

## English writing Skills Ladder

### English Writing – Transcription (Spellings)

English Writing – Transcription (Spellings)							
Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Shows interest in play with sounds, songs and rhymes.</p> <p>Begin to hear initial sounds in some words</p>	<p>Hear and say the initial sounds in words</p> <p>Link sounds to letters</p> <p>Write graphemes for the 40+ phonemes mostly accurately</p> <p>Write words in ways which match their spoken sounds</p> <p>Spell some simple cvc, ccvc, cvcc words correctly</p> <p>Begin to write some irregular common words</p> <p>Know most of the names of the letters of the alphabet</p>	<p>Spell words containing each of the 40+ phonemes already taught mostly accurately</p> <p>Show some accurate use of –ing –ed –er –est where no change is needed in the spelling of root words for example: helping, helped, helper</p> <p>Use their phase 2, 3, 4 and 5 phonic knowledge to write words in ways which match their spoken sounds (many being spelt correctly and others being phonetically plausible)</p> <p>Use –s, -es to form regular plurals correctly</p> <p>Use the prefix –un</p> <p>Spell most year 1 common exception words correctly</p>	<p>Segment spoken words into phonemes and represent these by graphemes, spelling many of these words correctly and making phonically plausible attempts at others</p> <p>Recognise new ways of spelling phonemes for which one or more spellings are already known</p> <p>Recognise and spell common homophones (e.g. bare/bear, blue/ blew).</p> <p>Spell many common exception words *</p> <p>Spell more words with contracted forms</p> <p>Apply phase 6 spelling rules when adding suffixes and prefixes to root words</p>	<p>Accurately spell the majority of the words on the KS1 spelling list and some of the words on the Y3/Y4 spelling list</p> <p>Apply the Year 3/4 rules that have been taught, including accurately spelling words with some prefixes and suffixes and some common homophones</p> <p>Begin to use a dictionary / spell checker to check the spelling of words</p>	<p>Accurately spell of the majority of the words on the Year 3/4 spelling list</p> <p>Correctly apply the Y3/Y4 rules taught for adding prefixes and suffixes</p> <p>Spell more homophones correctly</p> <p>Use a dictionary / spell checker to check the spelling of words</p> <p>Spell words using the possessive apostrophe with plural words, including irregular plurals (e.g. girls', boys', babies').</p>	<p>Accurately spell of the majority of words from Y3/Y4 spelling list and apply spelling rules from Y3/Y4 curriculum</p> <p>Accurately spell some words from Year 5/6 spelling list</p> <p>Apply the spelling rules from Year 5/6 curriculum to add verb prefixes correctly</p> <p>Convert nouns or adjectives into verbs using suffixes</p>	<p>Spell correctly most words from the Year 5/6 spelling list*</p> <p>Use a dictionary to check the spelling of uncommon or more ambitious vocabulary</p> <p>Spell complex homophones and near- homophones, including who's/whose and stationary/stationery</p>
<p>Hear and say the initial sounds in words</p> <p>Link sounds to letters</p>	<p>Spell some words that have more than one-syllable</p> <p>Write some irregular common high frequency words</p>	<p>Spell simple compound words</p>	<p>Spell most Y1 and Y2 common exception words correctly</p> <p>Add suffixes to spell most words correctly in their writing (e.g. –ment, -ness-, -ful, -less, -ly)</p>	<p>Spell most Y3/Y4 words correctly</p>	<p>Spell all Y3/Y4 words correctly</p>	<p>Use a dictionary to check the spelling of more uncommon or ambitious vocabulary</p>	<p>Draw on their knowledge of morphology and etymology to spell correctly.</p>

## English Writing – Handwriting

Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Draws lines and circles using gross motor movements</p> <p>Use one-handed tools and equipment</p> <p>Holds a pencil between thumb and two fingers (no longer using whole-hand grasp)</p> <p>Use a pencil with some control</p> <p>Copy some letters (e.g. From their name)</p>	<p>Being to use anti-clockwise movement and retrace vertical lines</p> <p>Show a preference for a dominant hand</p> <p>Begin to form some clearly identifiable letters to communicate meaning</p> <p>Handle equipment and tools effectively, including pencils for writing</p> <p>Write simple sentences which can be read by themselves and others.</p>	<p>Form lower-case and capital letters in the correct direction, starting and finishing in the right place</p> <p>Leave spaces between words</p> <p>Correctly form many capital letters</p>	<p>Form capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters</p> <p>To form lower case letters of the correct size, relative to one another</p> <p>Use spacing between words that reflects the size of letters</p> <p>Begin to use the diagonal and horizontal strokes needed to join some letters</p>	<p>Use legible, joined handwriting with increasing accuracy</p>	<p>Use legible, joined handwriting consistently</p>	<p>Maintain legibility in joined handwriting</p>	<p>Maintain legibility in joined handwriting when writing at speed</p>
<p>Show a preference for a dominant hand</p> <p>Begin to form some clearly identifiable letters</p>	<p>Correctly form most letters of the alphabet (lower case)</p>	<p>Form letters of the correct size, orientation and relationship to one another</p>	<p>Begin to join some adjacent letters together with the correct joins</p>	<p>Use legible, joined handwriting</p>	<p>Maintain legibility in joined handwriting</p>	<p>Maintain legibility in joined handwriting when writing at speed</p>	<p>To appropriately match the standard of handwriting to the task in hand (un-joined for labelling a diagram, capitals for filling in a form)</p>

## English Writing – Composition

Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Engage in imaginative role play based on own first-hand experiences.	Give meaning to marks as they draw and paint	Sequence sentences to form short narratives	Write simple, coherent narratives about personal experiences and those of others (real or fictional)	Write effectively for a range of purposes and audiences, using appropriate language	Write effectively for a range of purposes and audiences, starting to select language to interest and engage the reader	Write effectively for a range of purposes and audiences, selecting language that shows good awareness of the reader	Write effectively for a range of purposes and audiences, selecting language that shows good awareness of the reader (e.g. The use of the first person in a diary; direct address in instructions and persuasive writing)
Build stories around toys, e.g. farm animals needing rescue from an armchair 'cliff'.	Begins to break the flow of speech into words	Compose a simple sentence orally before writing it	Write about real events, recording these simply and clearly	In narratives, develop settings, characters and plot	In narratives, describe settings and characters, using a range of descriptive devices	In narratives, describe settings and characters and begin to describe atmosphere	In narratives, describe settings, characters and atmosphere
Distinguishes between the marks they make	Write their own names	Read aloud what they have written	Write simple poetry	In non-narrative writing, use simple organisational devices (for example, headings and sub-headings)	In non-fiction use a consistent and appropriate structure	Begin to integrate dialogue within narratives to develop characters	In narratives, describe settings, characters and atmosphere
Ascribes meaning to marks that they see in different places	Write label and captions	Re-read what they have written to check that it makes sense and make suggested change	Compose sentences orally before writing them	Begin to use paragraphs to structure writing	Use paragraphs to organise and structure according to purpose and audience	Begin to manipulate sentence structure for effect	Integrate dialogue to convey character and advance the action
Give meaning to marks as they draw and paint	Write simple sentences which can be read by themselves and others	Draw on stories they know to inform their language and sentence structure in their writing	Plan what to write by writing down ideas and key words/vocabulary	Make simple additions, revisions and proof-reading corrections	Proof-read confidently and amend their own and others writing	Begin to proof-read their work and assess the effectiveness of their own and others' writing, and make necessary corrections and improvements	Exercise assured and conscious control over levels of formality, particularly through manipulating grammar and vocabulary to achieve this
Write their own names	To express themselves effectively, showing awareness of listeners' needs.	Re-read what they have written to ensure it makes sense and make any necessary changes	Re-read what they have written to ensure it makes sense and make any necessary changes	Use dialogue sparingly so it effectively adds detail to the writing	Write effectively for a range of purposes and audiences, selecting language that shows good awareness of the reader (technical terminology, vivid language, word choice for emphasis)	Begin to integrate dialogue within narratives to develop characters and advance the action Select precise vocabulary and grammatical structures that reflect the level of formality mostly accurately	Distinguish between the language of speech and writing and choose the
	Use key features of narrative in their writing	Use some features of different text types in their writing Use simple and compound sentence structures	Write effectively and coherently for different purposes drawing on their vocabulary and grammar of their writing Make simple additional and revisions and proofreading corrections to their own writing.		Proof-read confidently	Use the passive and	

		they have written and independently make changes Link sentences together with increasing fluency to form a short narrative			and amend their own and others writing correcting errors in grammar, punctuation and spelling and adding nouns/pronouns for cohesion.	active voice appropriately to control the level of formality of a piece of writing	appropriate register Write effectively for a range of purposes and audiences, selecting the appropriate form and drawing independently on what they have read and models for their own writing ( e.g. literally language, characterisation, structure)
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### English Writing – Vocabulary, grammar and punctuation

Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Use vocabulary focused on objects and people that are of particular importance to them.  Build up vocabulary that reflects the breadth of their experiences.  To use past, present and future forms accurately when talking about events that have happened or are to happen in the future.  To use past,	Extend vocabulary by grouping and naming objects  Explore the meaning of new words  To use past, present and future forms accurately when talking about events that have happened or are to happen in the future.	To use adjectives to describe nouns  Punctuate sentences using a capital letter and a full stop mostly correctly Use conjunctions to join clauses e.g. ‘and’ Use a capital letter for the personal pronoun ‘I’ Use a capital letter for names of people, places, the days of the week mostly correctly  Begin to use question marks and exclamation marks to punctuate sentences	Use present and past tense mostly correctly and consistently  Form sentences with different forms: statement, question, exclamation, command  Use co-ordination (e.g. or/and/but) and some subordination (e.g. when /if/ that/because) to join clauses  Use expanded noun phrases to describe and specify	Extend the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because and although Use adverbs and prepositions to express place, time and cause  Begin to use accurate verb tenses and subject-verb agreement in pieces of writing, including the present perfect tense  Use expanded noun phrases to describe setting, characters and plots  Correctly use capital letters, full stops, question marks, exclamation marks, commas for lists, and apostrophes for	Show appropriate use of fronted adverbials, correctly  Use noun phrases expanded by the addition of modifying adjectives, nouns and prepositions  Choose nouns or pronouns appropriately for clarity and cohesion  Use a wide range of co-ordinating and subordinating conjunctions  Use present, past, progressive and perfect tense verb forms accurately  Correctly use capital	Use adverbs to add detail, qualification and precision  Use relative clauses beginning with a relative pronoun (who, which, where, when, whose, that)  Use a range of devices to build cohesion within and across paragraphs (conjunctions, adverbials, pronouns, synonyms)  Ensure consistent and correct use of verb tense and subject-verb agreement throughout pieces of writing  Use a range of punctuation, mostly accurately, including:	Select vocabulary and grammatical structures that reflect what the writing requires, (e.g. using contracted forms in dialogues in narrative; using passive verbs to affect how information is presented; using modal verbs to suggest degrees of possibility)  Use a range of devices to build cohesion within and across paragraphs (e.g. conjunctions, adverbials of time and place, pronouns, synonyms)  Use verb tenses consistently and correctly throughout their writing  Integrate dialogue in

<p>present and future forms accurately when talking about events that have happened or are to happen in the future.</p>			<p>Demarcate most sentences in their writing with capital letters and full stops, and use question marks and exclamation marks correctly when required</p>	<p>contractions and singular possession Begin to use inverted commas for dialogue. Include dialogue in narrative, punctuated with inverted commas  Maintain standard English forms e.g. a/an correctly</p>	<p>question marks, exclamation marks, commas for lists, commas after fronted adverbials, and apostrophes for contractions and for both singular and plural possession and inverted commas  Maintain standard English forms e.g. was/were correctly</p>	<p>parenthesis, brackets, dashes, ellipses, hyphens and colons to introduce lists  Use commas to clarify meaning or avoid ambiguity with increasing accuracy</p>	<p>narratives to convey character and advance the action  Use the range of punctuation taught at Key Stage 2 mostly correctly^ (e.g. inverted commas and other punctuation to indicate direct speech)</p>
<p>Use a capital letter when writing their own name</p>		<p>Begin to use adjectives correctly in their sentences Consistently use the full range of punctuation taught by the end of year one (mostly correctly) Draw on stories they know to inform their language and sentence structure in their writing</p>	<p>Use the punctuation taught at Key Stage 1 mostly correctly</p>	<p>Use a range of precise vocabulary (nouns, verbs, adjectives)  Use a wide range of co-ordinating and subordinating conjunctions within and across sentences</p>	<p>Consistently use the full range of punctuation taught in Y3/Y4 mostly correctly  Expand noun phrases with addition of ambitious modifying objectives and prepositional phrases  Choose language used in dialogue effectively to convey characters, thoughts and feelings</p>	<p>Use the full range of punctuation taught correctly and appropriately to enhance meaning</p>	<p>Use the range of punctuation taught at Key Stage 2 mostly correctly^ (e.g. semi-colons, dashes, colons, hyphens) and when necessary, use such punctuation precisely to enhance meaning and avoid ambiguity</p>