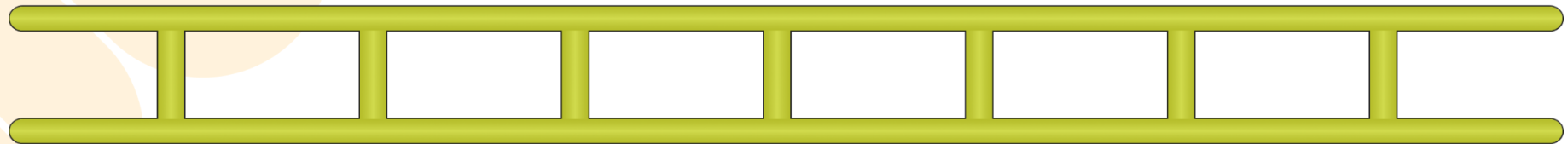


This writing ladder is a progression scale, it is not for use as assessment. It is designed to help staff understand the next steps in supporting progress in writing. Although set out in a successive sequence, it is not a set of targets to reach in order to move on and writers may be at different points in different aspects. As the NC for England makes clear, spoken language underpins the development of reading and writing. Writing cannot sit in isolation from speaking, listening and reading and the steps that have been used highlight these intrinsic links throughout.



	<b>Standing Firm</b>	<b>First Step</b>	<b>Second Step</b>	<b>Third Step</b>	<b>Fourth Step</b>	<b>Fifth Step</b>	<b>Final Rung</b>
Progression Level/ Aspect	Standing firm	First step	Second step	Third step	Fourth step	Fifth step	Final rung
Writing attitudes and behaviours	<p>Will happily experiment with mark making and begin to ascribe meaning to this.</p> <p>Oral composition will exceed transcriptional abilities.</p>	<p>Will start to show interest in writing for a range of purposes that are important to them, e.g., writing a note or card or writing during a role play.</p> <p>Willing to have a go at writing independently.</p> <p>Can compose simple and compound sentences out loud when speaking.</p>	<p>Will willingly write simple sentences without the need for support from an adult.</p> <p>Values being able to read own writing back consistently, checking for sense and meaning.</p>	<p>Gaining confidence as a writer and able to write at greater length in a few familiar forms.</p> <p>Continues to speak ideas aloud prior to composition (e.g., in partner, group talk or drama activities) in order to rehearse the structure and practise the tone.</p> <p>Can use planning aids effectively (e.g., story maps, boxing up, notes) to help structure a variety of text types and genres.</p>	<p>A proficient writer, who chooses to write over longer periods.</p> <p>Can write for a wider range of purposes, using imaginative language that is selected carefully with a reader in mind.</p> <p>The writer is enthusiastic about and inspired by a range of reading.</p>	<p>A capable writer, who enjoys the challenge of writing in different genres.</p> <p>The writer has developed their own style and personal voice as an author.</p> <p>It is clear to see the influence that reading widely and often has on the writer's craft.</p>	<p>A writer who chooses to and enjoys writing and understands how the process of writing can be used to refine their own ideas.</p> <p>Can write in a clear, personal style, at length and across a wide range of forms and genres without any need for explanation first.</p>

<b>Handwriting</b> NC: Writing depends on fluent, legible, and eventually, speedy handwriting	<p>The writer handles equipment, tools and pencils effectively for writing.</p> <p>Writes in print.</p>	<p>Letters are a more consistent size, starting and finishing in the correct direction.</p> <p>Can understand and practise the handwriting families.</p> <p>Forms capital letters and digits 0-9.</p>	<p>Handwriting is composed with a consistent size and formation.</p> <p>Starting to use the correct strokes to join letters.</p> <p>The spacing between words reflects the size of the letters.</p>	<p>Understands which letters join and which are best left unjoined.</p>	<p>Handwriting skills have become, legible, consistent, and automatic.</p>	<p>Have developed their own style of legible handwriting, choosing which shape of letter to use appropriately.</p> <p>Able to write quickly.</p> <p>Knows which writing implement is best suited for a task.</p>	<p>Understands what standard of handwriting is appropriate for a particular task, e.g. quick notes compared to a final piece.</p> <p>Consistent, legible handwriting and style that remains consistent across different pieces and when writing at speed.</p>
<b>Spelling</b> NC: Writing down ideas fluently depends on effective transcription: spelling quickly, and accurately through knowing the relationship between sounds and letters (phonics) and understanding the morphology (word structure) and orthography (spelling structure) of words	<p>The writer will rely mainly on phonetic strategies and memorised words.</p>	<p>Begins to apply a few early rules and strategies for spelling.</p> <p>Spells some common exception words.</p> <p>Can write simple sentences that are dictated by an adult.</p>	<p>Can represent sounds phonetically and an increasing number of common exception words.</p> <p>Unfamiliar words are spelt in a phonetically plausible way.</p> <p>Familiar words are accurate and attempts at unfamiliar spellings show a growing range of strategies being used.</p>	<p>Spelling is becoming more accurate with a wider range of common exception words, prefixes, suffixes and homophones correctly spelt.</p> <p>Can draw on a wider range of spelling strategies, e.g. common letter strings and visual patterns as well as phonetic patterns.</p>	<p>Increasing attention to the visual patterns in spelling, which are generally accurate.</p> <p>Begins to recognise and correctly spell commonly misspelt words.</p> <p>Can accurately use a dictionary to check spellings.</p>	<p>Can draw on a range of effective strategies for spelling. They will apply more infrequent representations of common sounds, e.g. the /k/ in antique.</p> <p>Correct use of more complex prefixes and suffixes, e.g. /tion/, silent letters and homophones.</p>	<p>Can use what they know about how spelling works in English in order to spell unfamiliar words.</p> <p>Achieves accuracy in spelling.</p>

<b>Punctuation</b> NC: Pupils should be taught to use the elements of SPAG and 'language about language' listed to provide the structure on which teachers can construct exciting lessons	Introduction to capital letters, full stops and spaces between words.	Begins to experiment with the use of simple punctuation – full stops and capital letters, question marks and exclamation marks.  Writing is spaced so it can be read by anyone.	Simple punctuation is used: capital letters, full stops, question marks, exclamation marks, commas in lists and the possessive apostrophe.  Spaces between words are consistent.	A wider range of punctuation is used appropriately to support meaning, including inverted commas for direct speech, exclamation and question marks.	Use of a greater range of punctuation, building on previous knowledge and now uses apostrophes, question marks and commas to demarcate clauses and after fronted adverbials.  Speech-related punctuation is used more accurately.  Punctuating texts for meaning with more consistency.	Uses a wider range of punctuation consistently and devices such as ellipses to create a specific effect on the reader.  Can use commas to clarify meaning and avoid ambiguity in their writing.	Uses more sophisticated punctuation such as semi-colons, colons, hyphens/dashes, commas and brackets for parenthesis to improve readability and/or effect.
<b>Grammar</b> NC: It is important that pupils learn the correct grammatical terms in English and that these are integrated within teaching	Writes simple sentences.	Able to join sentences with simple conjunctions such as 'and' and 'but.'	Uses simple adjectives and noun phrases.  Uses an increasing range of common conjunctions: <i>and, but, so, because</i> to link and develop ideas.  Structure will rely heavily on spoken construction of speech but will have some features of Standard English.	Tenses are consistent.  The writer explores and experiments with a wider range of sentence structures, using a wider range of conjunctions.  Writer uses appropriate adverbs, nouns and pronouns.	Uses an extended range of sentences with more than one clause.  Use of adverbial clauses.	Standard forms are used more consistently.  Sentence length and structure are varied for effect.  Can use expanded noun phrases to convey complicated information concisely.  Both grammar and punctuation are broadly accurate.	Uses a range of adverbials and relative clauses to improve cohesion.  Can discriminate between formal and informal voice.

<p><b>Composition and effect</b> NC: Effective composition involves forming, articulating and communicating ideas, and then organising them coherently for a reader. This requires clarity, awareness of the audience, purpose and context, and an increasingly wide knowledge of vocabulary and grammar.</p>	<p>Ideas for writing may be limited to personal experience.</p> <p>Write simple sentences that can be read aloud by themselves and others.</p>	<p>The writer can say out loud, in simple and compound sentences, what they are going to write about.</p> <p>They can re-read what they write and check for sense.</p>	<p>Can write simple sentences that require no mediation and begins to write for different purposes.</p> <p>The writer considers what to write by saying and planning ideas out loud.</p> <p>They can expand on ideas and simple additions, revisions and corrections, adding basic detail and description.</p>	<p>Uses expanded noun phrases and precise vocabulary for effect or to add to description.</p> <p>Adjusts and develops language and content to suit the purpose and audience of the writing.</p> <p>Understands the forms and layout for different types of writing. In narrative can create settings, characters and plot, and in non-narrative can use simple organisational devices.</p>	<p>Purpose and audience underpin the decisions made about the form of the writing.</p> <p>Begins to organise writing into paragraphs around a theme for clarity.</p> <p>Considers the effectiveness of the language and style with the reader in mind and suggests improvements.</p> <p>Use of more detail and descriptions.</p> <p>Narratives have a clear structure with a beginning, middle and end.</p>	<p>The writer sets an appropriate mood and tone for the piece.</p> <p>Writing is securely organised within paragraphs, which are connected coherently.</p> <p>Editing is more advanced, and they find most of their own errors, ensuring a consistent use of tense throughout.</p>	<p>Can select the appropriate form and style.</p> <p>Chooses and uses the language features that are most appropriate and effective for the purpose and audience of their writing.</p> <p>Able to use a wide range of devices to build cohesion within and across paragraphs.</p> <p>Fully understands the process of thinking aloud to generate ideas, drafting and re-reading to check that their meaning is clear.</p>
<p><b>Next steps to support the writer to develop</b></p>	<p>Read a wide range of stories aloud to the writer, ensuring that you make clear use of the punctuation.</p>	<p>Provide unlimited access to a range of high-quality reading texts.</p> <p>Provide frequent, daily opportunities to explore rhyme, song and story, e.g. '5 a day' idea.</p> <p>Carefully and regularly observe</p>	<p>Read out loud, and have available for browsing, a range of quality fiction, non-fiction and poetry.</p> <p>Model how to use a reading area and make choices about what to read.</p>	<p>Teach by thinking out loud to demonstrate how we order thoughts when planning a longer piece of writing, noting down key ideas and vocabulary, before composing.</p> <p>Focus on the frequent use of</p>	<p>Offer a wide range of writing tasks which are driven by a broad offering of high-quality reading and shared experiences.</p> <p>Ask children to consider the author's intentions more deeply.</p>	<p>Ensure children are exposed to and hear a range of high-quality texts that expand their vocabulary and imagination.</p> <p>Frequently engage in discussions that</p>	<p>Know the interest of the child and further promote their reading for pleasure across a range of text types.</p> <p>Provide opportunities for</p>

	<p>Frequently encourage the children to take part in extended speaking and listening tasks, modelling the use of talking aloud to help structure thinking and sentences.</p> <p>Promote storytelling regularly.</p> <p>Scribe the stories that children speak to you, talking the process through out loud and then reading the stories back to a new audience.</p> <p>Model writing for a purpose, try to involve communicating with the writer's home as much as possible in this.</p> <p>Demonstrate a wide range of text knowledge and how this can link to ideas of writing.</p>	<p>the writer's pencil grip and letter formation, intervening to quickly correct, so that habits are not formed.</p> <p>Teach a high-quality phonics program daily.</p> <p>Teach and model correct letter formation daily.</p> <p>Promote writing using a wide variety of activities that could be solo, partner or group creations.</p> <p>Celebrate writing in the environment, showing that writing is highly valued.</p> <p>Explicitly model the process of writing out loud to children, both with and alongside them.</p> <p>When working in a process of shared scribing, encourage</p>	<p>Ensure children have the opportunity to speak their ideas out loud at every stage of their writing, from ideas generating through to composition and editing.</p> <p>Focus on and explicitly teach the skills and development of speaking and listening as the bedrock of writing.</p> <p>Teach regular, high-quality phonics.</p> <p>Regularly teach and model correct letter formation, spelling strategies and punctuation.</p> <p>Ensure the study of SPAG is in context through links to a high-quality range of reading.</p>	<p>speaking and listening to generate, practise and rehearse ideas for writing both individually and as part of a group.</p> <p>Ensure children have been immersed in the text type prior to writing through a wide range of speaking, listening and drama activities.</p> <p>Teach and model the correct use of tense.</p> <p>Focus on modelling and teaching the appropriate joins in handwriting.</p> <p>Discuss and model a wider range of sentence types and talk out loud about how to use appropriate punctuation.</p> <p>Share a love of learning new</p>	<p>Promote the use of generating ideas for writing through speaking and listening in a wide range of real and drama-based opportunities.</p> <p>Maintain the use of speaking and listening to practice, rehearse and refine ideas for writing.</p> <p>Model an interest in words and directly teach a wide range of precise and interesting vocabulary.</p> <p>Teach spelling regularly, analysing patterns and rules such as homophones, common prefixes and suffixes.</p> <p>Allow an element of choice in how children wish to create their writing.</p> <p>Ensure you allow a good length of focussed time for children to craft</p>	<p>explore the effects on the reader created by the writer.</p> <p>Through reading activities and discussions, highlight how language, vocabulary, punctuation and sentence structure have been used for composition and effect.</p> <p>Continue to use a wide range of speaking and listening skills and activities as a key part of and throughout the writing process.</p> <p>Immerse the children in language and model out loud the ways in which authors use language for effect.</p> <p>Model how writing ideas down forms part of any spoken performance or</p>	<p>writing for pleasure and encourage children to develop their personal voice as a writer.</p> <p>Link back to speaking and listening and draw out the importance of writing as a process of communication by providing opportunities for children to have their writing read aloud or performed.</p> <p>Teach and model how a writer selects a different style depending on the audience and purpose of the piece.</p> <p>Through shared writing and discussion, model how to use a wide range of punctuation to demonstrate how a writer can create specific effects.</p> <p>Continue to analyse a range of sophisticated</p>
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	<p>Provide a range of activities to develop gross and fine motor skills.</p> <p>Monitor children's mark making regularly, moving them on to introducing correct letter and pencil grip as soon as they are ready.</p> <p>Regularly provide activities that promote early awareness of sound discrimination, rhyme and early phonic skills.</p> <p>Provide a range of ways to record writing, such as shared scribing, audio recording, and dictation.</p>	<p>the child to use simple and compound sentences.</p> <p>Model how to rehearse ideas orally prior to writing, thinking out loud the decision a writer makes about word and structural choices and adding detail.</p> <p>Encourage children to read their own writing aloud to an audience, emphasising that writing is a form of communication.</p>	<p>Ensure children are aware of the audience and purpose of their writing and make it clear that this will dictate the content and style.</p> <p>Explicitly model the writing process out loud, at every stage, including articulating the use of punctuation and letter formation.</p> <p>Model re-reading during writing, and when completed, to show how we check for sense and meaning as the first step of editing.</p> <p>Allow opportunities for children to write freely, using their own imaginations.</p>	<p>vocabulary and then using this knowledge to make the most precise selection for the text type.</p> <p>Ensure spelling is taught regularly, promoting an investigative approach.</p> <p>Allow time for children to write creatively.</p> <p>Model every stage of the writing process, planning, drafting, responding, revising and editing through shared and collaborative composition.</p>	<p>their writing, either as individuals or in partnership with others.</p> <p>Provide opportunities for children to present and share their written work.</p> <p>Use more complex sentence structures and model this in shared writing.</p> <p>Make it clear, through repeated modelling, how to use an appropriate amount of speech in a text.</p> <p>Model correct letter formation, including the use of appropriate joins.</p> <p>Teach children to use digital skills to type and improve their writing.</p> <p>Teach how to use a partner for the process of editing.</p>	<p>work and can help in the organisation of thoughts.</p> <p>Allow longer periods of time for children to plan, draft, redraft and publish work.</p> <p>Provide opportunities for children to present and share their writing.</p>	<p>vocabulary and discuss how it has been used to create an effect.</p> <p>Allow the time for extended and personal writing.</p> <p>Model how writers develop an impact and cohesion in their writing through the precise use of grammar, paragraphs, and punctuation.</p>
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