

Oaktree School Curriculum Ladder

English: Writing Step 2 (7-12)

Pupil: _____

Learning target:	Date
I watch an adult write	
I show that marks or symbols convey meaning	
I make large random strokes with a marker	
I look at the paper as I make marks	
I make vertical scribble	
I make horizontal scribble	
I make circular scribble	
I put marks alongside a picture	

7 up to 1	8 up to 2	9 up to 3	10 up to 4	11 up to 6	12 up to 8
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Jottings

Students show they understand that marks and symbols convey meaning, for example, placing photographs or symbols on a timetable or in a sequence. They make marks or symbols in their preferred mode of communication.

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English: Writing Step 3 (13-18)

Pupil: _____

Learning target:	Date
I write the first letter of my name	
I make marks on paper and say what they mean	
I draw pictures	
I give my pictures names	
I overwrite some letters of my name	
I overwrite shapes and patterns	
I trace shapes	
I copy vertical movements	
I copy horizontal movements	
I copy circular movements	
I use a drawing package to create a pattern on the screen	

13 up to 1	14 up to 3	15 up to 5	16 up to 7	17 up to 9	18 up to 11
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Jottings

Students produce meaningful marks or symbols associated with their own name or familiar spoken words, actions, images or events, for example, contributing to records of their own achievements or to books about themselves, their families and interests. They trace, overwrite or copy shapes and straight line patterns.

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English: Writing Step 4 (19-24)

Pupil: _____

Learning target:	Date
I use my name card to copy my first name	
My scribble includes shapes, letters or patterns	
I overwrite words	
I write some letters clearly	
I write from left to right	
I copy a word for a caption	
I draw a picture to go with my writing	
I attempt to write my name on the computer	

19 up to 1	20 up to 2	21 up to 3	22 up to 4	23 up to 6	24 up to 8
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Jottings

Students produce or write their names in letters or symbols. They copy letter forms, for example, labels and or/captions for pictures or for displays.

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English: Writing Step 5 (25-30)

Pupil: _____

Learning target:	Date
I write my first name and surname correctly most of the time	
I write one or two words from memory	
I leave spaces between groups of marks	
I form some letters correctly	
I copy writing patterns	
I sequence two words or symbols	
I dictate a caption for a picture	

25 up to 1	26 up to 2	27 up to 3	28 up to 4	29 up to 5	30 up to 7
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Jottings

Students group letters and leave spaces between them as though they are writing separate words. They are aware of the sequence of letters, symbols and words, for example, selecting and linking symbols together, writing their names and one or two other simple words correctly from memory.

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English: Writing Step 6 (31-36)

Pupil: _____

Learning target:	Date
I copy underneath words	
I write my letters clearly	
I write in the correct place on a paper	
I write my name with a capital letter and other lower case letters	
I write some words on my own	
I recognise a list	
I recognise the layout of a letter	
I enter my name on the computer	
I join in group story writing	

31 up to 1	32 up to 2	33 up to 3	34 up to 5	35 up to 7	36 up to 9
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Jottings

Students show awareness that writing can have a range of purposes, for example, in relation to letters, lists or stories. They show understanding of how text is arranged on the page, for example, by writing or producing letter sequences going to left to right. They write or use their preferred mode of communication to set down their names with appropriate use of upper and lowercase letters or appropriate symbols.

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English: Writing Step 7 (37-39)

Pupil: _____

Learning target:	Date
I join in group writing activities	
I write commonly used letters correctly	
I attempt to read my writing to an adult	
I say what I want a scribe to write	
I identify the letters in my name on a keyboard	
I help an adult to read and understand my writing	
I use words around me to help with my writing	
I use writing/ symbols to add meaning to a picture	

37 up to 2	38 up to 5	39 up to 8			
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Jottings

Students produce letters and words and symbols to convey meaning. Commonly used letters are correctly formed but may be inconsistent in their size and orientation.

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English: Writing Step 8 (40-42)

Pupil: _____

Learning target:	Date
I write a simple sentence unaided	
I write initial sounds of words	
I talk to my friends and adults about plans for my writing	
I use simple ideas from stories for my writing	
I write most lower case letters correctly	
I write some CVC words	
I use full stops randomly in my writing	
I use classroom word lists to help with my writing	

40 up to 2	41 up to 5	42 up to 8			
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Jottings

Students structure some phrases and simple statements using recognisable words to communicate ideas. At least half the letter of the alphabet are correctly formed and orientated.

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English: Writing Step 9 (43-45)

Pupil: _____

Learning target:	Date
I write phrases and simple statements	
I write some simple detail in a story	
I use a capital letter to begin my writing	
I use a full stop to end my writing	
I leave regular spaces between words	
I write clearly so that people can read my words	
I choose the best words to write down my ideas	
I find a word from an illustrated word bank/ picture dictionary	
I write common 3 letter words from high frequency list	

43 up to 3	44 up to 6	45 up to 9			
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Jottings

Students use phrases and simple statements to convey ideas, making some choices of appropriate vocabulary. Some words are spelt conventionally. Students make some use of full stops and capital letters. Letters are clearly formed, correctly orientated and sit on the line.

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English: Writing Step 10 (46-48)

Pupil: _____

Learning target:	Date
I link my ideas with 'and'	
I use some interesting words in my writing	
I can spell correctly some common words	
I use a capital letter to begin names of familiar people	
I use phonic knowledge to attempt to spell unknown words	
My writing can be read by an adult	
My writing has more than one idea	
I use a word processor to record my ideas	

46 up to 2	47 up to 5	48 up to 8			
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Jottings

Students' writing communicates meaning beyond a simple statement. It shows some characteristics of narrative and non-narrative writing but may not be sustained. Individual ideas are developed in short sections. The vocabulary is appropriate to the subject matter, with some words used effectively. Overall, the writing draws more on the characteristics of spoken language than those of written language. Students compose sentences and some punctuation to demarcate these appropriately. Some common words are spelt correctly and alternatives use phonic strategies with some recall of visual patterns. Handwriting is legible despite inconsistencies in orientation, size and use of upper and lower case letters.

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English: Writing Step 11 (49-51)

Pupil: _____

Learning target:	Date
I write a story with a beginning, middle and end	
I write a simple list	
I write a piece of non-fiction	
I use words like 'but' and 'so' to link my ideas	
I use capital letters and full stops in some of my sentences	
I try not to mix up capital and lower case letters	
I write a story where several things happen	
I use 'ambitious' words to make my writing more interesting	
I use my knowledge of letter patterns to help me spell words	
I can use my knowledge of rhyming words to help me spell words	

49 up to 3	50 up to 6	51 up to 10			
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Jottings

The writing communicates meaning using a narrative or non-narrative form with some consistency. Sufficient detail is given to engage the reader and variation is evident in both sentence structure and word choices, which are sometimes ambitious. The organisation reflects the purpose of the writing with some sentences linked with connectives other than 'and'. There is evidence of some sentence punctuation. In spelling, phonetically plausible attempts reflect growing knowledge of whole word structure, together with an awareness of visual patterns and recall of letter strings. Handwriting is clear, with ascenders and descenders distinguished, and generally uppercase letters are not mixed within the word.

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English: Writing Step 12 (52-54)

Pupil: _____

Learning target:	Date
I can write in sentences	
I can use the conjunctions 'because' and 'when'	
I can start sentences in different ways	
I can use interesting describing words	
I can write stories	
I can write instructions	
I can write reports	
I can link my ideas clearly in non-fiction writing	
I can spell many common words correctly	
I can use alphabetical knowledge to find words in a dictionary	
I can write common word endings correctly	
My writing is a consistent size	
I can use a word processor for my writing	

52 up to 4	53 up to 8	54 up to 13			
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Jottings

The writing communicates meaning in a way which is lively and generally holds the reader's interest. Some characteristic features of a chosen form of narrative or non-narrative writing are beginning to be developed. Links between ideas or events are mainly clear and the use of some descriptive phrases adds detail or emphasis. Growing understanding of punctuation is shown in the use of capital letters and full stops to mark correctly structured sentences. Spelling of many monosyllabic words is accurate, or inaccurate but with phonically plausible attempts. In handwriting, letters are accurately formed and consistent in size.

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English: Writing Step 13 (55-57)

Pupil: _____

Learning target:	Date
I can punctuate most of my sentences with a capital letter and a full stop	
I can use question marks and exclamation marks correctly	
I can write interesting endings to my stories	
I can fill in a form	
I can spell common words with more than one syllable	
I can use an illustrated thesaurus to find new words	
I can use correct words for different types of writing	
I can use new and interesting words in my writing	
I can revise text with the aid of an adult	
I can use the computer to present a piece of work	
I know that people's names and place names begin with a capital letter	

55 up to 3	56 up to 7	57 up to 11			
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English: Writing Step 14 (58-60)

Pupil: _____

Learning target:	Date
I can use a range of connectives / conjunctions	
I can check my work for capital letters and full stops	
I can recognise speech marks	
I can plan my stories to make sure they read well and ideas are in the right order	
I can write a simple CV	
I can try to link ideas in my stories to each other	
I can use interesting ways to describe so the reader can imagine what I mean	
I can use words to entertain or amuse my audience	
I can use words for interest and add detail	
I can use different fonts on the computer	

58 up to 3	59 up to 6	60 up to 10			
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English: Writing Step 15 (61-63)

Pupil: _____

Learning target:	Date
I can join my sentences in more interesting ways	
I can write sentences which are grammatically correct	
I can use speech marks, exclamation marks and question marks	
I can proof-read my work	
I can redraft my work	
I can write in many ways: stories, lists, poems, reports and instructions	
I can choose the correct way of setting out my writing	
I can use description in my writing	
I can spell common polysyllabic words	

61 up to 3	62 up to 6	63 up to 9			
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Jottings

Students' writing is often organised, imaginative and clear. The main features of different forms of writing are used appropriately and are being adapted for different readers. Sequences of sentences extend ideas logically and words are chosen for variety and interest. The basic grammatical structure of sentences is usually accurate, including that of common polysyllabic words. Punctuation to make sentences – full stops, capital letters and question marks – is used accurately. Handwriting is legible.

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English: Writing Step 16 (64-66)

Pupil: _____

Learning target:	Date
I can write longer compound sentences	
I can use pronouns to avoid repetition	
I can use commas in lists and phrases	
I can start my sentences in different ways	
I can use a spell checker	
I can make notes of ideas	
I can use a thesaurus	
I can spell words which follow regular patterns	
I can use different fonts on the computer	

64 up to 2	65 up to 5	66 up to 8			
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English: Writing Step 17 (67-69)

Pupil: _____

Learning target:	Date
I can write complex sentences	
I can demarcate sentences with a range of appropriate punctuation	
I can use speech marks to show where speech starts and ends	
I can use tenses correctly	
I am aware that we use contractions in speech	
I can use fiction and non-fiction styles of writing confidently and independently	
I can use paragraphs quite well	
I can write a story ending with a cliff-hanger	
I can write considering my audience	

67 up to 3	68 up to 6	69 up to 9			
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English: Writing Step 18 (70-72)

Pupil: _____

Learning target:	Date
I can write a range of complex sentences	
I can write in a consistent tense	
I can use commas within sentences to separate parts of a sentence	
I can use contractions in my writing	
I can use characterisation to move the story forward	
I can use vocabulary suited to the task or purpose of the writing	
I can write confidently in a range of styles	
I can write in a style appropriate to the task	
I can review printed text and add information	

70 up to 3	71 up to 6	72 up to 9			
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Jottings

Students' writing in a range of forms is lively and thoughtful. Ideas are often sustained and developed in interesting ways and organised appropriately for the purpose of the reader. Vocabulary choices are often adventurous and words used for effect. Students are beginning to use grammatically complex sentences, extending meaning. Spelling including that of polysyllabic words that conform to regular patterns is generally accurate. Full stops, capital letters and question marks are used correctly, and students are beginning to use punctuation within the sentence. Handwriting style is fluent and legible.

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English: Writing Steps 19-21 (73-81)

Pupil: _____

Learning target:	Date
I can write in a formal style when appropriate	
I can use vocabulary which is imaginative and choose words precisely for effect	
I can use simple and complex sentences which are organised into paragraphs	
I can spell words with complex regular patterns	
I can use handwriting which is joined, clear and fluent	
I can write, planning plot, structure and character quickly and effectively	
I can use an impersonal style of writing	
I can summarise a newspaper article	
I can construct an effective argument	

73 up to 1	74 up to 2	75 up to 3	76 up to 4	77 up to 5
78 up to 6	79 up to 7	80 up to 8	81 up to 9	

Jottings

Students' writing is varied and interesting, conveying meaning clearly in a range of forms for different readers, using a formal style where appropriate. Vocabulary choices are imaginative and words used precisely. Simple and complex sentences are organised into paragraphs. Words with complex, regular patterns are usually spelt correctly. A range of punctuation, including commas, apostrophes and inverted commas are used correctly. Handwriting is clear and fluent and, where appropriate, adapted to a range of tasks.

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