

WRITING LADDER

# Rodings Primary School EYFS Writing Assessment

		<u> </u>									
Name:		1	2	3	4	5	6	7	8	9	
	which the children ho explain the marks mo	Gives meaning to marls they make as they draw write and paint (Can be a picture, or marks which the children have drawn/ written- and they can give meaning and explain the marks made)									
	Begins to break the fl captions/ phrases bef	Begins to break the flow of speech into words ( child verbalises sentences/ captions/ phrases before writing)									
	Continues a rhyming	Continues a rhyming string									
Below	Hears and says initial sounds in words (children can write words using initial sounds)										
•	written)	in simple words and blend them together (verbally and									
	Links sounds to letter	rs – naming and sounding letters of the alphabet									
	Uses some clearly identifiable letters to communicate meaning representing some sounds correctly and in sequence										
	Writes own name										
	Use phonic knowledge to write words in way that match their spoken sounds										
	Write some irregular	Write some irregular common words									
<b>.</b>	Write simple sentence	Write simple sentences that can be read by themselves and others									
EXP ELG	Some words are spelt	Some words are spelt correctly others are phonetically plausible									
<u> </u>	Some use of finger sp	aces									
	Children can spell ph	onetically regular words of more than 1 syllable									
	Some use of capital le	etters									
	Spell many irregular	HFW									
	Use key features of no they lived happily eve	arrative in their own writing (once upon a time, the end, er after)									
for Y1	Writing may have a d	clear beginning, middle and end									
sirable for	Children can write with	Capital Letters									
Desir	with	Full Stops									
		Finger Spaces									
		Longer Words									
		I.		1	1	1	1	1	1		1

# Rodings Primary School Year I Writing Assessment

Name:			HW 1	HW 2	HW 3	HW 4	HW 5	HW 6	HW 7	HW 8	HW 9
	To use their own simple st	ory ideas or retell a familiar story using short, simplistic sentences.									
	To reread their writing alo	ud to check that it makes sense									
	To use adjectives which ha	To use adjectives which have been modelled.									
	To use simple sentence stru	To use simple sentence structures (which may often be repetitive).									
Below	To use finger spaces.										
	To use full stops to end mo	est sentences and capital letters to start most of them.									
	To spell some words contain	ining previously taught phonemes and GPCs accurately									
	To spell some Y1 common 6	exception words accurately (from English Appendix 1).									
	To write most lower case l	etters in the correct direction, starting and finishing in the right place.									
	To write sentences in order	to create short narratives and non-fiction texts.									
	To use some features of dif	ferent text types (although these may not be consistent).									
	To reread their writing to	check that it makes sense and make suggested changes.									
	To use adjectives of size and colour.										
	To use the joining word (conjunction) 'and' to link ideas and sentences.										
	To use:	Exclamation marks.									
On-Track		Question marks.									
On-T		Capital letters for names, places and days of the week and 'I'									
	To spell most words containing previously taught phonemes and GPCs accurately.										
	To spell most common exception words										
	To use -s and -es to form r	To use -s and -es to form regular plurals correctly.									
	To use the prefix 'un'.										
	To add the suffixes –ing, -e	ed, -er and -est to root words									1
	To write most lower case a	and capital letters in the correct direction, starting and finishing in the right place.									1
	in their features and purpo										1
	To use a number of feature vocabulary choices.	es of different text types and make appropriate topic/ subject matter									1
	To reread their writing to	check that it makes sense and independently make changes.									1
	To use more adventurous o	djectives to describe.									1
epth		njunctions (e.g. until, because, so)									1
eater Depth	To write lower case and ca good level of consistency.	pital letters in the correct direction, starting and finishing in the right place with a									
Grea		Question marks									1
		Exclamation marks									
	Consistently use correctly	Capital letters for names, places, the days of the week and the personal pronoun T.									
		Finger spaces.									
	Full stops to end sentences.										

# Rodings Primary School Year 2 Writing Assessment

Name:			HW 1	HW 2	HW 3	HW 4	HW 5	HW 6	HW 7	HW 8	HW 9
	Write sentences that a	are sequenced to form short narratives (real or fictional)									
	C	Capital letters									
WTS KS1	Some use of	Full stops									
		s into phonemes and represent graphemes, spelling some words correctly ally plausible attempts at others									
¥	Spell some common ex	cception words									
	Form lower case lette	rs in the correct direction, starting and finishing in the right place									
	Form lower case lette	rs of the correct size relative to one another in some of their writing									
	Use spacing between	words									
	Write simple and cohe fictional)	erent narratives about personal experience and those of others (real or									
	Write about real even	ts recording these simply and clearly									
	Use present and past tense correctly and consistently										
	Use coordination (and/ but/ or) and subordination (when/ if/ that/ because)										
KS1	Segment spoken words into phonemes and represent these by graphemes, spelling many of these words correctly and making phonetically plausible attempts at others										
EXP for I	Spell many common exception words										
EXP		Capital letters									
	Demarcate most sentences with	Full stops									
		Question marks									
	Form capital letters a and to lower case lette	nd digits of the correct size, orientation and relationship to one another ers									
	Use spacing between v	words that reflect the size of the letters									
	Write effectively and vocabulary and gram	coherently for different purposes drawing on their reading to inform the mar of their writing									
	Make simple additions	s, revision and proof-reading corrections to their own writing									
<del></del>		Full stops, questions marks and capital letters.									
or Ks1	Use KS1	Exclamation marks to demarcate sentences									
Depth for	punctuation mostly	Commas to separate items in a list								_	
	correctly	Apostrophes for contractions									
Greater		Apostrophes to mark singular possession									
	Spell most common ex	cception words									
	Add suffixes to most v	vords correctly in their writing ( -ment, -ful, -ness, -ly,-less)									
	Use diagonal and hor	izontal strokes needed to join some letters									

# Rodings Primary School Year 3 Writing Assessment

Name:			HW 1	HW 2	HW 3	HW 4	HW 5	HW 6	HW 7	HW 8	HW 9
	To demonstrate some	understanding of purpose and audience									
	To use simple structur	To use simple structure of a wide range of text types									
	To proof read their work for errors and make simple improvements with support										
	To usually maintain t	To usually maintain the correct tense									
		Full stops									
	Use full range of	Capital letters									
	punctuation from	Exclamation marks									
Below	other year groups mostly correctly	Questions marks									
-	including:	Commas in a list									
		Apostrophes for contractions									
	To use coordination (d	and/ but/ or) and subordination (when/ if/ that/ because)									
	Producing legible han	dwriting (at this standard there is no need for writing to be joined)									
	To spell some words with prefixes (dis-, in-, un-, mis-, il-, im-, re-, sub-, ir-)										
	To spell some words with suffixes and tricky endings (-ly, -sure, - ture)										
	To spell some year 3 common exception words										
	To begin to plan their own writing										
	To demonstrate an inc	crease understanding of purpose and audience									
	To use the structure o	f α wide range of text types									
	To avoid repetition of nouns and pronouns										
	Proof read theirs and others' work to check for errors and make improvements										
용	To use adventurous vocabulary										
On-Track	To use inverted commas for direct speech										
ō	To create setting, char	racter and plot									
	To organise paragrapl	hs into themes									
	To use joined cursive	writing									
	To use subordinate cla	auses									
	To use apostrophes fo	r singular and plural possession mostly correctly									
	To begin to use adverl	bs, prepositions to show time, place and cause									
		th an understanding of purpose and audience									
	To make deliberate an reader	nd ambitious words choices to add detail, effect and engage the									
		ials e.g. Later that day, I heard the bad news.									
Greater Depth		ect tense (including present perfect)									
ter D	To punctuate direct sp										
Freat	To use subordinate cla	auses sometimes changing the position of the subordinate clause									
Ŭ	To use a range of coor	rdinating and subordinating conjunctions									
	To spell many of the \	To spell many of the Year 3 common exception words									
	To use joined cursive I	handwriting consistently.									

# Rodings Primary School Year 4 Writing Assessment

Name:			HW 1	HW 2	HW 3	HW 4	HW 5	HW 6	HW 7	HW 8	HW 9
	To use a consistent and app	propriate structure in fiction and non-fiction									
	To write narratives with a	To write narratives with a clear beginning, middle and end with a clear plot									
	To proof read their own and	To proof read their own and others writing with growing confidence									
	To organise paragraphs arc	ound a theme									
	To use coordination (and/ b	To use coordination (and/ but/ or) and subordination (when/ if/ that/ because)									
	To avoid repetition of noun	s and pronouns									
2		Capital letters (including names and places)									
Below	To use all punctuation	Full stops Exclamation marks									
-	from preceding year	Question marks									
	groups	Apostrophes for contractions									
		Commas in a list									
	To spell some words with p sion, -ous)	refixes/suffixes correctly (e.g. inter-, super-, auto-, anti-, -ation, -									
	To spell some homophones	correctly (e.g. groan and grown)									
	To spell some common exception words										
	Producing legible handwriting (at this standard there is no need for writing to be joined)										
	To write a range of narratives using a consistent and appropriate structure										
	To write a range of non-fiction to	exts using a consistent and appropriate structure									
	To proof read their own and othe	ers' work, making clear and accurate amendments									
	To create more detailed settings,	characters and plot to fully engage the reader									
	To use an increasing range of ad	venturous vocabulary									
	To use expanded noun phrases –	To use expanded noun phrases – modifying adjectives, and prepositions									
왕	To use joined cursive writing										
On-Track	To use standard English forms for verb inflections instead of local spoken forms e.g. we were instead of we was, or I did instead of I done										
0	To use fronted adverbials and de	marcate them with commas e.g. Later that day, I heard the bad news									
	To maintain tense throughout a	piece									
	To use all necessary	To use singular possession and plural possession apostrophes with accuracy									
	punctuation	Use inverted commas and other punctuation to indicate direct speech (e.g a comma after the reporting clause)									
	To spell most words with prefixes	s/suffixes correctly (e.g. inter-, super-, auto-, anti-, -ation, -sion, -ous)									
	To spell most homophones correc	tly (e.g. groan and grown)									
	To write narratives that are well	structured and well paced.									
	To proof own and others' work m	aking clear and accurate amendments consistently									
_	To make deliberate language cho	ices to create effect on the reader (e.g. figurative language)									
Greater Depth	To use cohesive devices within po	uragraphs									
er D	To begin to use dialogue to	convey character and action									
reat	To use relative clauses with	relative pronouns									
U	Always use standard verb inflect	ions accurately									
	To use all taught punctuation co	nsistently and accurately									
	To use their knowledge of word f	amilies to aid spelling									

# Rodings Primary School Year 5 Writing Assessment

Name:			HW 1	HW 2	HW 3	HW 4	HW 5	HW 6	HW 7	HW 8	HW 9
	To write for a range of purposes and audiences			+					<u> </u>		
	To describe the setting and characters										
	To use paragraphs to organise ideas										
	To use paragraphs to organise ideas  In non narrative use simple devices to support the reader (heading, subheading, bullet points)										
	To proof read their work and others to assess										
	To proof redu their work and others to assess	Full stops and capital letters									
		Exclamation marks									
		Question marks									
Below	Use the full range of punctuation from	Apostrophes for possession									
Be	preceding year groups	Apostrophes for contractions									
	, 33 3 ,	Commas to demarcate fronted adverbials									
		Use inverted commas and other punctuation									
		to indicate direct speech									
	Producing legible handwriting (at this standa	rd there is no need for writing to be joined)									
	To use verb prefixes e.g. dis-, de-, mis-, over-,	re-									
	To spell some words from Y5/6 wordlist										
	To spell some more complex homophones (e.g.	stationary and stationery)									
	To write for a range of purposes and audien	ices confidently selecting appropriate grammar									
	and										
	vocabulary to match the purpose  To describe the setting, characters and atmosphere to engage the reader										
	To begin to use dialogue to convey character of										
	To proof read effectively (e.g. removing unwar										
	To use commas to clarify meaning with increa										
	To use devices to build cohesion within a paragraph consistently and accurately (e.g. adverbs and										
	conjunctions)										
-24	To link ideas across paragraphs using adverbials of time, place, and number										
On-Track	Indicate degrees of possibility using adverbs										
<u>-</u>	might, should,										
0	will, must)										
	Use verb tenses consistently and correctly thro	-									
	To use relative clauses with relative pronouns										
		Brackets									
	Parenthesis	Dashes									
		Commas									
	To spell most words from Y5/6 wordlist										
	To spell most complex homophones										
	To spell words with commonly confused endir	ngs (e.gcious and tious, -cial and -tial)									
	To use consistently joined handwriting										
	To consistently produce sustained and accura			1							
		re with carefully chosen vocabulary to enhance									
£	the mood and clarify meaning	2002		+							
Jept	To consistently use purposeful, integrated dial	-		+							
ter	To use commas to clarify meaning and avoid	Semicolons to separate independent clauses		+			1	1	<u> </u>		<del>                                     </del>
Greater Depth		Semicolons to separate maepenaem ciauses		1							
5	Use the full range of KS2 punctuation	Colons to introduce lists and separate clauses									
		Hyphens									
	Spell most common exception words correctly	<u>'</u>									

# Rodings Primary School Year 6 Writing Assessment

Name:			HW 1	HW 2	HW 3	HW 4	HW 5	HW 6	HW 7	HW 8	HW 9
	Write for a range of purposes										
	Use paragraphs to organise ideas										
	In narratives, describe settings	In narratives, describe settings									
	In narratives describe characters										
	In non-narrative use simple devices	to support the reader (heading, subheading, bullet points)									
WTS KS2	Using mostly correctly	Capital letters Full stops Exclamation marks									
		Questions marks Commas in a list									
		Apostrophes for contractions									
	Spelling most words correctly (year	3 and 4)									
	Spelling some words correctly (year	5 and 6)									
	Producing legible handwriting (at t	his standard there is no need for writing to be joined)									
	Write effectively for a range of audi awareness of reader (1st person diar	iences and purpose, selecting the language that shows y, direst address in persuasive writing)									
	In narratives, describe settings										
	In narratives describe characters										
	In narratives, describe atmosphere										
	Integrate dialogue in narratives to convey character and advance the action										
	Select vocabulary and	Modal verbs									
	grammatical structures that reflect what the writing requires,	Passive verbs									
	using mostly correctly	Contracted forms in dialogue									
KS2		Inverted commas and other punctuation to indicate direct speech									
or K		Commas for clarity									
EXP for	Handle and a formation	Punctuation for parentheses									
Θ	Use the range of punctuation taught at KS2 mostly correctly	Semicolons									
		Colons									
		Hyphens									
		Dashes									
		Conjunctions									
	Use a range of devices to build cohesion	Fronted adverbials of time and place Pronouns									
	conesion	Synonyms									
	Spelling most words correctly (year	5 and 6)									
	Use verb tenses consistently and co	rrectly throughout their writing									
	Maintaining legibility, fluency and	speed in joined handwriting when writing at speed									
h for	Write effectively for a range of purp drawing independently on what the language, characterisation, structur	Write effectively for a range of purposes and audiences selecting the appropriate form and drawing independently on what they have read as models for their own writing (literary									
Jept s2	Distinguish between the language o	f speech and writing and choose the appropriate structure.									
Greater Depth for Ks2	manipulating grammar and vocabu										
9. O	To use the full range of punctuation punctuation precisely to enhance m	n taught at KS2 correctly and, when necessary, use such seaning and avoid ambiguity									