

Saturn Class: Key Performance Indicators

| Dimension | Progression statement | |
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| Phonics and whole word spelling Other word building/spelling | <ul style="list-style-type: none"> • Spell common words correctly including exception words • Spell unknown words using phonics knowledge, knowledge of prefixes and suffixes and etymology (Word list gives examples) e.g. un, dis, in, im, re, sub, inter, super, anti, auto, ation, ly, ous • Spell words with word endings– tion, sion, sion, ssion, cian, sure, ture • Spell homophones – see NC for examples • Use a and an correctly • Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far • Rare GPCs – see NC • Spell most words from the year 3-4 spelling list | |
| Handwriting | Use joined up writing consistently and independently | |
| Contexts for writing | <p>Write for real purposes and audiences, making some appropriate choices about form</p> <p>Demonstrate understanding of the main features of different forms of writing</p> <p>Plan your writing by discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar</p> | |
| Planning and drafting writing | <p>Draft and write by: organising paragraphs around a theme</p> <p>Draft and write by create settings, characters and plots in stories (narratives)</p> <p>Draft and write by using simple organisational devices such as headings and sub headings in non-narrative material</p> <p>Use a rich and varied vocabulary appropriate to purpose and form</p> <p>Use a wider range of sentence structures</p> | |
| Editing writing | <p>Evaluate and edit by: assessing the effectiveness of their own and others' writing and suggesting improvements</p> <p>Proof read for spelling and punctuation errors</p> <p>Use a dictionary to check spelling where appropriate.</p> | |
| Vocabulary | Extend the range of sentences with more than one clause by using a wider range of conjunctions, including when, before, after, while, so because, although | |
| Grammar | <ul style="list-style-type: none"> • Choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition • Expand noun phrases by use of the modification before the noun and prepositional phrases after the noun • Use fronted adverbials • Use standard English forms for verb inflections instead of local forms • Express time, place and cause using: adverbs (then, next, soon, therefore, finally). • Adverbials including prepositional phrases (e.g. before dark, during break, in the cave.) • Use a range of verb forms to develop shades of meaning e.g. simple past/present, progressive and perfect forms | |

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| Punctuation | <ul style="list-style-type: none">• Demarcate sentences accurately throughout using capital letters, full stops, question marks and exclamation• Use inverted commas and other punctuation to indicate direct speech• Use apostrophes to mark plural possession• Use commas after fronted adverbials | |
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