

KLIPS

Key Learning Indicators of Performance

English - Writing



Guidance for Using KLIPs: English



These materials have been written by Lancashire Professional Development Service (LPDS) Teaching and Learning Consultants for Primary English in conjunction with the aims and statutory requirements set out in the National Curriculum 2014.

What are the KLIPs?

The KLIPs, or **Key Learning Indicators of Performance**, have been developed from Lancashire's National Curriculum Support Materials, which detail the key learning in reading and writing for each year group. These key learning grids for each year group can be used to provide:

- ▶ detailed assessment information for the teacher to use to inform their future planning of next steps (formative);
- ▶ overall judgements which can be made more summatively (for example once a term), to enable senior leadership teams to track progress across the school, during the year. This will assist schools with self-evaluation and in informing discussions with others e.g. inspection teams, about attainment and progress;
- ▶ a means of informing parents about attainment and progress.

The underlined statements on the grids have been identified as **Key Learning Indicators of Performance** (KLIPs) as these have the greatest impact on the further development of skills and subsequent learning. Consequently, the **Key Learning Indicators of Performance** (KLIPs) play a particularly significant role in the assessment process.

How Do I Use KLIPs to Support Assessment in English?

The KLIPs approach is intended to be used for periodic assessment, in other words 'stepping back', perhaps termly, and asking the question 'How is this pupil performing in reading?' or 'How is this pupil performing in writing?'

The Process

- ▶ Consider the pupil's performance in relation to **all** of the key learning statements not just the KLIPs (the ones which have been underlined).
- ▶ Make a professional judgement as to whether the expectations have been achieved, highlighting statements, or partial statements to record judgements. If statements are highlighted termly, consider using different coloured highlighters each term to indicate where progress has been made.
- ▶ A child does not need to demonstrate an aspect of key learning a specific number of times for them to be assessed as having achieved it. However, they would be expected to **demonstrate and apply** the skill or knowledge **independently in different subjects or contexts**.
- ▶ When assessing writing, consider a range of evidence including narrative writing, non-fiction and pieces completed in other subjects. Think about the child as a writer; how effective is his/her writing in relation to its purpose and audience? Avoid merely 'spotting techniques' used, or using the key learning grid as a checklist.
- ▶ Assessing reading involves examining pupils' competence in both word reading and comprehension. Rich opportunities to gather evidence include guided reading sessions, phonics sessions, shared reading, drama, and use of reading journals. Look out also for wider opportunities to gather evidence such as reading in other subjects, class assemblies and personal reading. Texts need to be suitable for the age-related grid which is being used. For example, if a Year Three key learning grid is being used, texts would need to be Year Three appropriate.
- ▶ Assessment information, highlighted on the grids, should be used to inform the teacher's planning so that gaps and next steps can be addressed.

Guidance for Using KLIPs: English



Making a Summative Judgement Using the KLIPs Approach

- ▶ Make a judgement about the child's current position in learning, based on a balance of strengths and aspects that need further learning opportunities. Consider whether the child is 'on track' to achieve the year group expectations by the end of the academic year.
- ▶ The three definitions used here are offered as guidance to teachers making 'best fit' judgements, at the end of each term:
 - **Entering** - starting to demonstrate some of the features of this year group's expectations (although these may not yet be evident in independent writing). Typically what would be expected if a child was on track at the end of the autumn term in a particular year group (e.g. a child typically working at what you would expect, at end of autumn term Y3, would be 'entering, Y3').
 - **Developing** – demonstrating more of the features of this year group's expectations. Some learning in some aspects might not be fully embedded across all situations. Typically what would be expected if a child was on track at the end of the spring term in a particular year group (e.g. a child typically working at what you would expect, at end of spring term Y3, would be 'developing, Y3').
 - **Secure** - demonstrating most (or indeed all) of the features of this year group's expectations. To attain a secure judgement, the child must have achieved all of the **key learning indicators of performance** (KLIPS, underlined statements) unless they have a specific learning difficulty that prevents them from doing so. Their typical knowledge/understanding/skill demonstrated is behaviour which is **embedded**. Typically what would be expected if a child was on track at the end of the summer term in a particular year group (e.g. a child typically working at what you would expect for a typical child at the end of Y3, would be 'secure, Y3').
- ▶ There are no set percentages or numbers of statements which need to be highlighted in order to determine whether a child is entering, developing or secure in relation to a particular age group expectation. Profiles of children judged to be 'developing' for instance could be very different.

English

Key Learning Indicators of Performance in Writing: Year 1



Composition		Transcription	
Vocabulary, grammar and punctuation	Composition	Spelling	Handwriting
<ul style="list-style-type: none"> ► Say, and hold in memory whilst writing, simple sentences which make sense. ► Write simple sentences that can be read by themselves and others. ► Separate words with spaces. ► Use punctuation to demarcate simple sentences (capital letters and full stops). ► Use capital letter for the personal pronoun <i>I</i>. ► Use capital letters for names of people, places and days of the week. ► Identify and use question marks and exclamation marks. ► Use the joining word <i>and</i> to link words and clauses. ► Extend range of joining words to link words and clauses using <i>but</i> and <i>or</i>. ► Make singular nouns plural using 's' and 'es' e.g. <i>dog, dogs; wish, wishes</i>. ► Add suffixes to verbs where no spelling change is needed to the root word e.g. <i>helping, helped, helper</i>. ► Add the prefix 'un' to verbs and adjectives to change the meaning e.g. <i>untie, unkind</i>. 	<p>Planning</p> <ul style="list-style-type: none"> ► Orally plan and rehearse ideas. ► <u>Sequence ideas and events in narrative.</u> ► Sequence ideas and events in non-fiction. ► Use familiar plots for structuring the opening, middle and end of their stories. <p>Drafting and Writing</p> <ul style="list-style-type: none"> ► <u>Orally compose every sentence before writing.</u> ► <u>Re-read every sentence to check it makes sense.</u> ► Compose and sequence their own sentences to write short narratives. ► Compose and sequence their own sentences to write short non-fiction texts, e.g. <i>recounts, information texts, instructions</i>. ► Use formulaic phrases to open and close texts. ► Write in different forms with simple text type features e.g. <i>instructions, narratives, recounts, poems, information texts</i>. <p>Evaluating and Editing</p> <ul style="list-style-type: none"> ► Discuss their writing with adults and peers. <p>Performing</p> <ul style="list-style-type: none"> ► <u>Read aloud their writing audibly to adults and peers.</u> 	<ul style="list-style-type: none"> ► <u>Spell words using the 40+ phonemes already taught, including making phonically plausible attempts at more complex words.</u> ► Spell words with the sounds /f/, /l/, /s/, /z/ and /k/ spelt ff, ll, ss, zz and ck, e.g. <i>off, well, miss, buzz, back</i>. ► Spell words with the /ŋ/sound spelt n before k, e.g. <i>bank, think</i>. ► Divide words into syllables, e.g. <i>pocket</i>. ► Spell words with -tch, e.g. <i>catch, fetch, kitchen, notch, hutch</i>. ► Spell words with the /v/ sound at the end of words, e.g. <i>have, live, give</i>. ► Add s and es to words, e.g. <i>thanks, catches</i>. ► Add the endings -ing, -ed and -er to verbs where no change is needed to the root word. ► Add -er and -est to adjectives where no change is needed to the root word. ► Spell words with vowel digraphs. ► Spell words with vowel trigraphs. ► Spell words ending -y (/i:/ or /ɪ/), e.g. <i>happy</i>. ► Spell words with new consonant spellings ph and wh, e.g. <i>dolphin, wheel</i>. ► Spell words using k for the /k/ sound, e.g. <i>Kent</i>. ► Add the prefix -un. ► Spell compound words, e.g. <i>farmyard, bedroom</i>. ► Spell common exception words (see below). ► Spell days of the week. ► <u>Name the letters of the alphabet in order.</u> ► <u>Use letter names to distinguish between alternative spellings of the same sound.</u> ► Write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far. 	<ul style="list-style-type: none"> ► Sit correctly at a table and hold a pencil correctly. ► Hold a pencil with an effective grip. ► Form lower-case letters correctly – <u>starting and finishing in the right place, going the right way round, correctly oriented.</u> ► Form digits 0-9 correctly. ► Practise forming letters in handwriting families: <ul style="list-style-type: none"> - 'Long ladders' – i, j, l, t, u, - 'One armed robots' – b, h, m, n p, r - 'Curly caterpillars' – c, a, d, e, g, o, q, f, s - Zig-zag letters – k, v, w, x, y, z ► Have clear ascenders ('tall letters') and descenders ('tails'). ► Form capital letters correctly.



English

Key Learning Indicators of Performance in Writing: Year 2



Composition		Transcription	
Vocabulary, grammar and punctuation	Composition	Spelling	Handwriting
<p>As above and:</p> <ul style="list-style-type: none"> ► Say, write and punctuate simple and compound sentences using the joining words <i>and, but, so</i> and <i>or</i> (co-ordination). ► Use sentences with different forms: statement, question, command, exclamation. ► Secure the use of full stops, capital letters, exclamation marks and question marks. ► Use commas to separate items in a list. ► Use apostrophes for contracted forms e.g. <i>don't, can't, wouldn't, you're, I'll.</i> ► Use apostrophes for singular possession in nouns, e.g. <i>the girl's name.</i> ► Use subordination for time using <i>when, before</i> and <i>after</i> e.g. <i>We went out to play when we had finished our writing. When we had finished our writing, we went out to play.</i> ► Use subordination for reason using <i>because</i> and <i>if</i> e.g. <i>I put my coat on because it was raining. Because it was raining, I put on my coat.</i> ► Use the subordinating conjunction <i>that</i> in a sentence, e.g. <i>I hope that it doesn't rain on sports day.</i> ► Select, generate and effectively use verbs. ► Explore the progressive form of verbs in the present tense (e.g. <i>she is drumming</i>) and past tense (e.g. <i>he was shouting</i>) to mark actions in progress. ► Use past tense for narrative, recount (e.g. <i>diary, newspaper report, biography</i>) historical reports. ► Use present tense for non-chronological reports and persuasive adverts. ► Select, generate and effectively use nouns. ► Add suffixes <i>ness</i> and <i>er</i> to create nouns e.g. <i>happiness, sadness, teacher, baker.</i> 	<p>As above and:</p> <p>Planning</p> <ul style="list-style-type: none"> ► Plan and discuss what to write about e.g. <i>story mapping, collecting new vocabulary, key words and ideas.</i> <p>Drafting and Writing</p> <ul style="list-style-type: none"> ► Orally rehearse each sentence prior to writing. ► Develop a positive attitude to writing. ► <u>Develop stamina for writing in order to write at length.</u> ► Write about real and fictional events. ► Write simple poems based on models. ► Make simple notes from non-fiction texts, e.g. highlighting and noting key words. ► Use specific text type features to write for a range of audiences and purposes e.g. <i>to instruct, inform, entertain, explain, discuss, persuade.</i> <p>Evaluating and Editing</p> <ul style="list-style-type: none"> ► Edit and improve own writing in relation to audience and purpose. ► <u>Evaluate their writing with adults and peers.</u> ► <u>Proofread to check for errors in spelling, grammar and punctuation.</u> ► Proofread to check for correct form of verbs within sentences, e.g. correcting <i>he walking</i> to <i>the shop</i> to <i>he walked</i> to <i>the shop</i>. <p>Performing</p> <ul style="list-style-type: none"> ► Read aloud their writing with intonation to make the meaning clear. 	<p>As above and:</p> <ul style="list-style-type: none"> ► Segment spoken words into phonemes and represent these by graphemes, spelling many correctly. ► Learn new ways of spelling phonemes for which one or more spellings are already known. ► <u>Learn to spell common exception words (see below).</u> ► Learn to spell more words with contracted forms, e.g. <i>can't, didn't, hasn't, couldn't, it's, I'll.</i> ► Learn the possessive apostrophe (singular), e.g. <i>the girl's book.</i> ► To spell correctly, distinguish between homophones (e.g. <i>here</i> and <i>hear</i>; <i>sea</i> and <i>see</i>; <i>bear</i> and <i>bare</i>; <i>night</i> and <i>knight</i>) and near-homophones (e.g. <i>quite</i> and <i>quiet</i>; <i>one</i> and <i>won</i>; <i>are</i> and <i>our</i>). ► Add suffixes <i>ness</i> and <i>er</i> e.g. <i>happiness, sadness, teacher, baker.</i> ► Add suffix <i>ment</i> to spell longer words, e.g. <i>enjoyment.</i> ► Add suffixes <i>ful</i> and <i>less</i> e.g. <i>playful, careful, careless, hopeless.</i> ► Use suffixes <i>er</i> and <i>est</i> e.g. <i>faster, fastest, smaller, smallest.</i> ► Use suffix <i>ly</i> e.g. <i>slowly, gently, carefully.</i> <p>Spell words with:</p> <ul style="list-style-type: none"> - the /dʒ/ sound spelt as <i>ge</i> and <i>dge</i> at the end (e.g. <i>age, badge</i>), and spelt as <i>g</i> elsewhere (e.g. <i>magic, giant</i>). - the /s/ sound spelt <i>c</i> before <i>e, i</i> and <i>y</i>, e.g. <i>ice, cell</i> - the /n/ sound spelt <i>kn</i> and <i>gn</i> at the beginning, e.g. <i>knee, gnat.</i> - the /ɹ/ sound spelt <i>wr</i> at the beginning e.g. <i>wrote, wrong.</i> - the /l/ or /əl/ sound spelt <i>-le</i> at the end of words, e.g. <i>table, apple.</i> - the /l/ or /əl/ sound spelt <i>-el</i> at the end of words, e.g. <i>camel, tunnel.</i> 	<p>As above and:</p> <ul style="list-style-type: none"> ► Form lower-case letters of the correct size relative to one another. ► Orientate capital letters correctly. ► Use capital letters appropriately e.g. <u><i>not always writing A as a capital, not using capitals within words.</i></u> ► Write capital letters and digits of the correct size relative to one another and to lower case letters. ► Start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined. ► Use spacing between words which reflects the size of the letters.



<ul style="list-style-type: none"> ▶ Create compound words using nouns, e.g. <i>whiteboard</i> and <i>football</i>. ▶ Select, generate and effectively use adjectives. ▶ Identify, generate and effectively use noun phrases, e.g. <i>the blue butterfly with shimmering wings</i> (for description), <i>granulated sugar</i> (for specification). ▶ Add suffixes <i>ful</i> or <i>less</i> to create adjectives e.g. <i>playful, careful, careless, hopeless</i>. ▶ Use suffixes <i>er</i> and <i>est</i> to create adjectives e.g. <i>faster, fastest, smaller, smallest</i>. ▶ Select, generate and effectively use adverbs. ▶ Use suffix <i>ly</i> to turn adjectives into adverbs e.g. <i>slowly, gently, carefully</i>. 		<ul style="list-style-type: none"> - the /l/ or /əl/ sound spelt –al at the end of words, e.g. <i>pedal, capital</i>. - the ending –il e.g. <i>pencil, fossil, nostril</i>. - the /aɪ/ sound spelt –y at the end of words, e.g. <i>try, reply</i>. - The /ɔ:/ sound spelt a before l and ll, e.g. <i>call, walk</i>. - The /ʌ/ sound spelt o, e.g. <i>mother, Monday</i>. - The /i:/ sound spelt –ey, e.g. <i>key, donkey</i>. - The /ɒ/ sound spelt a after w and qu, e.g. <i>wander, quantity</i>. - The /ɜ:/ sound spelt or after w, e.g. <i>word, worm</i>. - The /ɔ:/ sound spelt ar after w, e.g. <i>war, warm</i>. - The /z/ sound spelt s, e.g. <i>television, usual</i>. ▶ Add –es to nouns and verbs ending in –y, e.g. <i>copies, babies</i>. ▶ Add –ed, –ing, –er and –est to a root word ending in –y with a consonant before it, e.g. <i>copied, copier</i>. ▶ Add the endings –ing, –ed, –er, –est and –y to words ending in –e with a consonant before it, e.g. <i>hiking, hiked, hiker</i>. ▶ Add –ing, –ed, –er, –est and –y to words of one syllable ending in a single consonant letter after a single vowel letter, e.g. <i>patting, patted</i>. ▶ Spell words ending in –tion, e.g. <i>station, fiction</i> ▶ Write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far. 	
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English

Key Learning Indicators of Performance in Writing: Year 3



Composition		Transcription	
Vocabulary, grammar and punctuation	Composition	Spelling	Handwriting
<p>As above and:</p> <ul style="list-style-type: none"> Identify clauses in sentences. Explore and identify main and subordinate clauses in complex sentences. Explore, identify and create complex sentences using a range of conjunctions e.g. <i>when, if because, although, while, since, until, before, after, so</i>. Use the comma to separate clauses in complex sentences where the subordinate clause appears first, e.g. <i>Although it was raining, we decided not to take our coats</i>. Identify, select, generate and effectively use prepositions for where e.g. <i>above, below, beneath, within, outside, beyond</i>. Select, generate and effectively use adverbs e.g. <i>suddenly, silently, soon, next, eventually</i>. Use inverted commas to punctuate direct speech (speech marks). Use perfect form of verbs using <i>have</i> and <i>has</i> to indicate a completed action e.g. <i>He has gone out to play</i> (present perfect) instead of <i>he went out to play</i> (simple past). Use the determiner <i>a</i> or <i>an</i> according to whether the next word begins with a consonant or vowel e.g. <i>a rock, an open box</i>. Explore and collect word families e.g. <i>medical, medicine, medicinal, medic, paramedic, medically</i> to extend vocabulary. Explore and collect nouns with prefixes <i>super, anti, auto</i>. 	<p>As above and:</p> <p>Planning</p> <ul style="list-style-type: none"> Read and analyse narrative, non-fiction and poetry in order to plan and write their own versions. Identify and discuss the purpose, audience, structure, vocabulary and grammar of narrative, non-fiction and poetry. <u>Discuss and record ideas for planning using a range of formats, e.g. chunking a plot, story maps, flow charts, boxing up.</u> <p>Drafting and writing</p> <ul style="list-style-type: none"> Create and develop settings for narrative. Create and develop characters for narrative. Improvise, create and write dialogue. Create and develop plots based on a model. Generate and select from vocabulary banks e.g. <i>noun phrases, powerful verbs, technical language, synonyms for said</i> appropriate to text type. Use different sentence structures (see VGP). <u>Group related material into paragraphs.</u> <u>Use headings and sub headings to organise information.</u> <p>Evaluating and Editing</p> <ul style="list-style-type: none"> <u>Proofread to check for errors in spelling, grammar and punctuation in own and others' writing.</u> Discuss and propose changes with partners and in small groups. Improve writing in the light of evaluation. <p>Performing</p> <ul style="list-style-type: none"> Use appropriate intonation, tone and volume to present their writing to a group or class. 	<p>As above and:</p> <ul style="list-style-type: none"> Use further prefixes <i>dis_, mis_, re_</i>, and suffixes <i>_ly, _ous</i>, and understand how to add them. Add suffixes beginning with vowel letters to words of more than one syllable. Spell homophones and near homophones. Spell words containing the /ʌ/ sound spelt ou, e.g. <i>young, touch, double</i> Spell words with endings sounding like /ʒə/ e.g. <i>treasure, enclosure, pleasure</i>. Spell words with endings sounding like or /tʃə/, e.g. <i>creature, furniture, adventure</i>. Spell words with the /eɪ/ sound spelt ei, eigh, or ey, e.g. <i>vein, weigh, eight, neighbour, they, obey</i> Identify and spell irregular past tense verbs, e.g. <i>send /sent, hear / heard, think/ thought</i> Identify and spell irregular plurals, e.g. <i>goose/ geese, woman/women, potato /es</i> <u>Use the first two letters of a word to check its spelling in a dictionary.</u> Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far. Spell words from the Year 3 list (selected from the statutory Year 3/4 word list) - see below. 	<p>As above and:</p> <ul style="list-style-type: none"> <u>Form and use the four basic handwriting joins.</u> <u>Write legibly.</u>

English

Key Learning Indicators of Performance in Writing: Year 4



Composition		Transcription	
Vocabulary, grammar and punctuation	Composition	Spelling	Handwriting
<p>As above and:</p> <ul style="list-style-type: none"> ▶ Create complex sentences with adverb starters e.g. <i>Silently trudging through the snow, Sam made his way up the mountain.</i> ▶ <u>Use commas to mark clauses in complex sentences.</u> ▶ <u>Create sentences with fronted adverbials for when e.g. <i>As the clock struck twelve, the soldiers sprang into action.</i></u> ▶ <u>Create sentences with fronted adverbials for where e.g. <i>In the distance, a lone wolf howled.</i></u> ▶ Use commas after fronted adverbials. ▶ Identify, select and use determiners including: <ul style="list-style-type: none"> - articles: <i>a/an, the</i> - demonstratives: <i>this/that; these/those</i> - possessives: <i>my/your/his/her/its/our/their</i> - quantifiers: <i>some, any, no, many, much, every</i> ▶ <u>Use inverted commas and other punctuation to indicate direct speech e.g. <i>The tour guide announced, "Be back here at four o' clock."</i></u> ▶ Identify, select and effectively use pronouns. ▶ Use nouns for precision, e.g. <i>burglar</i> rather than <i>man</i>, <i>bungalow</i> rather than <i>house</i>. ▶ <u>Explore, identify, collect and use noun phrases e.g. <i>the crumbly cookie with tasty marshmallow pieces.</i></u> ▶ Explore, identify and use Standard English verb inflections for writing e.g. <i>We were</i> instead of <i>we was</i>. <i>I was</i> instead of <i>I were</i>, <i>I did</i> instead of <i>I done</i>. <i>She saw it</i> instead of <i>she seen it</i>. ▶ Use apostrophes for singular and plural possession e.g. <i>the dog's bone</i> and <i>the dogs' bones</i>. 	<p>As above and:</p> <p>Planning</p> <ul style="list-style-type: none"> ▶ Read and analyse narrative, non-fiction and poetry in order to plan their own versions. ▶ Identify and discuss the purpose, audience, structure, vocabulary and grammar of narrative, non-fiction and poetry. ▶ <u>Discuss and record ideas for planning e.g. <i>story mountain, text map, non-fiction bridge, story board, boxing-up text types to create a plan.</i></u> <p>Drafting and Writing</p> <ul style="list-style-type: none"> ▶ Develop settings and characterisation using vocabulary to create emphasis, humour, atmosphere, suspense. ▶ Plan and write an opening paragraph which combines setting and character/s. ▶ Improvise and compose dialogue, demonstrating their understanding of Standard and non-Standard English. ▶ Generate and select from vocabulary banks e.g. adverbial phrases, technical language, persuasive phrases, alliteration. ▶ Use different sentence structures (see VGP). ▶ <u>Use paragraphs to organise writing in fiction and non-fiction texts.</u> ▶ Use organisational devices in non-fiction writing, e.g. <i>captions, text boxes, diagram, lists</i>. ▶ Link ideas across paragraphs using fronted adverbials for when and where e.g. <i>Several hours later...</i>, <i>Back at home...</i> <p>Evaluating and Editing</p> <ul style="list-style-type: none"> ▶ <u>Proofread to check for errors in spelling, grammar and punctuation.</u> ▶ Discuss and propose changes to own and others' writing with partners/small groups. ▶ Improve writing in light of evaluation. <p>Performing</p> <ul style="list-style-type: none"> ▶ Use appropriate intonation, tone and volume to present their writing to a range of audiences. 	<p>As above and:</p> <ul style="list-style-type: none"> ▶ Use further prefixes, e.g. <i>in-</i>, <i>im-</i> <i>ir-</i>, <i>sub-</i>, <i>inter-</i>, <i>super-</i>, <i>anti-</i>, <i>auto-</i>. ▶ Use further suffixes, e.g. <i>-ation</i>, <i>-tion</i>, <i>-ssion</i>, <i>-cian</i>. ▶ Investigate what happens to words ending in <i>f</i> when suffixes are added, e.g. <i>calf/calves</i>. ▶ Identify and spell words with the /k/ sound spelt <i>ch</i> (Greek in origin), e.g. <i>scheme, chorus</i>. ▶ Identify and spell words with the /ʃ/ sound spelt <i>ch</i> (mostly French in origin), e.g. <i>chef, chalet, machine</i>. ▶ Identify and spell words ending with the /g/ sound spelt <i>-gue</i> and the /k/ sound spelt <i>-que</i> (French in origin), e.g. <i>tongue, antique</i>. ▶ Identify and spell words with the /s/ sound spelt <i>sc</i> (Latin in origin), e.g. <i>science, scene</i>. ▶ Understand how diminutives are formed using e.g. suffix <i>-ette</i> and prefix <i>mini-</i>. ▶ Investigate ways in which nouns and adjectives can be made into verbs by the use of suffixes e.g. <i>pollen</i> (noun) and <i>-ate</i> = <i>pollinate</i> (verb). ▶ The /ɪ/ sound spelt <i>y</i> elsewhere than at the end of words, e.g. <i>myth, gym, Egypt</i>. ▶ <u>Use the first three letters of a word to check its spelling in a dictionary.</u> ▶ Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far. ▶ Explore and use the possessive apostrophe, e.g. <i>boy's books</i> (books belonging to a boy) and <i>boys' books</i> (books belonging to more than one boy). ▶ Spell words from the Year 4 list (selected from the statutory Year 3/4 word list) - see below. 	<p>As above and:</p> <ul style="list-style-type: none"> ▶ Use a joined style throughout their independent writing. ▶ <u>Write with consistency in size and proportion of letters, e.g. <i>by ensuring that the downstrokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch.</i></u>

English

Key Learning Indicators of Performance in Writing: Year 5



Composition		Transcription	
Vocabulary, grammar and punctuation	Composition	Spelling	Handwriting and Presentation
<p>As above and:</p> <ul style="list-style-type: none"> ▶ Create complex sentences by using relative clauses with relative pronouns <i>who, which, where, whose, when, that</i> e.g. <i>Sam, who had remembered his wellies, was first to jump in the river. The thief broke into the house which stood on the top of the hill.</i> ▶ Create complex sentences where the relative pronoun is omitted e.g. <i>Tina, standing at the bus stop, pondered the day ahead.</i> ▶ Create and punctuate complex sentences using <i>ed</i> opening clauses e.g. <i>Exhausted from the race, Sam collapsed in a heap.</i> ▶ Create and punctuate complex sentences using <i>ing</i> opening clauses, e.g. <i>Grinning with anticipation, Paul launched himself from the diving board.</i> ▶ Create and punctuate sentences using simile starters, e.g. <i>Like a fish out of water, she conversed awkwardly with the other guests.</i> ▶ Demarcate complex sentences using commas in order to clarify meaning. ▶ Use commas to avoid ambiguity, e.g. <i>'Let's eat Grandma.'</i> and <i>'Let's eat, Grandma.'</i> ▶ Identify and use commas to indicate parenthesis, e.g. <i>The house, lonely and abandoned, teetered on the edge of the cliff.</i> ▶ Identify and use brackets to indicate parenthesis, e.g. in formal writing: <i>The Cheetah (Acinonyx jubatus) inhabits open grassland in Africa.</i> ▶ Identify and use dashes to indicate parenthesis, e.g. in less formal writing: <i>The cake was lovely – delicious in fact – so I had another slice.</i> ▶ <u>Link ideas across paragraphs using adverbials for time, place and numbers e.g. later, nearby, secondly.</u> 	<p>As above and:</p> <p>Planning</p> <ul style="list-style-type: none"> ▶ Identify the audience and purpose. ▶ Select the appropriate language and structures. ▶ Use similar writing models. ▶ Note and develop ideas. ▶ Draw on reading and research. ▶ Think how authors develop characters and settings (in books, films and performances). <p>Drafting and Writing</p> <ul style="list-style-type: none"> ▶ Select <i>appropriate</i> structure, vocabulary and grammar. ▶ Blend action, dialogue and description within and across paragraphs. ▶ <u>Use different sentence structures with increasing control (see VGP).</u> ▶ Use devices to build cohesion (see VGP). ▶ <u>Use organisation and presentational devices e.g. underlining, bullet points, headings.</u> <p>Evaluating and Editing</p> <ul style="list-style-type: none"> ▶ Assess the effectiveness of own and others' writing in relation to audience and purpose. ▶ <u>Suggest changes to grammar, vocabulary and punctuation to enhance effects and clarify meaning.</u> ▶ Ensure consistent and correct use of tense throughout a piece of writing. ▶ Ensure consistent subject and verb agreement. ▶ Proofread for spelling and punctuation errors. <p>Performing</p> <ul style="list-style-type: none"> ▶ Use appropriate intonation and volume. ▶ Add movement. ▶ Ensure meaning is clear. 	<p>As above and:</p> <ul style="list-style-type: none"> ▶ Investigate verb prefixes e.g. <i>dis-</i>, <i>re-</i>, <i>pre-</i>, <i>mis-</i>, <i>over-</i>. ▶ Recognise and spell words ending in <i>-ant</i>, <i>-ance/-ancy</i>, <i>-ent</i>, <i>-ence/-ency</i>. ▶ Recognise and spell words ending in <i>-able</i> and <i>-ible</i>. ▶ Recognise and spell words ending in <i>-ably</i> and <i>-ibly</i>. ▶ Recognise and spell words with the /i:/ sound spelt <i>ei</i> after <i>c</i>, e.g. <i>deceive</i>, <i>receive</i>. ▶ Recognise and spell words containing the letter-string <i>ough</i>. ▶ To recognise and spell the suffixes <i>-al</i>, <i>-ary</i>, <i>-ic</i>. ▶ To spell further suffixes, e.g. <i>ll</i> in <i>full</i> becoming <i>l</i>. ▶ Spell some words with 'silent' letters, e.g. <i>knight</i>, <i>psalm</i>, <i>solemn</i>. ▶ To spell unstressed vowels in polysyllabic words. ▶ Develop self-checking and proof reading strategies. ▶ Spell words that they have not yet been taught by using what they have learnt about how spelling works in English. ▶ <u>Use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary.</u> ▶ <u>Use a thesaurus.</u> ▶ Spell words from the Year 5 list (selected from the statutory Year 5/6 word list) - see below. 	<p>As above and:</p> <ul style="list-style-type: none"> ▶ Write fluently using a joined style as appropriate for independent writing. ▶ <u>Choose when it is appropriate to print (lower case or upper case) rather than to join writing e.g. printing for labelling a scientific diagram or data, filling in a form, writing an e mail address.</u>



<ul style="list-style-type: none"> ▶ Use devices to build cohesion within a paragraph e.g. <i>firstly, then, presently, this, subsequently.</i> ▶ Use expanded noun phrases to convey complicated information concisely, e.g. <i>carnivorous predators with surprisingly weak jaws and small teeth.</i> ▶ Explore, collect and use modal verbs to indicate degrees of possibility e.g. <i>might, could, shall, will, must.</i> ▶ Explore, collect and use adverbs to indicate degrees of possibility e.g. <i>surely, perhaps, maybe, definitely, alternatively, certainly, probably.</i> ▶ Use suffixes <i>-ate, -ise, -ify</i> to convert nouns and adjectives into verbs. ▶ Investigate verb prefixes e.g. <i>dis-, de-, re-, pre-, mis-, over-</i>. 			
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English

Key Learning Indicators of Performance in Writing: Year 6



Composition		Transcription	
Vocabulary, grammar and punctuation	Composition	Spelling	Handwriting and Presentation
<p>As above and:</p> <ul style="list-style-type: none"> ▶ <u>Manipulate sentences to create particular effects.</u> ▶ <u>Use devices to build cohesion between paragraphs in persuasive, discursive and explanatory texts e.g. adverbials such as: <i>on the other hand, the opposing view, similarly, in contrast, although, additionally, another possibility, alternatively, as a consequence.</i></u> ▶ <u>Use devices to build cohesion between paragraphs in narrative e.g. adverbials such as: <i>in the meantime, meanwhile, in due course, until then.</i></u> ▶ Use ellipsis to link ideas between paragraphs. ▶ Use repetition of a word or phrase to link ideas between paragraphs. ▶ Identify and use semi-colons to mark the boundary between independent clauses e.g. <i>It is raining; I am fed up.</i> ▶ Investigate and collect a range of synonyms and antonyms e.g. <i>mischievous, wicked, evil, impish, spiteful, well-behaved.</i> ▶ Identify the subject and object of a sentence. ▶ Explore and investigate active and passive e.g. <i>I broke the window in the greenhouse versus the window in the greenhouse was broken.</i> ▶ Explore, collect and use examples of the perfect form of verbs to mark relationships of time and cause e.g. <i>I <u>had eaten</u> lunch when you came (past perfect); She <u>has eaten</u> lunch already or I <u>have eaten</u> lunch already (present perfect); I <u>will have eaten</u> lunch by then (future perfect).</i> ▶ Punctuate bullet points consistently. ▶ Identify and use colons to introduce a list. 	<p>As above and:</p> <p>Planning</p> <ul style="list-style-type: none"> ▶ Identify audience and purpose. ▶ Choose appropriate text-form and type for all writing. ▶ <u>Select the appropriate structure, vocabulary and grammar.</u> ▶ Draw on similar writing models, reading and research. ▶ Compare how authors develop characters and settings (in books, films and performances). ▶ Use a range of planning approaches e.g. <i>storyboard, story mountain, discussion group, post-it notes, ICT story planning.</i> <p>Drafting and Writing</p> <ul style="list-style-type: none"> ▶ Select appropriate vocabulary and language effects, appropriate to task, audience and purpose, for precision and impact. ▶ Select appropriate register for formal and informal purposes, e.g. a speech for a debate (formal), dialogue within narrative (formal or informal), text message to a friend (informal). ▶ <u>Blend action, dialogue and description within sentences and paragraphs to convey character and advance the action e.g. <i>Tom stomped into the room, flung down his grubby school bag and announced, through gritted teeth, "It's not fair!"</i></u> ▶ Consciously control the use of different sentence structures for effect. ▶ Use a wide range of devices to build cohesion within and across paragraphs. ▶ Deviate narrative from linear or chronological sequence e.g. <i>flashbacks, simultaneous actions, time-shifts.</i> ▶ Combine text-types to create hybrid texts e.g. <i>persuasive speech.</i> 	<p>As above and:</p> <ul style="list-style-type: none"> ▶ Recognise and spell endings which sound like /jəs/, spelt – <i>cious</i> or – <i>tious</i>. ▶ Recognise and spell endings which sound like /jəl/, e.g. <i>official, partial</i>. ▶ Investigate adding suffixes beginning with vowel letters to words ending in –<i>fer</i>, e.g. <i>referring, reference</i>. ▶ Investigate use of the hyphen. ▶ Investigate and use further prefixes, e.g. <i>bi-trans- tele- circum-</i>. ▶ Distinguish between homophones and other words that are often confused. ▶ Identify root words, derivations and spelling patterns as a support for spelling. ▶ Be secure with all spelling rules previously taught. ▶ Use a number of different strategies interactively in order to spell correctly. ▶ <u>Develop self-checking and proof-checking strategies, including the use of a dictionary and thesaurus.</u> ▶ Spell words from the Year 6 list (selected from the statutory Year 5/6 word list) - see below. 	<p>As above and:</p> <ul style="list-style-type: none"> ▶ Write, using a joined style, with increasing speed. ▶ Choose the writing implement that is best suited for a task e.g. <i>pencil for quick notes, handwriting pen for letters, marker pens for posters.</i>



- ▶ Identify and use **semi-colons** within lists.
- ▶ Explore how **hyphens** can be used to avoid ambiguity e.g. *man eating shark* versus *man-eating shark*.
- ▶ Explore, collect and use vocabulary typical of formal and informal speech and writing e.g. *find out – discover, ask for – request, go in – enter*.
- ▶ Explore, collect and use question tags typical of informal speech and writing e.g. *"He's your friend, isn't he?"*
- ▶ Explore, collect and use subjunctive forms for formal speech and writing e.g. *If I were able to come to your party, I would; The school requires that all pupils be honest.*

- ▶ Evaluate, select and use a range of organisation and presentational devices to structure text for different purposes and audiences e.g. headings, sub-headings, columns, bullet points, tables.
- ▶ Find examples of where authors have broken conventions to achieve specific effects and use similar techniques in own writing – e.g. *repeated use of 'and' to convey tedium, one word sentence.*
- ▶ Make conscious choices about techniques to engage the reader including appropriate tone and style e.g. *rhetorical questions, direct address to the reader.*
- ▶ Use **active** and **passive** voice to achieve intended effects e.g. *formal reports, explanations and mystery narrative.*
- ▶ Précis longer passages.

Evaluating and Editing

- ▶ Reflect upon the effectiveness of writing in relation to audience and purpose, suggesting and making changes to enhance effects and clarify meaning.
- ▶ Proofread for grammatical, spelling and punctuation errors.

Performing

- ▶ Use appropriate and effective intonation and volume.
- ▶ Add gesture and movement to enhance meaning.
- ▶ Encourage and take account of audience engagement.



Key Learning Indicators of Performance in Writing Word Lists

English

Key Learning Indicators of Performance in Writing: Word Lists



Year 1 Common Exception Words

the	a	do	to	today	of
said	says	are	were	was	is
his	i	you	your	they	be
he	me	she	we	no	go
so	by	my	here	there	where
love	come	some	one	once	ask
friend	school	put	push	pull	full
house	our	and/or others according to the programme used			

Year 2 Common Exception Words

door	floor	poor	because	find	kind
mind	behind	child	children	wild	climb
most	only	both	old	cold	gold
hold	told	every	everybody	even	great
break	steak	pretty	beautiful	after	fast
last	past	father	class	grass	pass
plant	path	bath	hour	move	prove
improve	sure	sugar	eye	could	should
would	who	whole	any	many	clothes
busy	people	water	again	half	money
Mr	Mrs	parents	Christmas	– and/or others according to the programme used	

English

Key Learning Indicators of Performance in Writing: Word Lists



Year 3					
accident(ally)	century	February	length	popular	strange
actual(ly)	circle	forward(s)	library	potatoes	thought
address	decide	fruit	minute	promise	through
answer	describe	heard	naughty	purpose	weight
arrive	early	heart	notice	quarter	woman/women
believe	earth	height	occasion(ally)	question	
bicycle	eight/eighth	history	often	reign	
centre	enough	learn	perhaps	sentence	

Year 4					
appear	continue	grammar	material	possible	suppose
breadth	different	group	medicine	pressure	surprise
breathe	difficult	guard	mention	probably	therefore
build	disappear	guide	natural	recent	though/although
busy/business	exercise	imagine	opposite	regular	
calendar	experience	important	ordinary	remember	
caught	experiment	increase	particular	separate	
certain	extreme	interest	peculiar	special	
complete	famous	island	position	straight	
consider	favourite	knowledge	possess(ion)	strength	

English

Key Learning Indicators of Performance in Writing: Word Lists



Year 5					
apparent	cemetery	determined	explanation	interfere	occupy
rhythm	amateur	communicate	develop	familiar	language
occur	secretary	ancient	community	dictionary	foreign
leisure	persuade	shoulder	available	conscience*	environment
forty	lightning	physical	soldier	average	convenience
equip (-ped, -ment)	government	muscle	programme	stomach	bargain
curiosity	excellent	hindrance	neighbour	queue	temperature
bruise	desperate	existence	individual	nuisance	recognise
twelfth	rhyme	vegetable			

Year 6					
accommodate	category	disastrous	immediate(ly)	privilege	sincere(ly)
accompany	committee	embarrass	interrupt	profession	sufficient
according	competition	especially	marvellous	pronunciation	suggest
achieve	conscious*	exaggerate	mischievous	recommend	symbol
aggressive	controversy	frequently	necessary	relevant	system
appreciate	correspond	guarantee	opportunity	restaurant	thorough
attached	criticise (critic + ise)	harass	parliament	sacrifice	variety
awkward	definite	identity	prejudice	signature	vehicle
yacht					



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