



St Peter's
Catholic Primary School

Key Performance Indicators

This booklet outlines the key performance indicators (KPIs) in each of the areas of reading, writing and mathematics. For pupils to have achieved the expected standard for their year group in a subject, they will have demonstrated that they have achieved **all** of the KPIs consistently and confidently.

Evidence of achieving these KPIs will be through a variety of methods including written work, observations, discussion, performance and testing.

The Key Performance Indicators do not represent every aspect of the National Curriculum, rather they are the key indicators against which we assess pupils' achievement and outcomes at the end of each curriculum year.

For example, a child in Year 3 meeting all of the KPIs in writing would be considered to be **working at the expected standard** for writing in Year 3.

A child achieving half of the KPIs for year 5 in maths would be considered as **working towards the expected standard** in maths for Year 5.

Children achieving all of the KPIs along with other National Curriculum objectives for the year group and demonstrating their understanding and skill of these objectives at a deeper level, would be considered as **working at greater depth** in the subject area.

Key Year 1 Key Performance Indicators

Reading	Writing	Maths
<ul style="list-style-type: none"> • Develop pleasure in reading, motivation to read, vocabulary and understanding by listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which he/she can read independently. • Develop pleasure in reading, motivation to read, vocabulary and understanding by becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics. • Understand both the books he/she can already read accurately and fluently and those he/she listens to by discussing the significance of the title and events. • Understand both the books he/she can already read accurately and fluently and those he/she listens to by predicting what might happen on the basis of what has been read so far. • Understand both the books he/she can already read accurately and fluently and those he/she listens to by checking that the text makes sense as he/she reads and correcting inaccurate reading. • Respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes. • Read accurately by blending sounds in unfamiliar words containing GPCs that have been taught. • Read many common exception words from English Appendix 1. • Read aloud accurately books that are consistent with developing phonic knowledge and that do not require use of other strategies to work out words. 	<ul style="list-style-type: none"> • Write sentences, sequencing them to form short narratives (real or fictional) • Write sentences by re-reading what he/she has written to check that it makes sense • Leave spaces between words • Begin to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark • Spell words containing each of the 40+ phonemes already taught • Name the letters of the alphabet in order • Write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far • Begin to form lower-case letters in the correct direction, starting and finishing in the right place 	<p><u>Number and Place Value</u></p> <ul style="list-style-type: none"> • Counts to and across one hundred, forwards and backwards, beginning with zero or one, or from any given number. • Counts, reads and writes numbers to one hundred in numerals; counts in multiples of twos, fives and tens. • Given a number, identifies one more and one less. <p><u>Addition and Subtraction</u></p> <ul style="list-style-type: none"> • Represents and uses number bonds and related subtraction facts within 20 <p><u>Fractions</u></p> <ul style="list-style-type: none"> • Recognises, finds and names a half as one of two equal parts of an object, shape or quantity <p><u>Measurement</u></p> <ul style="list-style-type: none"> • Compares, describes and solves practical problems for: <ol style="list-style-type: none"> 1. lengths and heights; e.g., long/short, longer/shorter, tall/short, double/half. 2. mass/weight; e.g., heavy/light, heavier than, lighter than. 3. capacity and volume; e.g., full/empty, more than, less than, half, half full, quarter. 4. time; e.g., quicker, slower, earlier, later. • Tells the time to the hour and half past the hour and draws the hands on a clock face to show these times <p><u>Geometry (Properties of Shape)</u></p> <ul style="list-style-type: none"> • Recognises and names common 2-D and 3-D shapes, including: <ol style="list-style-type: none"> 1. 2-D shapes; e.g., rectangles (including squares), circles and triangles. 2. 3-D shapes; e.g., cuboids (including cubes), pyramids and spheres.

Year 2 Key Performance Indicators

Reading	Writing	Maths
<ul style="list-style-type: none"> • Participate in discussion about books, poems and other works that are read to him/her and those that he/she can read for himself/herself, taking turns and listening to what others say. • Develop pleasure in reading, motivation to read, vocabulary and understanding by listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which he/she can read independently. • Develop pleasure in reading, motivation to read, vocabulary and understanding by becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales. • Develop pleasure in reading, motivation to read, vocabulary and understanding by discussing the sequence of events in books and how items of information are related. • Answer and ask questions. • Understand both the books that he/she can already read accurately and fluently and those that he/she listens to by answering and asking questions and making links. • Understand both the books that he/she can already read accurately and fluently and those that he/she listens to by predicting what might happen on the basis of what has been read so far. • Make inferences on the basis of what is said and done in a book he/she is reading independently. • Understand both the books that he/she can already read accurately and fluently and those that he/she listens to by answering questions and making inferences on the basis of what is being said and done. • Understand both the books that he/she can already read accurately and fluently and those that he/she listens to by checking that the text makes sense to him/her as he/she reads and corrects inaccurate reading. • Read accurately by blending the sounds in words that contain the graphemes for all 40+ phonemes • Recognise alternative sounds for graphemes. • Read accurately words of two or more syllables that contain graphemes taught so far. • Read words in age-appropriate books accurately and fluently, without overt sounding and blending e.g. at over 90 words per minute. • Read aloud books closely matched to his/her improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation. • Re-read books, sounding out unfamiliar words accurately, to build up fluency and confidence in word reading. 	<ul style="list-style-type: none"> • Write about real events, recording these simply and clearly • Demarcate most sentences with: capital letters and full stops • Use question marks • Use present and past tense mostly correctly and consistently • Use co-ordination (or/and/but) • Use some subordination (when/if/that/because) • Segment spoken words into phonemes and represent these by graphemes, spelling many of these words correctly and making phonically-plausible attempts at others • Spell many KS1 common exception words • Write capital letters and digits of the correct size, orientation and relationships to one another and to lower-case letters • Use spacing between words that reflects the size of the letters 	<p><u>Number and Place Value</u></p> <ul style="list-style-type: none"> • Count in steps of two, three, and five from 0, and in tens from any number, forward and backward • Compare and orders numbers from 0 up to 100 • Use < > and = signs correctly • Use place value and number facts to solve problems <p><u>Addition and Subtraction</u></p> <ul style="list-style-type: none"> • Solve problems with addition and subtraction by: □ using concrete objects and pictorial representations, including those involving numbers, quantities and measures; and □ applying an increasing knowledge of mental and written methods • Recall and uses addition and subtraction facts to 20 and 100 <p><u>Multiplication and Division</u></p> <ul style="list-style-type: none"> • Recall and uses multiplication and division facts for the two, five and 10 multiplication tables, including recognising odd and even numbers • Solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts <p><u>Fractions (including decimals)</u></p> <ul style="list-style-type: none"> • Recognise, find, name and write fractions 1/3, 1/4, 2/4, and 3/4 of a length, shape, set of objects or quantity <p><u>Measurement</u></p> <ul style="list-style-type: none"> • Solve simple problems in a practical context involving addition and subtraction of money of the same unit including giving change <p><u>Geometry (Properties of Shape)</u></p> <ul style="list-style-type: none"> • Compare and sort common 2-D and 3-D shapes and everyday objects <p>Geometry (Position and Direction)</p> <ul style="list-style-type: none"> • Use mathematical vocabulary to describe position, direction and movement including movement in a straight line, and distinguishes between rotation as a turn and in terms of right angles for quarter, half and three-quarter turns (clockwise and anti-clockwise) <p><u>Statistics</u></p> <ul style="list-style-type: none"> • Ask and answer questions about totalling and comparing categorical data

Year 3 Key Performance Indicators

Reading	Writing	Maths
<ul style="list-style-type: none"> Maintain positive attitudes to reading and understanding of what he/she reads by listening to and discussing a wide range of fiction, poetry, plays and non-fiction. Maintain positive attitudes to reading and understanding of what he/she reads by identifying themes in books. Retrieve and record information from non-fiction. Understand what he/she reads independently by drawing inferences, such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence. Understand what he/she reads independently by predicting what might happen from details stated. Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word with reference to spelling English Appendix 1. 	<ul style="list-style-type: none"> Begin to organise writing into paragraphs around a theme Proof-read their own and others' work to check for errors with increasing accuracy and make improvements. Begin to create settings, characters and plot in narratives Use headings and sub-headings to aid presentation. Begin to use inverted commas in direct speech to show what a character is saying Use the forms 'a' or 'an' according to whether the next word begins with a consonant or a vowel; eg, a rock, an open box. Express time, place and cause using conjunctions. Use the present perfect form of verbs instead of the simple past; eg, 'He has gone out to play' in contrast to 'He went out to play.' Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far. Spell some words correctly (Year 3 and 4 from statutory spelling list and from spelling rules taught this year) Write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters 	<p><u>Number and Place Value</u></p> <ul style="list-style-type: none"> Count from 0 in multiples of four, eight, 50 and 100 Can work out if a given number is greater or less than 10 or 100 Recognise the place value of each digit in a three-digit number (hundreds, tens, and ones) Solve number problems and practical problems involving these ideas <p><u>Addition and Subtraction</u></p> <ul style="list-style-type: none"> Add and subtract numbers mentally including: □ a three-digit number and ones; □ a three-digit number and tens; and □ a three-digit number and hundreds. <p><u>Multiplication and Division</u></p> <ul style="list-style-type: none"> Recall and use multiplication and division facts for the multiplication tables: □ three; □ four; and □ eight. Write and calculate mathematical statements for multiplication and division using the multiplication tables that are known including for two-digit numbers times one-digit numbers, using mental and progressing to formal written methods <p><u>Fractions (including decimals)</u></p> <ul style="list-style-type: none"> Count up and down in tenths; recognises that tenths arise from dividing an object into 10 equal parts and in dividing one-digit numbers or quantities by 10 Recognise, find and write fractions of a discrete set of objects: unit fractions and non-unit fractions with small denominators Recognise and show, using diagrams, equivalent fractions with small denominators <p><u>Measurement</u></p> <ul style="list-style-type: none"> Measure, compare, add and subtract lengths (m/cm/mm); mass (kg/g); volume/capacity (l/ml) Add and subtract amounts of money to give change, using both £ and p in practical contexts Tell and write the time from an analogue clock and 12-hour and 24hour clocks Identify right angles, recognises that two right angles make a half-turn, three make three quarters of a turn and four a complete turn; identifies whether angles are greater than or less than a right angle <p><u>Statistics</u></p> <ul style="list-style-type: none"> Interpret and present data using bar charts, pictograms and tables

Year 4 Key Performance Indicators

Reading	Writing	Maths
<ul style="list-style-type: none"> Maintain positive attitudes to reading and understanding of what he/she reads by listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks. Retrieve and record information from non-fiction over a wide range of subjects Understand what he/she reads independently by drawing inferences, such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence clearly taken from the text. Understand what he/she reads independently by predicting what might happen from details stated and implied. Maintain positive attitudes to reading and understanding of what he/she reads by using dictionaries to check the meaning of words that he/she has read. Understand what he/she reads independently by checking that the text makes sense to him/her, discussing his/her understanding, and explaining the meaning of words in context. Understand what he/she reads independently by identifying how language, structure, and presentation contribute to meaning, to include: paragraphs, use of pronouns for cohesion, inverted commas for speech, apostrophes to mark possession, fronted adverbials. Apply his/her growing knowledge of root words, prefixes and suffixes (etymology and morphology) both to read aloud and to understand the meaning of new words he/she meets, to include re-, sub-, inter-, super-, anti-, auto-, -ation, -ous;(English Appendix 1). Read and decode further exception words accurately, noting the unusual correspondences between spelling and sound, and where these occur in the word, with reference to spelling English Appendix 1. 	<ul style="list-style-type: none"> Draft and write by organising paragraphs around a theme Begin to create settings, characters and plot in narratives with consideration for the audience and purpose Proof-read for spelling and punctuation errors, including the use of the apostrophe for possession, speech punctuation and the use of the comma for fronted adverbials Use inverted commas and other punctuation to indicate direct speech e.g. a comma after the reporting clause, end punctuation within inverted commas: The conductor shouted, 'Sit down!' Use commas for fronted adverbials Make the appropriate choice of pronoun or noun, within and across sentences, to aid cohesion and avoid repetition. Use standard English forms for verb inflections instead of local spoken forms e.g. we were instead of we was, or I did instead of I done. Spelling most words correctly (Year 3 and 4 from statutory spelling list and from spelling rules taught this year) 	<p><u>Number and Place Value</u></p> <ul style="list-style-type: none"> Count in multiples of six, seven, nine, 25 and 1,000 Count backwards through zero to include negative numbers Order and compare numbers beyond 1,000 Round any number to the nearest 10, 100 or 1,000 <p><u>Addition and Subtraction</u></p> <ul style="list-style-type: none"> Solve addition and subtraction two step problems in context, deciding which operations and methods to use and why <p><u>Multiplication and Division</u></p> <ul style="list-style-type: none"> Recall multiplication and division facts for multiplication tables up to 12 x 12 <p><u>Fractions (including decimals)</u></p> <ul style="list-style-type: none"> Recognise and show, using diagrams, families of common equivalent fractions Count up and down in hundredths; recognises that hundredths arise when dividing an object by 100 and dividing tenths by 10 Round decimals with one decimal place to the nearest whole number Solve simple measure and money problems involving fractions and decimals to two decimal places <p><u>Measurement</u></p> <ul style="list-style-type: none"> Convert between different units of measure eg kilometre to metre; hour to minute <p><u>Geometry (Properties of Shape)</u></p> <ul style="list-style-type: none"> Compare and classify geometric shapes, including quadrilaterals and triangles, based on their properties and sizes Identify lines of symmetry in two dimensional shapes presented in different orientations <p><u>Geometry (Position and Direction)</u></p> <ul style="list-style-type: none"> Plot specified points and draw sides to complete a given polygon <p><u>Statistics</u></p> <ul style="list-style-type: none"> Solve comparison, sum and difference problems using information presented in bar charts, pictograms, tables and other graphs

Year 5 Key Performance Indicators

Reading	Writing	Maths
<ul style="list-style-type: none"> Maintain positive attitudes to reading and understanding of what he/she reads by increasing his/her familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions. Maintain positive attitudes to reading and understanding of what he/she reads by recommending books that he/she has read to his/her peers, giving reasons for his/her choices. Retrieve, record and present information from non-fiction. Understand what he/she reads by drawing inferences, such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence. Understand what he/she reads by checking that the book makes sense to him/her, discussing his/her understanding and exploring the meaning of words in context. Maintain positive attitudes to reading and understanding of what he/she reads by using dictionaries to check the meaning of words that he/she has read. 	<ul style="list-style-type: none"> Plan and write by identifying the audience for, and purpose of the writing, using other similar writing as models for his/her own Draft and write narratives, describing settings, characters and atmosphere, and integrating dialogue to convey character. Draft and write by using further organisational and presentational devices to structure text and to guide the reader e.g. headings, bullet points, underlining. Proof-read for spelling and punctuation errors, including use of brackets, dashes or commas to indicate parenthesis. Ensure the consistent and correct use of tense throughout a piece of writing Use apostrophes for contraction and possession mostly correctly Indicate degrees of possibility using adverbs e.g. perhaps, surely, or modal verbs e.g. might, should, will, must. Use devices to build cohesion within a paragraphs and across sentences e.g. then, after that, this, firstly. Use commas to clarify meaning or avoid ambiguity. Use relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun Spell most Y5/6 words correctly (Year 5/6 from statutory spelling list and from spelling rules taught this year 	<p><u>Number and Place Value</u></p> <ul style="list-style-type: none"> Read, write, order and compare numbers to at least 1,000,000 and determines the value of each digit Interpret negative numbers in context, counts forwards and backwards with positive and negative whole numbers including through zero <p><u>Addition and Subtraction</u></p> <ul style="list-style-type: none"> Add and subtract whole numbers with more than four digits, including using formal written methods (columnar addition and subtraction) with increasingly large numbers (e.g. $12,462 - 2,300 = 10,162$) <p><u>Multiplication and Division</u></p> <ul style="list-style-type: none"> Identify multiples and factors including finding all factor pairs of a number and common factors of two numbers Solve problems involving multiplication and division including using a knowledge of factors and multiples, squares and cubes Solve problems involving multiplication and division, including scaling by simple fractions and problems involving simple rates <p><u>Fractions (including decimals)</u></p> <ul style="list-style-type: none"> Compare and order fractions whose denominators are all multiples of the same number Read and write decimal numbers as fractions e.g. $0.71 = 71/100$ Reads, writes, orders and compares numbers with up to three decimal places Solves problems which require knowing percentage and decimal equivalents of $1/2$, $1/4$, $1/5$, $2/5$, $4/5$ and those fractions with a denominator of a multiple of 10 or 25 <p><u>Measurement</u></p> <ul style="list-style-type: none"> Converts between different units of metric measure (e.g. kilometre and metre; centimetre and metre; centimetre and millimetre; gram and kilogram; litre and millilitre) Measures and calculates the perimeter of composite rectilinear shapes in centimetres and metres Calculates and compares the area of rectangles (including squares), and including using standard units, square centimetres (cm²) and square metres (m²) <p><u>Geometry (Properties of Shape)</u></p> <ul style="list-style-type: none"> Draws given angles and measures them in degrees (°) Distinguishes between regular and irregular polygons based on reasoning about equal sides and angles <p><u>Statistics</u></p> <ul style="list-style-type: none"> Completes, reads and interprets information in tables, including timetables

Year 6 Key Performance Indicators

Reading	Writing	Maths
<ul style="list-style-type: none"> Consolidation of all KS2 KPIs Read aloud and understand the meaning of new words that he/she meets linked to the expectations of Year 6 spelling. Maintain positive attitudes to reading and understanding of what he/she reads by increasing his/her familiarity with a wide range of books, including books from our literary heritage and books from other cultures and traditions. Read age-appropriate books, including whole novels, with confidence and fluency. Understand what he/she reads by summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas and using quotations for illustration. Provide reasoned justifications for his/her views. Participate in discussions about books that are read to him/her and those that can be read for himself/herself, building on his/her own and others' ideas and challenging views courteously and with clear reasoning. 	<ul style="list-style-type: none"> Write effectively, thinking about who I am writing for (audience) and why I am writing (purpose), using the correct features for the text type Use appropriate vocabulary and grammar for the type of writing (e.g. modal verbs, passive voice) When writing fiction, describe in detail the atmosphere as well as characters and settings (e.g. expanded noun phrases, prepositional phrases, figurative language, varied sentence lengths) Sentences that use speech punctuation include inverted commas, commas, question marks, exclamation marks and full stops and the dialogue moves the story on and shows a characters feelings, thoughts or opinions In non-fiction, use headings, subheadings and bullet points Use a range of cohesive devices within and across paragraphs (e.g. pronouns, synonyms, fronted adverbials, conjunctions and different sentence openers) Check verbs for correct and consistent tense all the way through and use correct subject/verb agreement (e.g. I was, we were) Use a range of punctuation correctly from that taught Spell most Y5/6 words correctly Neat, joined handwriting 	<p><u>Number and Place Value</u></p> <ul style="list-style-type: none"> Round any whole number to a required degree of accuracy. Use negative numbers in context, and calculate intervals across zero <p><u>Addition and Subtraction</u></p> <ul style="list-style-type: none"> Solve multi-step problems in contexts, deciding which operations and methods to use and why e.g. find the change from £20 for three items that cost £1.24, £7.92 and £2.55; a roll of material is 6m long: how much is left when 5 pieces of 1.15m are cut from the roll?; a bottle of drink is 1.5 litres, how many cups of 175ml can be filled from the bottle, and how much drink is left? Use estimation to check answers to calculations and determine, in the context of a problem, an appropriate degree of accuracy. <p><u>Multiplication and Division</u></p> <ul style="list-style-type: none"> Multiply multi-digit numbers up to 4 digits by a two-digit whole number using the formal written method of long multiplication. Divide numbers up to 4 digits by a two-digit number using the formal written method of short division where appropriate, interpreting remainders according to the context. Use estimation to check answers to calculations and determine, in the context of a problem, an appropriate degree of accuracy. <p><u>Fractions</u></p> <ul style="list-style-type: none"> Solve problems which require answers to be rounded to specified degrees of accuracy. Use written division methods in cases where the answer has up to two decimal places. Recall and use equivalences between simple fractions, decimals and percentages, including in different contexts e.g. one piece of cake that has been cut into 5 equal slices can be expressed as $\frac{1}{5}$ or 0.2 or 20% of the whole cake. <p><u>Measurement</u></p> <ul style="list-style-type: none"> Use, read, write and convert between standard units, converting measurements of length, mass, volume and time from a smaller unit of measure to a larger unit, and vice versa, using decimal notation up to three decimal places. <p><u>Properties of Shape</u></p> <ul style="list-style-type: none"> Compare and classify geometric shapes based on their properties and sizes and find unknown angles in any triangles, quadrilaterals, and regular polygons. <p><u>Position and Direction</u></p> <ul style="list-style-type: none"> Draw and translate simple shapes on the coordinate plane, and reflect them in the axis. <p><u>Statistics</u></p> <ul style="list-style-type: none"> Interpret and construct pie charts and line graphs and use these to solve problems. Calculate and interpret the mean as an average <p><u>Ratio and Proportion</u></p> <ul style="list-style-type: none"> Solve problems involving the calculation of percentages e.g. of measures, such as 15% of 360 and the use of percentages for comparison. Solve problems involving unequal sharing and grouping using knowledge of fractions and multiples. <p><u>Algebra</u></p> <ul style="list-style-type: none"> Use simple formulae e.g. perimeter of a rectangle or area of a triangle.

