

English– Key Performance Indicators



Band 1

Spelling

- Spell words containing each of the 40+ phonemes already taught
- Name the letters of the alphabet in order
- Write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far

Handwriting

- Begin to form lower-case letters in the correct direction, starting and finishing in the right place

Composition

- Write sentences by sequencing sentences to form short narratives
- Write sentences by re-reading what he/she has written to check that it makes sense

Vocabulary, Grammar and Punctuation

- Use capital letters, full stops, question marks and exclamation marks to demarcate sentences in some of his/her writing

Word Reading

- Respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes
- Read accurately by blending sounds in unfamiliar words containing GPCs that have been taught
- Read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word
- Read aloud accurately books that are consistent with developing phonic knowledge and that do not require use of other strategies to work out words

Comprehension

- Develop pleasure in reading, motivation to read, vocabulary and understanding by listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which he/she can read independently
- Develop pleasure in reading, motivation to read, vocabulary and understanding by becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics
- Understand both the books he/she can already read accurately and fluently and those he/she listens to by checking that the text makes sense as he/she reads and correcting inaccurate reading
- Understand both the books he/she can already read accurately and fluently and those he/she listens to by discussing the significance of the title and events
- Understand both the books he/she can already read accurately and fluently and those he/she listens to by predicting what might happen on the basis of what has been read so far

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Band 2

Spelling

- Spell by segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly
- Spell by learning new ways of spelling phonemes for which one or more spellings are already known, and learn some words with each spelling, including a few common homophones

Handwriting

- Write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters

Composition

- Write for different purposes to develop positive attitudes and stamina for writing
- Consider what he/she is going to write before beginning by encapsulating what he/she wants to say, sentence by sentence
- Make simple additions, revisions and corrections to his/her own writing by re-reading to check that his/her writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form

Vocabulary, Grammar and Punctuation

- Use suffixes -er, -est in adjectives and use -ly to turn adjectives into adverbs e.g. smoothly, softly, bigger, biggest
- Use subordination (using when, if, that, because) and co-ordination (using or, and, but)
- Make the correct choice and make consistent use of present tense and past tense throughout writing
- Use capital letters, full stops, question marks and exclamation marks to demarcate sentences consistently in his/her writing
- Use commas to separate items in a list

Word Reading

- Read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes
- Read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes
- Read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered
- Read aloud books closely matched to his/her improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation
- Re-read books, sounding out unfamiliar words accurately, to build up fluency and confidence in word reading

Comprehension

- Develop pleasure in reading, motivation to read, vocabulary and understanding by listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which he/she can read independently
- Develop pleasure in reading, motivation to read, vocabulary and understanding by discussing the sequence of events in books and how items of information are related
- Develop pleasure in reading, motivation to read, vocabulary and understanding by becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales

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- Understand both the books that he/she can already read accurately and fluently and those that he/she listens to by checking that the text makes sense to him/her as he/she reads and corrects inaccurate reading
- Understand both the books that he/she can already read accurately and fluently and those that he/she listens to by answering and asking questions
- Understand both the books that he/she can already read accurately and fluently and those that he/she listens to by predicting what might happen on the basis of what has been read so far
- Participate in discussion about books, poems and other works that are read to him/her and those that he/she can read for himself/herself, taking turns and listening to what others say

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Band 3

Spelling

- Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far

Composition

- Draft and write in narratives, creating settings, characters and plot
- Proof-read for spelling errors and for punctuation- including full stop, apostrophe, comma, question mark, exclamation and inverted commas for speech

Vocabulary, Grammar and Punctuation

- Use the forms a or an according to whether the next word begins with a consonant or a vowel e.g. a rock, an open box
- Express time, place and cause using conjunctions e.g. when, before, after, while, so, because, adverbs e.g. then, next, soon, therefore, or prepositions e.g. before, after, during, in, because of
- Use headings and sub-headings to aid presentation
- Use the present perfect form of verbs instead of the simple past e.g. He has gone out to play contrasted with He went out to play
- Begin to use inverted commas to punctuate direct speech

Word Reading

- Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word

Comprehension

- Maintain positive attitudes to reading and understanding of what he/she reads by listening to and discussing a wide range of fiction, poetry, plays and non-fiction
- Maintain positive attitudes to reading and understanding of what he/she reads by identifying themes in books
- Understand what he/she reads by drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence
- Understand what he/she reads by predicting what might happen from details stated

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Band 4

Composition

- Draft and write by organising paragraphs around a theme
- Draft and write in narratives, creating settings, characters and plot with consideration for the audience and purpose
- Proof-read for spelling and punctuation errors, including the use of the apostrophe for possession, speech punctuation and use of the comma for fronted adverbials

Vocabulary, Grammar and Punctuation

- Use standard English forms for verb inflections instead of local spoken forms e.g. we were instead of we was, or I did instead of I done
- Use fronted adverbials e.g. later that day, I heard the bad news.
- Make the appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition
- Use inverted commas and other punctuation to indicate direct speech e.g. The conductor shouted, "Sit down!" - a comma after the reporting clause; end punctuation within inverted commas

Word Reading

- Apply his/her growing knowledge of root words, prefixes and suffixes (etymology and morphology) both to read aloud and to understand the meaning of new words he/she meets, to include re-, sub-, inter-, super-, anti-, auto-, -ation, -ous,
- Read and decode further exception words accurately, noting the unusual correspondences between spelling and sound, and where these occur in the word

Comprehension

- Maintain positive attitudes to reading and understanding of what he/she reads by listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks
- Maintain positive attitudes to reading and understanding of what he/she reads by using dictionaries to check the meaning of words that he/she has read
- Understand what he/she reads by checking that the text makes sense to him/her, discussing his/her understanding and explaining the meaning of words in context
- Understand what he/she reads by drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence clearly taken from the text
- Understand what he/she reads by predicting what might happen from details stated and implied
- Understand what he/she reads by identifying main ideas drawn from more than one paragraph and summarise these
- Retrieve and record information from non-fiction over a wide range of subjects

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Band 5

Composition

- Plan his/her writing by identifying the audience for and purpose of the writing, using other similar writing as models for his/her own
- Draft and write narratives, describing settings, characters and atmosphere and integrating dialogue to convey character
- Draft and write by using further organisational and presentational devices to structure text and to guide the reader e.g. headings, bullet points, underlining
- Evaluate and edit by ensuring mostly consistent and correct use of tense throughout a piece of writing
- Proof-read for punctuation errors, including use of brackets, dashes or commas to indicate parenthesis; use of commas to clarify meaning or avoid ambiguity

Vocabulary, Grammar and Punctuation

- Convert nouns or adjectives into verbs using suffixes e.g. -ate; -ise; -ify
- Indicate degrees of possibility using adverbs e.g. perhaps, surely or modal verbs - might, should, will, must
- Use devices to build cohesion within a paragraph e.g. then, after that, this, firstly
- Use commas to clarify meaning or avoid ambiguity

Word Reading

- Read aloud and understand the meaning of new words that he/she meets linked to the expectations of year 5 spelling

Comprehension

- Maintain positive attitudes to reading and understanding of what he/she reads by increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions
- Maintain positive attitudes to reading and understanding of what he/she reads by recommending books that he/she has read to his/her peers, giving reasons for their choices
- Understand what he/she reads by checking that the book makes sense to him/her, discussing his/her understanding and exploring the meaning of words in context
- Retrieve, record and present information from non-fiction

Spoken Language

- Participate in discussions about books that are read to him/her and those that can be read for himself/herself, building on his/her own and others' ideas and challenging views courteously

English– Key Performance Indicators



Band 6

Spelling

- Use dictionaries to check the spelling and meaning of words

Composition

- Plan his/her writing by identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for his/her own
- Draft and write narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action
- Draft and write by using organisational and presentational devices to structure text and to guide the reader e.g. headings, sub-headings, columns, bullets or tables
- Evaluate and edit by ensuring the consistent and correct use of tense throughout a piece of writing
- Proof-read for spelling errors linked to spelling statements for year 6

Vocabulary, Grammar and Punctuation

- Understand the difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing e.g. find out - discover; ask for - request; go in - enter
- Use the passive to affect the presentation of information in a sentence e.g. I broke the window in the greenhouse versus The window in the greenhouse was broken (by me)
- Use layout devices e.g. headings, sub-headings, columns, bullets, or tables, to structure text
- Use the colon to introduce a list and use of semi-colons within lists
- Use bullet points to list information

Word Reading

- Read aloud and understand the meaning of new words that he/she meets linked to the expectations of year 6 spelling

Comprehension

- Maintain positive attitudes to reading and understanding of what he/she reads by increasing his/her familiarity with a wide range of books, including from our literary heritage and books from other cultures and traditions
- Understand what he/she reads by summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas
- Provide reasoned justifications for his/her views

Spoken Language

- Participate in discussions about books that are read to him/her and those that can be read for himself/herself, building on his/her own and others' ideas and challenging views courteously and with clear reasoning