

KPIs by Year Group

Reception:

I can tell the difference between a letter and a word.

I can write my own name using a capital letter.

I put finger spaces between words.

I can write from left to right.

I know all the letters of the alphabet and the sounds they make.

I can form my letters correctly.

I can read and write a range of tricky words.

Year 1:

I can use words containing the phonemes that I already know.

I can name the letters of the alphabet in order.

I can write down simple sentences that my teacher says.

I can try to use capital letters, full stops, question marks and exclamation marks to demarcate sentences.

Year 2

I can segment words into phonemes and spell them correctly when I write them down.

I can learn new ways of spelling phonemes and use them correctly in my work.

I can use the suffixes -er and -est in adjectives.

I can use -ly to turn adjectives into adverbs.

I can start sentences using 'when', 'if', 'because' or 'which'.

I can join my sentences using 'or', 'and', 'but'.

I can use capital letters, full stops, question marks and exclamation marks in my writing.

I can use the present tense and past tense consistently and correctly throughout my writing.

I can use commas to separate items in a list.

Year 3

I can use 'a' or 'an' according to whether the next word begins with a consonant or a vowel (e.g., a rock, an open box).

I can express time, place and cause using conjunctions (eg, when, before, after, while, so, because), adverbs (e.g., then, next, soon, therefore), or prepositions (e.g., before, after, during, in, because of).

I can show how, when and where things happen using conjunctions (eg, when, before, after, while, so, because)

I can show how, when and where things happen by using adverbs (e.g., then, next, soon).

I can show how, when and where things happen by using prepositions (e.g., in, next to, beside).

I can use inverted commas to punctuate direct speech.

I can use headings and sub-headings to help my presentation.

I can use the present perfect form of verbs instead of the simple past (e.g. He has gone out to play instead of He went out to play).

Year 4

I can write sentences that have been dictated by my teacher.

I can use standard English. (eg, we were instead of we was).

I can use fronted adverbials (e.g., Later that day, I heard the bad news.).

I can use the appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition.

I can use inverted commas and other punctuation to indicate direct speech (e.g. a comma after the reporting clause) and end punctuation within inverted commas (e.g. The conductor shouted, "Sit down!").

Year 5

I can convert nouns or adjectives into verbs using suffixes (eg, -ate; -ise; -ify).

I can indicate degrees of possibility using adverbs (eg, perhaps, surely) or

I can use modal verbs correctly. (eg, might, should, will, must).

I can use paragraphs correctly in all pieces of writing.

I can use commas to clarify meaning.

Year 6

I can use dictionaries to check the spelling and meaning of words.

I can use formal or informal language appropriately. (eg, find out - discover; ask for - request).

I can use the passive voice (eg, I broke the window in the greenhouse versus The window in the greenhouse was broken [by me]).

I can use layout devices, such as headings, sub-headings, columns, bullets, or tables, to structure text.

I can use colons and semi-colons accurately.

I can punctuate statements to list information