Mercury Class: Key Performance Indicators

Dimension	Progression statement
Phonics and whole word spelling	Spell some words with 'silent' letters e.g. knight
	Continue to distinguish between homophones and other words which are often confused
	Use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically as listed in English Appendix 1
	Spell accurately in general including spelling increasingly complex words correctly
	Word endings – cious, tious, ant, ance, ancy, ent, ence, ency, ible, able, ibly, ably, cial, tial
	Use knowledge of word structure to spell and to check spellings
Other word building spelling	Use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary
Handwriting	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
Contexts for writing	Plan their writing by: identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own
Planning and drafting writing	Draft and write by: using a wide range of devices to build cohesion within and across paragraphs eg: *adverbials, synonyms/phrases to avoid repetition and generalise, pronouns, ellipsis, verb tense/form choices*
	Draft and write by: in narratives describe settings, characters, plot and atmosphere and integrating dialogue to convey character and advance the action
	Draft and write by: selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning
	Draft and write by: using further organisational and presentational devices to structure text and to guide the reader e.g. headings, bullet points
	Develop ideas taking account of research and text models
	In non-narrative maintain an appropriate style and vocabulary to maintain the reader's interest throughout
	Extend and elaborate ideas within paragraphs
	Make choices in drafting and revising writing, showing understanding of how these enhance meaning.
	Plan and draft writing making choices about: Audience Purpose Form

Editing writing	Evaluate and edit by: ensuring the consistent and correct use of tense throughout a piece of writing
	Proof-read for spelling, grammatical errors and punctuation errors
	Evaluate and edit by: ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register
Vocabulary	Use a thesaurus
Grammar	Develop their understanding of the concepts set out in appendix 2 by using relative clauses beginning with who, which, where, when, whose, that or with an implied relative pronoun
	Develop their understanding of the concepts set out in appendix 2 by using modal verbs or adverbs to indicate degrees of possibility
	Use passive verbs to affect the presentation of information in a sentence
	Devices to build cohesion including adverbials of time and place
	Use adverbials, including prepositional phrases, to add detail, qualification and precision
	Use a wide range of clause structures, sometimes varying their position within a sentence
	Use different structures appropriate for the level of formality e.g. subjunctive forms in very formal writing
Punctuation	Use of the semi-colon, colon, hyphens and dash to mark the boundary between independent clauses
	Use of the colon to introduce a list and semi-colons within lists
	Punctuation of bullet points to list information
	How hyphens can be used to avoid ambiguity
	Punctuate simple, compound and complex sentences accurately with commas and full stops
	Use inverted commas, commas for clarity, and punctuation for parenthesis mostly correctly,