



REAch2

9A - Key Performance Indicators

English

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The Key Performance Indicators

The key performance indicators (KPIs) have been aligned to the national curriculum and to the Trust subject planning system in all subject areas.

The system gives schools the opportunity to record overall assessments for each subject, using the national codes in-line with those used for reading, writing and mathematics as well as recording a child's success against individual KPIs within a subject.

It is important to remember that the KPIs are to be used as an assessment tool, not a coverage document. They do not describe the full range of content required by the National Curriculum and, as such, should not be used as a planning tool in place of the National Curriculum.

Each KPI should be assessed as and when it is covered in the curriculum. Many KPIs can be assessed throughout the year in most topics, particularly if they are skill-based. Most KPIs will be revisited throughout the year, providing children with repeated opportunities to achieve and improve them.

The Trust has aligned its assessment reporting language to national language, and this can be applied to each KPI as an assessment judgement.

We have included the Pre Key Stage Standards in our documents (aligned to national guidance) and we are presently working with O Track to enable teachers to track progress within these Pre Key Stage Standards on O Track.

Any assessment / data queries, please e-mail: assessment@reach2.org

Oracy KPIs by Year Group

Key Stage 1 KPIs

Y1 KPIs "The child..."	Expressive					Receptive
	Says sentences with a range of clauses.	Recounts their experiences and stories in sequence.	Gives simple commands and statements and asks questions.	Says polysyllabic words.	Recites simple rhymes.	Understands prepositions and opposites.
			Pragmatic			
	Begins to understand figurative language.	Listens and follows simple two-step instructions.	Expresses simple opinions.	Takes turns to talk, listen and respond in conversations.	Joins in with imaginative play, taking on the role of different/familiar characters.	Changes their language when speaking to different listeners.
			Listening			
Socialises with their peers.	Selects relevant information.	Shows listening behaviours.				

Y2 KPIs "The child..."	Expressive				
	Says sentences that are grammatically correct.	Asks a range of questions for different purposes.	Justifies and explains their ideas.	Talks about topics they enjoy.	Can explain an event or story using key connectives.
	Receptive				
	Understands a range of questions.	Can listen and follow a complex two-to three-step instruction.	Understands humour.	Asks for an explanation if something is unclear.	Understands contrasts and comparatives.
	Pragmatic				Listening
Holds the attention of the listener by adapting the way they talk.	Uses and experiments with different styles of talking with different people.	Gives appropriate comments in discussions.	Shows empathy.	Listens with sustained concentration.	

Key Stage 2 KPIs

Y3 KPIs "The child..."	Expressive				Receptive	
	Talks and listens confidently in different situations.	Uses a wide range of verbs to express their thoughts about cause and effect.	Uses complex sentences to clarify, summarise, explain and plan.	Tells stories with good structure.	Asks questions to clarify understanding.	Understands when someone is being sarcastic.
			Pragmatic		Listening	
	Understands hidden meanings and appreciates that an intended meaning can be different from what is spoken.		Understands conversational conventions and varies the amount of detail if needed.	Participates fully in discussions.	Shows they have listened carefully by responding through relevant comments and questions.	

Y4 KPIs "The child..."	Expressive		Receptive	
	Talks and listens confidently in a wider range of contexts.	Sequences, develops and communicates ideas in an organised and logical way.	Understands and asks different question types.	Understands simple idioms.
	Pragmatic		Listening	
Uses language to compliment, criticise and negotiate.		Uses tone of voice, stress on words and gestures to add meaning in	Sustains active listening.	

Y5 KPIs "The child..."	Expressive			
	Talks and listens confidently in formal contexts.	Explains the effect of using language for different purposes.	Uses a range of question types to sustain conversation.	
	Receptive	Pragmatic	Listening	
	Understands homographs using the context.	Adapts language appropriately for audience and context.	Respects the views of others.	Sustains active listening.

Y6 KPIs "The child..."	Expressive	Receptive	Pragmatic	Listening
	Initiates conversation, clearly expressing ideas and opinions.	Identifies the main points from each speaker, comparing their arguments and how they are presented.	Demonstrates cooperation and mutual understanding when organising activities.	Listens critically and questions the validity of conclusions.

Reading KPIs by Year Group

Pre-Key Stage Standards

Standard 1 "The child..."	Language, Decoding & Comprehension		
	Indicates correctly pictures of characters and objects in response to questions such as 'Where is (the)...?'	Shows anticipation about what is going to happen (e.g. by turning the page).	Joins in with some actions or repeats some words, rhymes and phrases when prompted.

Standard 2 "The child..."	Decoding		Comprehension	
	Says a single sound for 10+ graphemes.	Reads words by blending sounds with known graphemes, with help from their teacher.	Demonstrates understanding e.g. by answering questions, such as 'Where is she/he/it?', 'What is this?', 'What is she/she doing?'	Joins in with predictable phrases or refrains.

Standard 3 "The child..."	Decoding		Comprehension	
	Says a single sound for 20+ graphemes.	Reads accurately by blending the sounds in words with 2 and 3 known graphemes.	Responds to questions that require simple recall.	Recounts a short sequence of events (e.g. by sequencing or manipulation objects).

Standard 4 "The child..."	Decoding			
	Says sounds for 40+ graphemes, including one grapheme for each of the 40+ phonemes.	Reads accurately by blending the sounds in words with up to 5 known graphemes.	Reads some common exception words.	Reads aloud books that are consistent with their phonic knowledge, without guessing words from pictures or the context of the sentence.
	Comprehension			
	Talks about events in the story/rhyme, when being read to by an adult (1:1 or in a small group) and links them to their own experiences.	Retells some of a story.		

Standard 5 "The child..."	Decoding				
	Reads accurately by blending the sounds in words that contain the common graphemes for all 40+ phonemes.	Reads accurately some words of two or more syllables that contain the same grapheme-phoneme correspondences.	Reads many common exception words	Reads aloud many words quickly and accurately without overt sounding and blending in a book closely matched to appropriate GPCs.	Sounds out many unfamiliar words accurately in a book closely matched to appropriate GPCs.
	Comprehension				
	Answers questions in discussion with the teacher and makes simple inferences in a familiar book that is read to them.				

Standard 6 "The child..."	Decoding				
	Reads accurately most words of two or more syllables.	Reads most words containing common suffixes.	Reads most common exception words.	In appropriate books, reads most words accurately without overt sounding and blending, sufficiently fluently to allow them to focus on their understanding rather than on decoding individual words.	In appropriate books, sounds out most unfamiliar words accurately, without undue hesitation.
	Comprehension				
	In a book that they can read fluently, checks it makes sense to them, correcting any inaccurate reading.	In a book that they can read fluently, answers questions and makes some inferences.	In a book that they can read fluently, explains what has happened so far in what they have read.		

Key Stage 1 KPIs

Y1 KPIs "The child..."	Decoding				
	Responds speedily with the correct sound to graphemes for all 40+ phonemes, including alternative sounds for graphemes.	Reads accurately by blending sounds in unfamiliar words.	Reads common exception words		
	Comprehension				
	In books they read and listen to, they check that the text makes sense to them as they read.	Discusses the significance of the title and events.	Makes inferences on the basis of what is being said and done. Links what they read or hear to their own experiences.	Predicts what might happen on the basis of what has been read so far.	Discusses word meanings, linking new meanings to those already known.

Y2 KPIs "The child..."	Decoding					
	Reads accurately by blending the sounds in words that contain the taught graphemes, and recognising alternative sounds for graphemes.		Reads accurately words of two or more syllables that contain the taught graphemes.	Reads most words quickly and accurately, without overt sounding and blending, when	Reads further common exception words.	Fluently reads aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately.
	Comprehension					
Discusses the sequence of events in books and how items of information are related.	In books that they read and listen to, checks that the text makes sense to them as they read and corrects inaccurate reading.	Asks and answers questions.	Makes inferences on the basis of what is being said and done.	Predicts what might happen on the basis of what has been read so far.	Discusses and clarifies the meanings of words, linking new meanings to known vocabulary.	

Key Stage 2 KPIs

Y3 KPIs "The child..."	Decoding					
	Applies their growing knowledge of root words, prefixes and suffixes to read aloud and understand the meaning of new words.	Reads further exception words.				
	Comprehension					
Identifies themes and conventions in a wide range of books.	In independent reading, draws inferences such as inferring characters' feelings, thoughts and motives from their actions.	Predicts what might happen from details stated and implied.	Retrieves and records information.	Checks that the text makes sense to them, discusses their understanding and explains the meaning of words in context.	Asks questions to improve their understanding of a text.	

Y4 KPIs "The child..."	Decoding		Comprehension			
	Applies their growing knowledge of root words, prefixes and suffixes to read aloud and understand the meaning of new words.	Reads further exception words.	Identifies themes and conventions in a wide range of books.	In independent reading, draws inferences such as inferring characters' feelings, thoughts and motives from their actions, justifying with evidence.	Predicts what might happen from details stated and implied.	Retrieves and records information.
	Checks that the text makes sense to them, discusses their understanding and explains the meaning of words in context.	Asks questions to improve their understanding of a text.	Identifies main ideas drawn from more than one paragraph and summarises these.	Identifies how language, structure, and presentation contribute to meaning.		

Y5 KPIs "The child..."	Decoding	Comprehension				
	Applies their growing knowledge of root words, prefixes and suffixes to read aloud and understand the meaning of new words.	Identifies and discusses themes and conventions across a range of writing.	In independent reading, draws inferences such as inferring characters' feelings, thoughts and motives from their actions, justifying with evidence.	Predicts what might happen from details stated and implied.	Retrieves records and presents information.	Checks that the text makes sense to them, discusses their understanding and explains the meaning of words in context.
	Improves their understanding of a text through discussion.	Summarises the main ideas drawn from more than one paragraph, identifying key details that support those main ideas.	Identifies how language, structure and presentation contribute to meaning.	Discusses and evaluates how authors use language, considering the impact on the reader.	Distinguishes between statements of fact and opinion.	

Y6 KPIs "The child..."	Decoding	Comprehension				
	Applies their growing knowledge of root words, prefixes and suffixes to read aloud and understand the meaning of new words.	Identifies and discusses themes and conventions across a range of writing.	In independent reading, draws inferences such as inferring characters' feelings, thoughts and motives from their actions, justifying with evidence.	Predicts what might happen from details stated and implied.	Retrieves records and presents information.	Checks that the text makes sense to them, discusses their understanding and explains the meaning of words in context.
	Improves their understanding of a text through discussion.	Summarises the main ideas and supporting details from entire texts.	Identifies how language, structure and presentation contribute to meaning.	Discusses and evaluates how authors use language, considering the impact on the reader.	Makes comparisons within and across books.	Distinguishes between statements of fact and opinion.

Writing KPIs by Year Group

Pre-Key Stage Standards

Standard 1 "The child..."	Transcription	Composition
	Draws lines or shapes on a small or a large scale {e.g. on paper, in the air, or in sand}.	Says an appropriate word to complete a sentence when an adult pauses.

Standard 2 "The child..."	Transcription	Handwriting	Composition
	Identifies or writes 10+ graphemes on hearing corresponding phonemes.	Correctly forms most of the 10+ lower-case letters in Reading Standard 2.	Says a clause to complete a sentence that is said aloud.

Standard 3 "The child..."	Transcription	Handwriting	Composition		Spelling
	Identifies or writes 20+ graphemes on hearing the corresponding phonemes.	Correctly forms most of the 20+ lower-case letters in Reading Standard 3.	Creates their own phrases or short sentences to express their thoughts aloud about stories or experiences.	Writes a caption or short phrase using the graphemes that they already know.	Spells words (with known graphemes) by identifying the phonemes and representing them with graphemes.

Standard 4 "The child..."	Transcription	Handwriting	Composition		Spelling
	Identifies or writes the 40+ graphemes in Reading Standard 4 on hearing the corresponding phonemes.	Forms most lower-case letters correctly.	Creates their own sentences and says them aloud, after discussion with the teacher.	Writes down one of the sentences that they have rehearsed.	Spells a few common exception words.

Standard 5 "The child..."	Handwriting		Composition	
	Forms lower-case letters in the correct direction, starting and finishing in the right place.	Forms lower-case letters of the correct size relative to one another in some of their writing.	Writes sentences that are sequenced to form a short narrative (real or fictional).	Demarcates some sentences with capital letters and full stops.
	Spelling			V, P & G
	Segments spoken words into phonemes and represents these by graphemes, spelling some words correctly and making phonically plausible attempts at others.	Spells some common exception words.	Uses spacing between words.	

Standard 6 "The child..."	Handwriting	Composition		Spelling	
	Forms capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters.	Writes simple, coherent narratives about personal experiences and those of others (real or fictional).	Writes about real events, recording these simply and clearly.	Segments spoken words into phonemes and represents these by graphemes, spelling many of these words correctly and making phonically plausible attempts at others.	Spells many common exception words.
	Vocabulary, Punctuation and Grammar				
	Uses spacing between words that reflects the size of the letters.	Demarcate most sentences in their writing with capital letters and full stops, and use question marks correctly when required.	Uses present and past tense mostly correctly and consistently.	Uses co-ordination and some subordination to join clauses.	

Key Stage 1 KPIs

Year 1 KPIs "The child..."	Handwriting	Composition		Editing	Spelling	
	Is beginning to correctly form upper and lower-case letters and digits 0-9.	Sequences sentences to form short narratives.	Composes a sentence orally before writing it.	Re-reads what has been written to check that it makes sense.	Spells words containing each of the 40+ phonemes already taught.	Knows the letters of the alphabet in order.
				Vocabulary, Punctuation and Grammar		
Writes from memory simple sentences dictated by the teacher that include words using the GPCs.	Uses prefixes and suffixes detailed in the Y1 programme of study.	Spells common exception words.	Is beginning to use capital letters, full stops, question marks and exclamation marks to demarcate sentences.	Leaves spaces between words.	Joins words and clauses using 'and'.	Uses a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'.

Year 2 KPIs "The child..."	Handwriting			Composition		
	Writes letters and digits of the correct size and orientation.	Has begun to use some of the diagonal and horizontal strokes needed to join letters.	Uses appropriate spacing between words.	Is developing stamina for writing by writing for different purposes.	Writes coherent narratives about personal experiences and those of others (real or fictional).	Plans or says aloud what they are going to write about.
	Editing	Spelling				
Edits through simple additions, revisions and corrections to writing.	Segments spoken words into phonemes and represents these by graphemes, spelling many correctly.	Distinguishes between homophones and near-homophones.	Adds suffixes to spell longer words including –ment, –ness, –ful, –less, –ly.	Writes simple sentences dictated by the teacher that include words using the GPCs.	Spells common exception words.	
Vocabulary, Punctuation and Grammar						
Uses subordination and co-ordination.	Uses the present and past tenses correctly and consistently, including the progressive form.	Uses capital letters, full stops, question marks and exclamation marks to demarcate sentences.	Uses commas to separate items in a list.	Uses apostrophes for contracted forms and the possessive (singular).	Uses expanded noun phrases to describe and specify.	Writes sentences with different forms: statement, question, exclamation, command.

Key Stage 2 KPIs

Year 3 KPIs "The child..."	Handwriting	Composition			Editing	
	Uses the diagonal and horizontal strokes that are needed to join letters.	Organises paragraphs around a theme.	In narratives, creates settings, characters and plot.	Uses headings and sub-headings to aid organisation.	Proof-reads for spelling and punctuation errors.	Evaluates and edits by assessing the effectiveness of writing and suggesting improvements to grammar and vocabulary.
Spelling		Vocabulary, Punctuation and Grammar				
Forms nouns using a range of prefixes, e.g. super- anti- auto-.	Spells some of the 3/4 word list.	Uses the articles 'a' and 'an' correctly.	Expresses time, place and cause using conjunctions.	Uses inverted commas to punctuate direct speech.	Uses the present perfect form of verbs instead of the simple past.	Uses the possessive apostrophe with plural nouns.

Year 4 KPIs "The child..."	Handwriting	Composition			Editing	
	Has increased the legibility, consistency and quality of their handwriting.	Organises paragraphs around a theme.	In narratives, creates settings, characters and plot.	Uses simple organisational devices [for example, headings and sub-headings]	Proof-reads for spelling and punctuation errors.	Evaluates and edits by assessing the effectiveness of writing and suggests improvements to grammar and vocabulary.
Spelling		Vocabulary, Punctuation and Grammar				
Writes simple sentences, dictated by the teacher, that include words and punctuation studied.	Uses further prefixes and suffixes correctly.	Spells most of the 3/4 word list.	Uses standard English forms for verb inflections instead of local spoken forms.	Uses fronted adverbials.	Chooses an appropriate pronoun or noun within and across sentences to aid cohesion and avoid repetition.	Uses inverted commas and other punctuation to indicate direct speech.

Year 5 KPIs "The child..."	Composition					
	Identifies the audience for, and purpose of, the writing, selecting the appropriate form and using other similar writing as models.	Ensures the consistent and correct use of tense throughout a piece of writing.	Uses further organisational and presentational devices to structure text and to guide the reader.	Ensures correct subject/verb agreement.	Describes settings, characters and atmosphere and integrates dialogue to convey character and advance the action.	Uses devices to build cohesion within a paragraph.
	Editing		Spelling			
	Proof-reads for spelling and punctuation errors.	Evaluates and edits by assessing the effectiveness of writing and suggests improvements to grammar and vocabulary.	Uses a dictionary and a thesaurus to improve spelling and vocabulary.	Converts nouns or adjectives into verbs using suffixes.	Spells some of the 5/6 word list.	
	Handwriting	Vocabulary, Punctuation and Grammar				
Writes legibly, fluently and with increasing speed by joining letters as part of their personal style.	Uses adverbs and modal verbs to indicate degrees of possibility.	Uses commas to clarify meaning or avoid ambiguity.	Uses expanded noun phrases to convey complicated information concisely.			

Year 6 KPIs "The child..."	Composition					
	Identifies the audience for, and purpose of, the writing, selecting the appropriate form and using other similar writing as models.	Ensures the consistent and correct use of tense throughout a piece of writing.	Uses further organisational and presentational devices to structure text and to guide the reader.	Ensures correct subject/verb agreement.	Describes settings, characters and atmosphere and integrates dialogue to convey character and advance the action.	Uses devices to build cohesion within and across paragraphs.
	Handwriting	Editing		Spelling		
	Writes legibly, fluently and with increasing speed by joining letters as part of their personal style.	Proof-reads for spelling and punctuation errors.	Evaluates and edits by assessing the effectiveness of writing and suggests improvements to grammar and vocabulary.	Uses a dictionary and a thesaurus to improve spelling and vocabulary.	Spells most of the 5/6 word list.	
	Vocabulary, Punctuation and Grammar					
Understands and uses vocabulary appropriate to different levels of formality.	Uses the passive voice.	Uses relative clauses beginning with who, which, where, when, whose, that.	Uses the perfect form of verbs to mark relationships of time and cause.	Uses the full range of punctuation taught at KS2.		