Grove Vale Primary School – Writing Skills Ladder

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| EYFS |
| Working towards the expected standard. | Working at the expected standard (ELG) | Working at greater depth |
|  | * Write recognisable letters, most of which are correctly formed.
* Spell words by identifying sounds in them and representing the sounds with a letter or letters.
* Write simple phrases and sentences that can be read by others
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| YEAR 1 |
| Working towards the expected standard. | Working at the expected standard. | Working at greater depth |
| * Can use their phonic knowledge to write words in ways which match their spoken sounds.
* Can write some irregular common words.
* Can write sentences which can be read by themselves and others.
* Can spell some words correctly and others are phonetically plausible.
 | * Can demarcate some sentences with capital letters, full stops, question mark or exclamation mark.
* Use a capital letter for names of people, places, the days of the week, and the personal pronoun ‘I’
* Can use co-ordinating conjunction ‘and’
* Can segment spoken words into phonemes and representing these by graphemes, spelling some correctly.
* Use the spelling rule for adding –s or –es as the plural marker for nouns and the third person singular marker for verbs.
* Use the prefix un–
* Use –ing, –ed, –er and –est where no change is needed in the spelling of root words
* Can spell some common exception words
* Can form lower-case letters in the correct direction, starting and finishing in the right place
* Can form lower-case letters of the correct size relative to one another in some of the writing
* Can use spacing between words.
 | * Can use sentences with different forms in their writing (statements, questions, exclamations and commands)
* Can use some expanded noun phrases to describe and specify.
* Can use present and past tense mostly correctly and consistently.
* Can use co-ordinating conjunctions (or / and / but) and some subordinating conjunctions (when / if / that / because)
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| YEAR 2 |
| Working towards the expected standard. | Working at the expected standard. | Working at greater depth |
| * Can write sentences that are sequenced to form a short narrative (real or fictional)
* Can demarcate some sentences with: capital letters, full stops
* Can segment spoken words into phonemes and represent these by graphemes, spelling some words correctly and making phonically-plausible attempts at others
* Can spell some common exception words.
* Can form lower-case letters in the correct direction, starting and finishing in the right place.
* Can form lower-case letters of the correct size relative to one another in some of the writing.
* Can use spacing between words.
 | * Can write simple, coherent narratives about personal experiences and those of others (real or fiction)
* Can write about real events , recording these simply and clearly.
* Can demarcate most sentences with: capital letters, full stops, question marks (when required)
* Can use past and present tense mostly correctly and consistently.
* Can use coordinating conjunctions (or, and, but)
* Can use some subordinating conjunctions (when, if, that, because)
* Can segment spoken words into phonemes and represent these by graphemes, spelling many of these words correctly and making phonically plausible attempts at others.
* Can spell many common exception words.
* Can form capital letters and digits of the correct size, orientation and relationships to one another and to lower-case letters
* Can use spacing between words that reflects the size of the letters.
 | * Can write effectively and coherently for different purposes, drawing on their reading to inform the vocabulary and grammar of their writing
* Can make simple additions, revisions and proof-reading corrections to their own writing
* Can use the punctuation taught at KS1 mostly correctly
* Can spell most common exception words.
* Can add suffixes to spell most words correctly in their writing (e.g. –ment, –ness, –ful, –less, –ly)
* Can use the diagonal and horizontal strokes needed to join some letters
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| YEAR 3 |
| Working towards the expected standard. | Working at the expected standard. | Working at greater depth |
| * To demonstrate some understanding of purpose and audience (although this may not be sustained) eg. Range of text types, commands in instructions etc.
* To use the simple structure of a wider range of sentence types eg. Question, statement, command
* To make more ambitious word choices (often reflecting those modelled by a teacher) inc. adjectives and adverbs
* To usually maintain the correct tense (including the progressive form eg. Was going)
* Use the full range of punctuation from previous year groups including: Fullstops, capital letters, question marks and exclamation marks, commas in lists, apostrophes to show possession and to form contractions
* To begin to add inverted commas to mark direct speech (may not be consistent)
* To use a range of simple conjunctions (including some subordinating)
* To spell some words with prefixes correctly eg. Irrelevant, autograph, incorrect, disobey, superstar, antisocial etc
* To spell some words with suffixes correctly eg. Usually, poisonous, adoration etc
* To apply all spelling rules from the KS1 guidance English appendix 1
* To begin to use neat, joined handwriting
 | * To demonstrate an increasing understanding of purpose and audience (although this may not be sustained) eg. Range of text types, commands in instructions etc.
* To begin to use the structure of a wider range of text types (including the use of simple layout devices in non-fiction)
* To make deliberate ambitious word choices to add detail
* To begin to create settings, characters and plot in narrative
* To start to organise their writing into paragraphs around a theme
* To maintain the correct tense (including present perfect tense) throughout a piece of writing
* Use the full range of punctuation from previous year groups (Fullstops, capital letters, question marks and exclamation marks, commas in lists, apostrophes to show possession and to form contractions)
* To use inverted commas to mark direct speech (may not be consistent)
* To use subordinate clauses
* To begin to use conjunctions, adverbs and prepositions to show time, place and cause
* To use ‘a’ or ‘an’ correctly most of the time
* To spell many words with prefixes correctly eg. Irrelevant, autograph, incorrect, disobey, superstar, antisocial etc
* To spell many words with suffixes correctly eg. Usually, poisonous, adoration etc
* To begin to spell homophones correctly eg. Which and witch
* To spell many of the Year 3 and 4 statutory spelling words correctly
* To use a neat, joined handwriting style with increasing accuracy and speed
 | * To plan and write with an understanding of purpose and audience
* To use the structure of several text types (including the use of simple layout devices in non-fiction)
* To make deliberate ambitious word choices to add detail, effect and to engage the reader
* To create settings, characters and plot in narrative
* To organise their writing into paragraphs around a theme
* To maintain the correct tense (including present perfect tense) throughout a piece of writing with accurate subject/ verb agreement
* Use the full range of punctuation from previous year groups (Fullstops, capital letters, question marks and exclamation marks, commas in lists, apostrophes to show possession and to form contractions)
* To punctuate direct speech accurately including the use of inverted commas
* To use subordinate clauses (sometimes in varied positions)
* To use a range of conjunctions, adverbs and prepositions to show time, place and cause
* To use ‘a’ or ‘an’ correctly throughout a piece of writing
* To spell most words with prefixes correctly eg. Irrelevant, autograph, incorrect, disobey, superstar, antisocial etc
* To spell most words with suffixes correctly eg. Usually, poisonous, adoration etc
* To being to spell homophones correctly eg. Which and witch
* To spell many of the Year 3 and 4 statutory spelling words correctly
* To use a neat, joined handwriting style with increasing accuracy and speed
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| YEAR 4 |
| Working towards the expected standard. | Working at the expected standard. | Working at greater depth |
| * To use a consistent and appropriate structure in non-fiction (including genre-specific layout devices)
* To write narratives with a clear beginning, middle and end with a clear plot
* To create more detailed settings, characters and plot in narratives
* To organise their writing into paragraphs around a theme
* To maintain accurate tense throughout a piece of writing
* To use Standard English verb inflections mostly accurately eg. ‘we were’ rather than ‘we was’, ‘I did’ rather than ‘I done’
* Use the full range of punctuation from previous year groups (Fullstops, capital letters, question marks and exclamation marks, commas in lists, apostrophes to show possession and to form contractions)
* To punctuate direct speech accurately including the use of inverted commas
* To use subordinate clauses (sometimes in varied positions)
* To use a range of conjunctions, adverbs and prepositions to show time, place and cause
* To use ‘a’ or ‘an’ correctly throughout a piece of writing
* To spell most words with prefixes correctly eg. Irrelevant, autograph, incorrect, disobey, superstar, antisocial etc
* To spell most words with suffixes correctly eg. Usually, poisonous, adoration etc
* To begin to spell homophones correctly eg. Which and witch
* To spell many of the Year 3 and 4 statutory spelling words correctly
* To use a neat, joined handwriting style with increasing accuracy and speed
 | * To write a range of narratives and non-fiction pieces using a consistent and appropriate structure (including genre-specific layout devices)
* To write narratives with a clear beginning, middle and end with a coherent plot
* To create more detailed settings, characters and plot in narratives to engage the reader
* To consistently organise their writing into paragraphs around a theme
* To maintain accurate tense throughout a piece of writing
* To use Standard English verb inflections mostly accurately eg. ‘we were’ rather than ‘we was’, ‘I did’ rather than ‘I done’
* Use the full range of punctuation from previous year groups (Fullstops, capital letters, question marks, exclamation marks, commas in lists, apostrophes to show possession and contractions)
* To use all the necessary punctuation in direct speech mostly accurately
* To expand noun phrases regularly with the addition of modifying adjectives and prepositional phrses eg. The strict teacher with curly hair
* To regularly choose nouns or pronouns appropriately to aid cohesion and avoid repetition eg. He, she, they, it
* To use fronted adverbials eg. As quick as flash, Last weekend, usually demarcated with commas
* To spell all words with prefixes correctly eg. Irrelevant, autograph, incorrect, disobey, superstar, antisocial etc
* To spell all words with suffixes correctly eg. Usually, poisonous, adoration etc
* To spell homophones correctly eg. Which and witch
* To spell all of the Year 3 and 4 statutory spelling words correctly
* To consistently use a neat, joined handwriting style
 | * To write a range of narratives that are well-structured and well-paced
* To write a range of non fiction texts that are well-structured with appropriate layout devices
* To create detailed settings, characters and plot in narratives to engage the reader and add atmosphere
* To consistently organise their writing into paragraphs around a theme to add cohesion and aid the reader
* To always maintain accurate tense throughout a piece of writing
* To always use Standard English verb inflections accurately eg. ‘we were’ rather than ‘we was’, ‘I did’ rather than ‘I done’
* To use all the necessary punctuation in direct speech accurately including a comma after the reporting clause, and all end punctuation with the inverted commas
* To consistently use apostrophes for singular and plural possession
* To expand noun phrases with the addition of ambitious modifying adjectives and prepositional phrases eg. The heroic soldier with unbreakable spirit
* To regularly choose nouns or pronouns appropriately to aid cohesion and avoid repetition eg. He, she, they, it
* To consistently choose nouns or pronouns appropriately to aid cohesion and avoid repetition eg. He, she, they, it etc
* To apply all the spelling rules and guidance from Y3/4 English Appendix 1 into their writing (including suggested prefixes, suffixes, homophones and statutory spellings)
* To spell all words with suffixes correctly eg. Usually, poisonous, adoration etc
* To use their knowledge of word families to help with their spelling
* To use a neat, joined handwriting style
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| YEAR 5 |
| Working towards the expected standard. | Working at the expected standard. | Working at greater depth |
| * To write for a range of purposes and audiences with ideas that are usually sustained, well-paced and logical
* To select appropriate grammar and vocabulary to match the purpose and audience of their writing eg. First person for diaries, oresent tense for explanations
* To describe settings, characters and atmosphere with increasing awareness of the reader
* To begin to use dialogue to convey a character and advance the action
* To use organisational and presentational devices that are relevant to the text type eg. Headings, bullet points, underlining etc
* To create paragraphs that are usually suitably linked (some transitions may be awkward)
* Use the full range of punctuation from previous year groups (Fullstops, capital letters, question marks and exclamation marks, commas in lists, apostrophes to show possession and to form contractions, inverted commas for speech)
* To begin to use commas to clarify meaning or to avoid ambiguity
* To begin to use a wider range of linking words/ phrases between sentences and paragraphs to build cohesion including time adverbials eg. Later; place adverbials eg. Nearby; and number eg. Secondly
* To begin to experiment with relative clauses with support and modelling
* To begin to use some adverbs and modal verbs to indicate degrees of possibility eg. Surely, perhaps, should, might etc
* To spell some verb prefixes correctly eg. Deactivate, overturn, misconduct etc
* To begin to convert nouns or adjectives into verbs using suffixes eg. Designate, classify, criticise etc
* To spell some complex homophones correctly eg. Affect/ effect, practice/ practise etc
* To spell some words correctly from the Year 5 and 6 statutory spelling words correctly
* To write legibly, fluently and with increasing speed
 | * To write for a range of purposes and audiences, confidently selecting structure and organisation of a text depending on audience and purpose
* To describe settings, characters and atmosphere to consciously engage the reader
* To use dialogue to convey a character and advance the action with increasing confidence
* To select and use organisational and presentational devices that are relevant to the text type eg. Headings, bullet points, underlining etc
* To create paragraphs that are usually suitably linked
* Use the full range of punctuation from previous year groups (Fullstops, capital letters, question marks and exclamation marks, commas in lists, apostrophes to show possession and to form contractions, inverted commas for speech)
* To use commas to clarify meaning or to avoid ambiguity with increasing accuracy
* To use a wider range of linking words/ phrases between sentences and paragraphs to build cohesion including time adverbials eg. Later; place adverbials eg. Nearby; and number eg. Secondly
* To use relative clauses beginning with a relative pronoun (who, which, where, when, whose, that) eg. Professor Scriffle, who was a famous inventor, had made a new discovery.
* To use brackets, dashes or commas to begin to indicate parenthesis
* To use adverbs and modal verbs to indicate degrees of possibility eg. Surely, perhaps, might, should, might etc
* To spell many verb prefixes correctly eg. Deactivate, overturn, misconduct etc
* To convert nouns or adjectives into verbs using suffixes eg. Designate, classify, criticise etc
* To spell many complex homophones correctly eg. Affect/ effect, practice/ practise etc
* To spell many words correctly from the Year 5 and 6 statutory spelling words correctly
* To write legibly, fluently and with increasing speed (joined)
 | * To consistently produce sustained and accurate writing from different narrative and non-fiction genres with appropriate structure, organisation and layout devices for a range of audiences and purposes
* To describe settings, characters and atmosphere with carefully chosen vocabulary to enhance mood, clarify meaning and create pace.
* To regularly use dialogue to convey a character and advance the action
* To select and use organisational and presentational devices that are relevant to the text type eg. Headings, bullet points, underlining etc
* To consistently link ideas across paragraphs
* To use commas to clarify meaning or to avoid ambiguity
* To use a wide range of linking words/ phrases between sentences and paragraphs to build cohesion including time adverbials eg. Later; place adverbials eg. Nearby; and number eg. secondly
* To use relative clauses beginning with a relative pronoun with confidence (who, which, where, when, whose, that) eg. Professor Scriffle, who was a famous inventor, had made a new discovery.
* To use brackets, dashes or commas to indicate parenthesis
* To use a range of adverbs and modal verbs to indicate degrees of possibility eg. Surely, perhaps, might, should, might etc
* To spell most verb prefixes correctly eg. Deactivate, overturn, misconduct etc
* To regularly convert nouns or adjectives into verbs using suffixes eg. Designate, classify, criticise etc
* To spell many complex homophones correctly eg. Affect/ effect, practice/ practise etc
* To spell most words correctly from the Year 5 and 6 statutory spelling words correctly
* To write legibly, fluently and with increasing speed (joined)
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| YEAR 6 |
| Working towards the expected standard. | Working at the expected standard. | Working at greater depth |
| * using paragraphs to organise ideas
* describing settings and characters
* using some cohesive devices\* within and across sentences and paragraphs
* using different verb forms mostly accurately
* using co-ordinating and subordinating conjunctions
* using mostly correctly: capital letters, full stops, question marks, exclamation marks, commas for lists, apostrophes for contraction
* spelling most words correctly\* (year 3 and 4)
* spelling some words correctly\* (year 5 and 6)
* producing legible joined handwriting.
 | * creating atmosphere, and integrating dialogue to convey character and advance the action
* selecting vocabulary and grammatical structures that reflect the level of formality required mostly correctly
* using a range of cohesive devices\*, including adverbials, within and across sentences and paragraphs
* using passive and modal verbs mostly appropriately
* using a wide range of clause structures, sometimes varying their position within the sentence
* using adverbs, preposition phrases and expanded noun phrases effectively to add detail, qualification and precision
* using mostly correctly: inverted commas, commas for clarity, punctuation for parenthesis
* making some correct use of: semi-colons, dashes, colons, hyphens
* spelling most words correctly\* (year 5 and 6)
* maintaining legibility, fluency and speed in handwriting through choosing whether or not to join specific letters.
 | * managing shifts between levels of formality through selecting vocabulary precisely and by manipulating grammatical structures
* selecting verb forms for meaning and effect
* using the full range of punctuation taught at key stage 2 mostly correctly, including:
* semi-colons to mark the boundary between independent clauses
* colons to mark the boundary between independent clauses
 |