <p>Non-chronological report Write a report with a distinct form and specific audience (e.g. webpage), selecting correct vocabulary and grammatical structures that reflect the level of formality required e.g. web page.</p>	<p>Narrative Plan and write a non-linear story, arranging paragraphs carefully, using a range of devices to signal the narrative moving backwards and forwards in time.</p> <p>for GDS Use a non-linear structure to show control of formality for different shifts of time.</p> <p>Persuasion Construct an effective persuasive argument using persuasive language techniques to deliberately influence the reader, and to develop a point logically and effectively.</p>	<p>Narrative Plan and write a story with two narrators to tell the story from different perspectives.</p> <p>Discussion Write a discussion text in a specific form with a specific audience e.g. documentary, article in a magazine. Use the subjunctive mood to establish formality and an authoritative voice. “If I were you”</p> <p>for GDS Demonstrating assured and conscious control of formality.</p>	<p>Narrative Plan and write an extended narrative divided into chapters.</p> <p>Use of description and figurative language to create atmosphere.</p> <p>for GDS Develop character and move the action forward.</p> <p>Explanation Write an explanation using a range of presentational and organisational devices to structure the text and guide the reader.</p> <p>for GDS Incorporate an explanation within another text type, demonstrating assured and conscious control of formality.</p>	<p>Narrative Plan and write a variety of parodies manipulating characters, setting and events to amuse the reader.</p> <p>Non-fiction (choice) Present information or recount information in any way they choose, demonstrating appropriate language choices and structural features.</p>

YEAR SIX	TERM ONE	TERM TWO	TERM THREE
<p>Writing Assessment Key Performance Indicators</p>	<p>KPIs On-track for Expected Standard (EXS)</p> <ul style="list-style-type: none"> Integrate dialogue in narrative to convey character and advance the action Describe settings and characters building a distinct atmosphere Write a report with a distinct form and specific audience (e.g. webpage), selecting correct vocabulary and grammatical structures that reflect the level of formality required e.g. web page. Write a recount in a specific form with a clear audience ensuring formality is appropriate Use layout devices, such as headings, sub-headings, bullets and tables to structure texts Write effectively for each purpose and selected audience, showing good awareness of the reader Show awareness of how to make writing succinct by using grammar and punctuation taught so far precisely to engage the reader Draw on their knowledge of etymology and morphology to support spelling Spell most words correctly, adding prefixes and suffixes appropriately, spelling the correct form of homophones and spelling all common exception words correctly <p>KPIs On-track for Greater Depth (GDS)</p> <ul style="list-style-type: none"> Write effectively for the purpose and audience, selecting the appropriate form. Consciously control the structure of sentences Consider how formality changes when the audience changes adopting vocabulary and grammar appropriately Use the range of punctuation taught at KS 2 correctly and when necessary, use the punctuation to enhance meaning and avoid ambiguity Evaluate, draft and re-draft. (parts of text only) 	<p>KPIs On-track for Expected Standard (EXS)</p> <ul style="list-style-type: none"> In narratives, describe settings, character and atmosphere Integrate dialogue in narratives to convey character and advance the action Write an effective persuasive and discussion text effectively for a specific audience, selecting language that shows good awareness of the reader Use the range of punctuation taught at keystage 2 mostly correctly Use verb tenses consistently and correctly throughout their writing Use a range of devices to build cohesion (e.g. conjunctions, adverbials of time and place, pronouns, synonyms) within and across paragraphs Spell correctly most words from the year 5/6 spelling list, and use a dictionary to check the spelling of uncommon or more ambitious vocabulary Select vocabulary and grammatical structures that reflect what the writing requires, doing this mostly appropriately vocabulary. Maintain legibility in joined handwriting when writing at speed <p>KPIs On-track for Greater Depth (GDS)</p> <ul style="list-style-type: none"> Use a non-linear structure to show assured and conscious control of formality for different shifts of time Choose vocabulary and language features appropriately for the style and tone of the text Distinguish between the language of speech and writing and choose the appropriate register Choose to combine different text types and associated language features for effect and specific purpose Use the range of punctuation taught at KS 2 correctly and when necessary, use the punctuation to enhance meaning and avoid ambiguity Independently enhance the effectiveness of writing through reading, evaluating and redrafting during writing. 	<p>KPIs Expected Standard (EXS)</p> <ul style="list-style-type: none"> In narratives, describe settings, character and atmosphere Integrate dialogue in narratives to convey character and advance the action Write effectively for a range of purposes and audiences, selecting language that shows good awareness of the reader Use the range of punctuation taught at keystage 2 mostly correctly Use a range of devices to build cohesion (e.g. conjunctions, adverbials of time and place, pronouns, synonyms) within and across paragraphs Select vocabulary and grammatical structures that reflect what the writing requires, doing this mostly appropriately vocabulary. Spell correctly most words from the year 5/6 spelling list, * and use a dictionary to check the spelling of uncommon or more ambitious Maintain legibility in joined handwriting when writing at speed <p>KPIs Greater Depth (GDS)</p> <ul style="list-style-type: none"> Write effectively for a range of purposes and audiences, selecting the appropriate form and drawing on what they have read as models for their own writing Distinguish between the language of speech and writing and choose the appropriate register Exercise an assured and conscious control over levels of formality, particularly through manipulating grammar and vocabulary to achieve this Use a range of punctuation taught at keystage 2 correctly and, when necessary, use such punctuation precisely to enhance meaning and avoid ambiguity.

YEAR SIX	TERM ONE	TERM TWO	TERM THREE
<p>Reading Assessment Key Performance Indicators</p>	<p>KPIs On-track for Expected Standard (EXS)</p> <ul style="list-style-type: none"> Use knowledge of root words, prefixes and suffixes to identify the meaning of unfamiliar words and pronounce them, self-correcting for understanding. Read aloud with intonation that shows understanding. Read and give opinions on the fiction and non-fiction read over the term and develop personal preferences for authors and styles of writing. Make comparisons between playscripts and narrative texts; identify similarities and differences and discuss in the impact on the reader. Evaluate the effectiveness of dialogue and its purpose within different texts. Identify techniques and explain how writers create specific atmospheres. Identify and explain the purpose of different features of different forms of writing and how they appeal to specific audiences. Give and explain the meaning of words in context. Skim and scan a text finding evidence quickly Retrieve and record information accurately. <p>KPIs On-track for Greater Depth (GDS)</p> <ul style="list-style-type: none"> Compare the use of features when writing in different formalities and for different purposes and audiences. Evaluate how effectively the writer has met the purpose of the writing and appealed to the intended audience(s). Note how the writer has demonstrated assured and conscious control over levels of formality and how this changes when the audience or form is different. Explain how language choices, sentence structure and grammar will change to change the atmosphere. Independently use appropriate terminology to discuss texts e.g. metaphor, simile, analogy, imagery, style and effect Explain how meaning is enhanced through choice of words and phrases. Identify the main ideas within paragraphs and produce a succinct summary. 	<p>KPIs On-track for Expected Standard (EXS)</p> <ul style="list-style-type: none"> Use knowledge of root words, prefixes and suffixes to understand and pronounce new words with minimal impact on fluency. Clearly identify the most relevant points, including those selected from different places in the text; summarising ideas from more than one paragraph. Use a range of strategies for working out unfamiliar words including using the context and use of any root words, prefixes or suffixes to help to determine the definition. Participate in discussion about texts read expressing views and preferences about authors and genres, justifying them with reference to the text. Identify language, including figurative language the writer has chosen for impact, discuss and evaluate the impact on the reader. Identify distinctive language, structural and presentational features in persuasive and discursive texts, demonstrating an understanding of how these help the reader draw meaning from the text. Provide explanations of inferred meanings drawing on evidence across the text. Predict what might happen from what is stated and implied. Efficiently skim and scan a text finding evidence at speed. Identify strategies writers use to demonstrate shifts in time. Identify and explain persuasive techniques including stylistic and vocabulary choices. <p>KPIs On-track for Greater Depth (GDS)</p> <ul style="list-style-type: none"> Summarise in depth the main ideas drawn from more than one paragraph, explaining key details that support them. Independently make structured responses by stating the point, finding evidence and explaining ideas. Distinguish opinions and assertions from facts, questioning what they read and looking for evidence to support questions within a text or in footnotes or references. Evaluate the impact of combining text types and the purpose of doing so. Identify and discuss how the writer has used word, structural, audible and visual techniques to create an intentional effect on the reader. Evaluate the strategies writers use when writing in a non-linear structure, noting the impact on the reader. 	<p>KPIs Expected Standard (EXS)</p> <ul style="list-style-type: none"> Use knowledge of a wider range of root words, prefixes and suffixes to read fluently and interpret new words in the contexts of what is read. Discuss how reading preferences have developed through experiences of reading a wide range of fiction and non-fiction throughout the year. Identify distinctive language, structural and presentational features in non-fiction texts, demonstrating an understanding of how these help the reader draw meaning from the text. Justify views about texts, offering coherent evidence to support it. Efficiently skim read a text for the main idea. Efficiently scan a text for specific words and phrases. Explain how meaning is enhanced through choice of words and phrases. Explain the meaning of words and phrases in context including archaic language and figurative language. Identify and discuss how the writer has used word, structural, audible and visual techniques to create an intentional effect on the reader. Summarise main ideas, identifying key details and using quotations for illustration. Retrieve, record and re-cast information from non-fiction. <p>KPIs Greater Depth (GDS)</p> <ul style="list-style-type: none"> Use implied and multi-layered meaning to predict what might happen. Reason about the meaning of words and phrases, making links and seeking relationships with other words and phrases to support explanations. Explain and evaluate how writers and themselves as writers, have effectively demonstrated an assured and conscious control over levels of formality with reference to the manipulation of grammar and vocabulary. Identify and discuss the tone and register in what is read with reference to the text to justify opinions.

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