

## Writing Progression Ladder – punctuation, spelling and handwriting

- 9  
Spells common exception words accurately.  
Understands a wide range of abbreviations.  
Uses brackets, dashes, commas, colon and semi-colon more accurately.
- 8  
Uses 3 or 4 letters when using a dictionary. Uses a thesaurus.  
Uses commas for fronted adverbials and reporting clauses.  
Sentences demarcated correctly.
- 7  
Spells all 100 first high frequency words.  
Spells common homophones, apostrophe words and polysyllabic words.  
Uses apostrophes for contractions and possession, !, ? and speech marks.  
Writing is legible and fluent.
- 6  
Aware of some initial clusters.  
Spells more high frequency words & some trickier words, e.g. days phonetically plausibly.  
Accurate use of capital letters and full stops and I for pronoun. Attempts to use ! and ?  
Letter size is correct and letters start and finish in the correct place.
- 5  
Spells CVCC / CCVC words. Uses sh, ch and th.  
Spells two-letter words and some high frequency words.  
Starts and ends most sentences with capital letters and full stops.  
Forms 15+ upper- and lower-case letters.
- 4  
Writes / creates own name.  
Spells CVC words.  
Writes last name in upper- and lower-case letters.
- 3  
Writes final sound in CVC words.  
Adds captions to pictures.  
Forms 15+ upper- and lower-case letters.
- 2  
Copy from word bank. Writes phonetically plausible initial sound in CVC words.  
Writes on the line.  
Forms 10+ upper- and lower-case letters.
- 1  
Match words. Draws lines and shapes. Uses capital letters in own first and last name.

## Writing Progression Ladder – grammar, sentence structure and vocabulary

- 9  
Plot is well developed. Word choice is deliberate to develop text.  
Use of dialogue, descriptions, writing style etc more developed to enhance writing.  
Uses a range of layout conventions and presentation devices.
- 8  
Uses a range of sentences styles, paragraphs, pronouns, fronted adverbials etc.  
Writing style is appropriate to context.  
Writing is structured with beginnings and endings being linked.  
Characters are developed with action & dialogue. Setting descriptions create atmosphere.
- 7  
Uses wider range of conjunctions, adverbs and prepositions.  
Uses tenses accurately. Splits work into paragraphs.  
Uses headings, subheadings etc in non-fiction writing.  
Writing is structured and has purpose.
- 6  
Uses adjectives, simple conjunctions, and verbs.  
Uses word banks to select appropriate vocabulary.  
Writing is structured into a sequence of events that relate to one another.
- 5  
Writes basic sentences on a stimulus following oral rehearsal  
Sentence structure is mainly secure  
Reads and checks own work using 1-1 correspondence
- 4  
Makes up own verbal sentence after discussion with adult  
Writes and illustrates sentences they have rehearsed  
Independently writes caption / key words from rehearsed sentence
- 3  
Recreates short sentences from cut up sentences  
Makes own phrases or short sentences to express thoughts aloud  
Write a caption or short phrase using the graphemes that they already know.
- 2  
say a clause to complete a sentence that is said aloud (e.g. 'When we went to the beach today ,...we ate ice cream / I played in the sand / it was hot').
- 1  
say an appropriate word to complete a sentence when the adult pauses (e.g. 'We're going to the...zoo/park/shop/beach').