

Oaktree School Curriculum Ladder

English: Writing Step 1

Name: _____

Learning Objective	Date
I can show an interest in making marks	
I can experiment with mark-making through different media	
I can look at the paper as I make marks	
I can hold, grasp and release tools for writing	
I can demonstrate my preferred hand to hold tools for writing	
I can communicate a single word for a picture	

No. targets met	1	2	3	4	5	6
Point	1	2	3	4	5	6

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English: Writing Step 2

Pre-key Stage 2 Standard 1

Name: _____

Learning Objective	Date
<u>Composition</u>	
I can say an appropriate word to complete a sentence when the adult pauses (e.g. "we're going to the... park/shop/beach")	
I can explore objects, photos or pictures from a personal / shared experience	
I can communicate a one word caption for a picture	
<u>Transcription</u>	
I can draw lines or shapes on a small or a large scale (e.g. on paper or in the air or sand)	
I can overwrite some simple shapes and line/writing patterns	
I can overwrite the first letter of my name	

No. targets met	1	2	3	4	5	6
Point	7	8	9	10	11	12

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English: Writing Step 3

Name: _____

Learning Objective	Date
<u>Composition</u>	
I can sequence at least two words or symbols (e.g. using colourful semantics or a Clicker 7 word bank)	
I can choose words/symbols to add meaning to a picture	
I can make intentional marks on paper	
<u>Transcription</u>	
I can write the first letter of my name	
I can overwrite some other letters of my name	
I can write from left to right	

No. targets met	1	2	3	4	5	6
Point	13	14	15	16	17	18

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English: Writing Step 4

Pre-key Stage 2 Standard 2

Name: _____

Learning Objective	Date
<u>Composition</u>	
I can say a clause to complete a sentence that is said aloud (e.g. "When we went to the beach today, ... it was hot")	
I can communicate an idea in a short sentence	
<u>Transcription</u>	
I can form correctly most of the 10+ lowercase letters in Standard 2 of English language comprehension and reading	
I can identify or write these 10+ graphemes on hearing corresponding phonemes	
I can use my name card to copy my first name	
I can copy underneath words	

No. targets met	1	2	3	4	5	6
Point	19	20	21	22	23	24

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English: Writing Step 5

Name: _____

Learning Objective	Date
<u>Composition</u>	
I can use words around me to help with my writing (from the word wall, timetable, IWB)	
I can name / select items to include on a list	
I can use full stops in my writing, even if inconsistently	
<u>Transcription</u>	
I can write at least 10 words from memory	
I can write my name correctly, using a capital letter and lowercase letters	
I can match 10+ capital letters to the corresponding lowercase letters	

No. targets met	1	2	3	4	5	6
Point	25	26	27	28	29	30

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English: Writing Step 6

Name: _____

Learning Objective	Date
<u>Composition</u>	
I can read my writing to an adult	
I can use simple ideas from stories for my writing	
I can contribute my own ideas for writing activities within a small group	
I can create my own list with word / symbol support	
<u>Transcription</u>	
I can form correctly 15+ lowercase letters from Standard 3 of English language comprehension and reading	
I can identify or write these 15+ graphemes on hearing the corresponding phonemes	
I can use phonemes I know to attempt to spell words	
I can use capital letters in my writing, even if inconsistently	
I can show growing awareness of the use of full stops	

No. targets met	1	2	3	4	5	6	7	8	9
Point	31	32	33	34	35	36	37	38	39

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English: Writing Step 7

Pre-key Stage 2 Standard 3

Name: _____

Learning Objective	Date
<u>Composition</u>	
I can make up my own phrases or short sentences to express my thoughts aloud about stories or my experiences	
I can write a caption or short phrase using the graphemes that I already know	
I can share my writing with a small group or the whole class	
<u>Transcription</u>	
I can form correctly most of the 20+ lowercase letters in Standard 3 of English language comprehension and reading	
I can identify or write these 20+ graphemes on hearing the corresponding phonemes	
I can spell words with known graphemes by identifying the phonemes and representing them with graphemes (e.g. in, cat, pot)	
I can match 15+ capital letters to the corresponding lowercase letters	
I can write from top to bottom	

No. targets met	1	2	3	4	5	6	7	8	9
Point	40	41	42	43	44	45	46	47	48

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English: Writing Step 8

Name: _____

Learning Objective	Date
<u>Composition</u>	
I can choose adequate words to express my ideas	
I can add some simple detail to a story	
I can use the conjunction 'and' correctly	
I can start my sentences in different ways	
<u>Transcription</u>	
I can form correctly 30+ graphemes from Standard 4 of English language comprehension and reading	
I can identify or write these 30+ graphemes on hearing the corresponding phonemes	
I can use a word processor for my writing	
I can match 20+ capital letters to the corresponding lowercase letters	
I can start my sentences with a capital letter	

No. targets met	1	2	3	4	5	6	7	8	9
Point	49	50	51	52	53	54	55	56	57

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English: Writing Step 9

Pre-key Stage 2 Standard 4

Name: _____

Learning Objective	Date
<u>Composition</u>	
I can make up my own sentences and say them aloud, after discussion with the teacher	
I can write down one of the sentences that I have rehearsed	
I can remember the word order in the sentence I want to write, even if not consistently	
I can think of an adjective to add detail to my sentences	
<u>Transcription</u>	
I can form most lowercase letters correctly	
I can identify or write the 40+ graphemes in Standard 4 of English language comp. and reading on hearing the corresponding phonemes	
I can spell words by identifying the phonemes and representing the phonemes with graphemes	
I can spell words with consonant clusters and simple digraphs (e.g. frog, hand, see, chop, storm, splash)	
I can spell a few common exception words (e.g. I, the, he, said, of)	

No. targets met	1	2	3	4	5	6	7	8	9
Point	58	59	60	61	62	63	64	65	66

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English: Writing Step 10

Name: _____

Learning Objective	Date
<u>Composition</u>	
I can communicate my ideas using more than one sentence	
I can write a simple instruction	
I can write a short message	
I can describe using a range of adjectives	
<u>Transcription</u>	
I can use capital letters appropriately with minimal reminding	
I can use full stops with minimal reminding	
I can leave regular spaces between words with minimal reminding	
I can spell at least 10 common exception words	
I can use these common exception words in my writing	

No. targets met	1	2	3	4	5	6	7	8	9
Point	67	68	69	70	71	72	73	74	75

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English: Writing Step 11

Pre-key Stage 2 Standard 5

Name: _____

Learning Objective	Date
<u>Composition</u>	
I can write sentences that are sequenced to form a short narrative (real or fictional)	
I can demarcate some sentences with capital letters and full stops	
I can coherently link ideas within my stories to each other	
I can write a set of instructions	
<u>Transcription</u>	
I can segment spoken words into phonemes and represent these by graphemes, spelling some words correctly and making phonically-plausible attempts at others	
I can spell some common exception words	
I can form lowercase letters in the correct direction, starting and finishing in the right place	
I can form lowercase letters of the correct size relative to one another in some of their writing	
I can use spacing between words	

No. targets met	1	2	3	4	5	6	7	8	9
Point	76	77	78	79	80	81	82	83	84

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English: Writing Step 12

Name: _____

Learning Objective	Date
<u>Composition</u>	
I can use co-ordination in my writing	
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 use my writing to entertain or amuse an audience	
I can use the conjunction 'because' correctly	
<u>Transcription</u>	
I can spell CVC, CVCC and CCVC words	
I can write in an overall consistent size with reminding	
I can use a spellchecker to check the spelling of words I am not sure about (e.g. Word, Clicker 7)	

No. targets met	1	2	3	4	5	6	7	8	9
Point	85	86	87	88	89	90	91	92	93

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English: Writing Step 13

Pre-key Stage 2 Standard 6

Name: _____

Learning Objective	Date
<u>Composition</u>	
I can write simple, coherent narratives about personal experiences and those of others (real or fictional)	
I can write about real events, recording these simply and clearly	
I can demarcate most sentences in my writing with capital letters and full stops, and use question marks correctly when required	
I can use present and past tense mostly correctly and consistently	
I can use co-ordination (e.g. or / and / but) and some subordination (e.g. when / if / that / because) to join clauses	
<u>Transcription</u>	
I can segment spoken words into phonemes and represent these by graphemes, spelling many of these words correctly and making phonically plausible attempts at others	
I can spell many common exception words	
I can form capital letters and digits of the correct size, orientation and relationship to one another and to lowercase letters	
I can use spacing between words that reflects the size of the letters	

No. targets met	1	2	3	4	5	6	7	8	9
Point	94	95	96	97	98	99	100	101	102

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English: Writing Step 14

Name: _____

Learning Objective	Date
I can use pronouns to avoid repetition	
I can use synonyms to enrich my writing	
I can write sentences which are grammatically correct	
I can use exclamation marks and question marks without prompting	
I can proof-read my work for capital letters and full stops	
I can write a plan for a plot I developed	
I can use description in my writing	
I can spell common polysyllabic words	
I can write appropriately in an informal style	

No. targets met	1	2	3	4	5	6	7	8	9
Point	103	104	105	106	107	108	109	110	111

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English: Writing Step 15

Name: _____

Learning Objective	Date
I can use speech marks to show where speech starts and ends	
I can use verb tenses with minimal support	
I can use contractions when writing in an informal style	
I can write pieces of both fiction and non-fiction	
I can structure my writing into paragraphs	
I can redraft my work	
I can fill in a form using block capitals	
I can write in a formal style	
I can write complex sentences with coordination and subordination	

No. targets met	1	2	3	4	5	6	7	8	9
Point	112	113	114	115	116	117	118	119	120

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English: Writing Step 16

Name: _____

Learning Objective	Date
I can use characterisation in narrative writing	
I can summarise a story that I have read or heard	
I can use vocabulary suited to the 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 my own text and add information	
I can use verb tenses correctly	
I can use contractions in writing independently	
I can use appropriate language and style for both formal and informal writing	

No. targets met	1	2	3	4	5	6	7	8	9
Point	121	122	123	124	125	126	127	128	129

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English: Writing Step 17

Name: _____

Learning Objective	Date
I can use simple and complex sentences which are coherently organised into paragraphs	
I can use vocabulary which is imaginative and choose words precisely for effect	
I can convert formal writing into informal and vice versa	
I can spell words with complex regular patterns	
I can use clear and neat handwriting	
I can write, planning plot, structure and character	
I can use an impersonal style of writing	
I can summarise a newspaper article	
I can construct an effective argument	

No. targets met	1	2	3	4	5	6	7	8	9
Point	130	131	132	133	134	135	136	137	138

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