

**English (WRITING) Key Performance Indicators:
Year 6**

The overarching aim for English in the national curriculum is to promote high standards of language and literacy by equipping pupils with a strong command of the spoken and written word, and to develop their love of literature through widespread reading for enjoyment. The national curriculum for English aims to ensure that all pupils:

- read easily, fluently and with good understanding
- develop the habit of reading widely and often, for both pleasure and information
- acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language
- appreciate our rich and varied literary heritage write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences
- use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas
- are competent in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate

Key performance indicator	Performance standard
<p>Transcription</p> <ul style="list-style-type: none"> • <i>Uses dictionaries to check the spelling and meaning of words.</i> <p>Handwriting</p> <ul style="list-style-type: none"> • Write legibly, fluently and with increasing speed by choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters <p>Composition: Composition and Effect</p> <ul style="list-style-type: none"> • <i>Identifies the audience for, and purpose of, the writing.</i> • <i>Selects the appropriate form and uses other similar writing as models for their own composition.</i> • <i>Can describe settings, characters and atmosphere.</i> • <i>Can understand and apply the difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing (eg find out - discover; ask for - request; go in - enter).</i> <p>Composition: Text Structure and Organisation</p> <ul style="list-style-type: none"> • <i>Uses further organisational and presentational devices to structure text and to guide the reader (eg headings, bullet points, underlining).</i> <p>Composition: Sentence Structure</p> <ul style="list-style-type: none"> • <i>Use the passive to affect the presentation of information in a sentence</i> <p>Vocabulary, grammar and punctuation</p> <ul style="list-style-type: none"> • <i>Uses the colon to introduce a list.</i> • <i>Punctuate bullet points consistently</i> • <i>Proof-reads for spelling and punctuation errors.</i> • <i>Ensures the consistent and correct use of tense throughout a piece of writing.</i> <p><i>Use modal verbs or adverbs to indicate degrees of possibility</i></p> <p>Red Text: Additional Hampshire KPI</p>	<p>With reference to the KPIs</p> <p>By the end of Y6 a child should be able to reflect an understanding of the audience for, and the purpose of, a piece of writing by selecting appropriate vocabulary and grammar.</p> <p>A child can:</p> <ul style="list-style-type: none"> • consciously control the structure of sentences in writing and understand why sentences are constructed as they are; • generate ideas, draft, and re-read a piece of writing to check that the meaning is clear; • adopt, create and sustain a range of roles, responding appropriately to others in role (both verbally and non- verbally); • create an improvised, devised and scripted drama for a range of audiences as well as rehearse, refine, share and respond thoughtfully to drama and theatre performances; • demonstrate a mastery of language through public speaking, performance and debate; • apply a knowledge of linguistic terms, including those to describe grammar, so that they can discuss their writing and reading; • draw on their knowledge of morphology and etymology to spell correctly.