

## Elston Hall Learning Trust Writing Skills Ladder: **NON-CHRONOLOGICAL REPORTS**

EYFS/ Reception	Y1	Y1	Y3/4	Y3/4	Y5/6	Y5/6	Y6 GDS	Y6 GDS	
	LAYOUT	LANGUAGE	LAYOUT	LANGUAGE	LAYOUT	LANGUAGE	LAYOUT	LANGUAGE	
<ul style="list-style-type: none"> <li>Verbal facts</li> <li>Relate to experience or learning</li> <li>In sequence</li> <li>CL and FS in a caption /sentence with a picture</li> </ul>	<ul style="list-style-type: none"> <li>Title</li> <li>Introduction</li> <li>Subheadings</li> <li>Information in sections</li> <li>Include pictures and captions</li> <li>Closing sentence</li> <li>Did you know box</li> </ul> <p><b>SUPPORT:</b></p> <ol style="list-style-type: none"> <li>TEMPLATE TO START</li> <li>GIVE FEATURES</li> <li>MORE ABLE: OWN LAYOUT</li> </ol>	<ul style="list-style-type: none"> <li>Facts</li> <li>CL and FS ?</li> <li>Use because, and, but to create longer sentences</li> <li>Expanded noun phrases</li> <li>Commas in a list</li> <li>Ambitious vocabulary</li> </ul>	<ul style="list-style-type: none"> <li>Title (heading)</li> <li>Introduction</li> <li>Subheadings</li> <li>Information in paragraphs</li> <li>Did you know box?</li> <li>Photographs and captions</li> <li>Closing paragraph (Y4)</li> </ul>	<ul style="list-style-type: none"> <li>Factual information</li> <li>Technical, subject-specific vocabulary</li> <li>Formal language</li> <li>Pronouns</li> <li>Extra details to support the reader</li> <li>Sentence starts to engage the reader</li> <li>Fronted adverbials</li> <li>Conjunctions</li> <li>Adverbials</li> <li>Present tense verbs</li> <li>Colons for headings</li> <li>Third person</li> <li>Tips on pronouncing subject words</li> </ul>	<ul style="list-style-type: none"> <li>Title to tell the reader what the report is about</li> <li>Introduction to give a brief information about the topic</li> <li>Organisational devices to structure the text (bullet points, subheadings)</li> <li>Fact box</li> <li>Glossary</li> <li>Colon to introduce a list</li> <li>Semi-colon to separate items in a long list</li> <li>Parenthesis for extra information</li> <li>Summary to end</li> </ul>	<ul style="list-style-type: none"> <li>Formal tone</li> <li>Formal conjunctions</li> <li>Technical language</li> <li>Present tense verbs</li> <li>Past tense verbs for an historic report</li> <li>Impersonal voice</li> <li>3<sup>rd</sup> person</li> <li>Signposting sentences to guide the reader throughout text</li> <li>Rhetorical questions</li> </ul>	<ul style="list-style-type: none"> <li>Ideas are developed to support the reader</li> <li>In-text glossary as a footnote to provide support and clarity for reader</li> <li>Dashes to add emphasis</li> <li>Brackets for authorial asides</li> </ul>	<ul style="list-style-type: none"> <li>Formal, technical vocab specific to subject</li> <li>Well-selected facts to provide reader interest</li> <li>Elaborations and explanations provided in brackets</li> <li>Consistently clear facts showing authorial expertise</li> <li>Passive construction used to support impersonal tone</li> <li>Ambitious language used effectively and for reader impact</li> <li>Formal tone, but deliberate use of asides to create a friendly tone for the reader</li> </ul>	
	<b>Y2</b>	<b>Y2</b>							
		LAYOUT	LANGUAGE						
	<ul style="list-style-type: none"> <li>Title</li> <li>Introduction</li> <li>Subheadings</li> <li>Information in sections</li> <li>Include pictures and captions</li> <li>Closing sentence</li> <li>Did you know box</li> </ul>	<ul style="list-style-type: none"> <li>Facts</li> <li>CL and FS ? !</li> <li>Use because, and, that but, when, if, so to create longer sentences</li> <li>Expanded noun phrases</li> <li>Commas in a list</li> <li>Ambitious vocabulary</li> <li>Apostrophe for possession</li> <li>Use that, because, when and if to create longer sentences</li> <li>Expanded noun phrases</li> <li>Commas in a list</li> <li>contractions</li> </ul>							
		<b>Y2 GDS</b>							
		<ul style="list-style-type: none"> <li>Editing</li> <li>Suffixes</li> <li>Joining</li> <li>Ambitious vocabulary</li> </ul>							
					<p><b>Y6</b></p> <p>Direct reader address to show audience awareness</p>				

## Elston Hall Learning Trust Writing Skills Ladder: INSTRUCTIONAL/PROCEDURAL WRITING (ECT)

EYFS/ Reception	Y1	Y1	Y3/4	Y3/4	Y5/6	Y5/6	Y6 GDS	Y6 GDS
	LAYOUT	LANGUAGE	LAYOUT	LANGUAGE	LAYOUT	LANGUAGE	LAYOUT	LANGUAGE
<ul style="list-style-type: none"> <li>• Verbal</li> <li>• Role play</li> <li>• Sequencing pictures</li> </ul>	<ul style="list-style-type: none"> <li>• Title</li> <li>• Bullet point (numbered points)</li> <li>• List of equipment</li> <li>• Chronological order</li> <li>• Cohesion</li> <li>• Bossy verbs</li> </ul>	<ul style="list-style-type: none"> <li>• Time conjunctions</li> <li>• Prefix and suffix</li> <li>• Prepositions</li> <li>• Adjectives</li> <li>• Topical language</li> <li>• CEW</li> <li>• Formal</li> </ul>	<ul style="list-style-type: none"> <li>• More detail</li> <li>• Finely tuned</li> <li>• Title</li> <li>• Subheadings</li> <li>• Opening title paragraph</li> <li>• Lists</li> <li>• Equipment box</li> <li>• Method</li> <li>• Closing statement</li> <li>• Bullet points<sup>4</sup></li> </ul>	<ul style="list-style-type: none"> <li>• Time and place sensitive conjunctions</li> <li>• Adverbs</li> <li>• Specific words</li> <li>• Spelling rules spelt correctly</li> <li>• Fronted adverbials</li> <li>• Expanded noun phrases</li> <li>• Subordinating conjunctions and clauses</li> <li>• Imperative verbs</li> <li>• Homophones</li> <li>• Prepositions</li> <li>• Rhetorical questions</li> <li>• Spelling of Y3/4</li> <li>• Statutory words</li> <li>• Formal language</li> </ul>	In depth instructions Use of brackets and dashes Range of sentence length Short and snappy sentences underlining	<ul style="list-style-type: none"> <li>• Subject specific</li> <li>• Using imagination</li> <li>• Authoritative tone</li> <li>• Modal verbs</li> <li>• Brackets</li> <li>• Relative clauses</li> <li>• Commas in a list</li> <li>• Prefixes</li> <li>• Prepositional phrases</li> <li>• Add humour (informality)</li> <li>• Technical language</li> <li>• Tips</li> <li>• Alliteration</li> <li>• Colons</li> <li>• hyphens</li> </ul>	<ul style="list-style-type: none"> <li>• More creative subject matter</li> <li>• Diagrams with labelling</li> <li>• Measurements (precise and detailed)</li> </ul>	<ul style="list-style-type: none"> <li>• Authoritative tone</li> <li>• Hybrid approach – instructional and persuasive approach</li> </ul>
	<b>Y2</b>	<b>Y2</b>						
	<b>LAYOUT</b>	<b>LANGUAGE</b>						
	All of Y1 Commands Questions More in depth and more detail Introduction Commas in a list	<ul style="list-style-type: none"> <li>• Subordinating conjunctions</li> <li>• Correct tense form</li> <li>• More descriptive adjectives</li> <li>• Coordinating conjunctions</li> </ul>						
	<u><b>Y2 GDS</b></u> <u><b>Senses</b></u> Subheadings More detail in each step							

## Elston Hall Learning Trust Writing Skills Ladder: **Procedural texts/instructions**

EYFS/ Reception	KS1	KS1	Y3/4	Y3/4	Y5/6	Y5/6	Y6 GDS	Y6 GDS
	LAYOUT	LANGUAGE	LAYOUT	LANGUAGE	LAYOUT	LANGUAGE	LAYOUT	LANGUAGE
<p>Picture sequencing and verbal</p> <p>Use of visual symbols and picture instructions</p> <p>Attempt to write instructions on labels for role play areas</p> <p>Verbal instructions to encourage logical thinking</p> <p>Listen to and follow instructions</p> <p>Single instructions</p> <p>Relate to children's experiences – what they know already or what they have done in class</p> <p>Verbal instructions – following and giving</p>	<p>Sequenced series of steps – series of two and three instructions</p> <p>Title</p> <p>List of what is needed</p> <p>Put steps in order</p> <p>Use bullet points/numbers</p>	<p>Expanded noun phrases</p> <p>Commas in a list</p> <p>Second person – first you put in the flout...</p> <p>Present tense</p> <p>Subject specific words</p> <p>Focus on generalised human agents rather than named individuals</p> <p>Time words: after that, afterwards, now</p> <p>Time words: first, then next, finally</p> <p>Start with time word</p> <p>Generic audience</p> <p>Teacher modelling and scribing preceding children's independent attempt</p> <p>Bossy words</p> <p>Time conjunctions</p> <p>Adjectives to describe</p>	<p>Varied sentence structure – start some instructions with adverbs</p> <p>Top tips</p> <p>How to tell if you have been successful at following these instructions</p> <p>Include an ending to wrap up the instructions – evaluate how useful or fun this will be</p> <p>Subheadings and organizational devices</p> <p>List of equipment/requirements</p> <p>Method</p> <p>Two step instructions e.g. get a piece of paper and draw a box</p> <p>Pictures and labelled diagrams</p> <p>Instructions linked to other subjects</p>	<p>Use of adjectives and adverbs only when needed</p> <p>Precise quantities/details for equipment</p> <p>Consider formality – make writing fun by using second person(you) or more formal by using direct imperative – consider the audience</p> <p>Conjunctions</p> <p>Direct imperative language</p> <p>Precise word choices – technical language</p> <p>Short clear sentences for clarity</p>	<p>Include a statement of purpose</p> <p>Make the instructions sound easy : you are only four simple steps away from...</p> <p>Draw reader in with selling points: this is one thing that everyone is talking about</p> <p>Conclusion</p> <p>Finally – ask yourself – whether someone who knows nothing about this topic follow and successfully use these instructions?</p> <p>Increase children's ability to manipulate elements of various text types to fulfil w writing purpose</p> <p>Increased complexity, such as length, obscurity of task, adding additional features such as diagrams</p> <p>Use of parenthesis for extra information and reader asides</p> <p>Multi clausal sentences</p> <p>Relative clauses</p> <p>Colon</p> <p>Modal verb</p>	<p>Use of correct register to suit purpose and audience:</p> <p>formal/informal</p> <p>Prepositional phrases for detail and clarity</p> <p>Nominalisation for succinctness</p> <p>Tantalise the reader with direct reader address: have you ever...? Well, this will help you...</p> <p>Increasing ability to evaluate own and other's work</p> <p>Test, improve and refine instructions</p> <p>No use of emotive/value-laden language</p> <p>Use adjectives and adverbs only when needed</p>	<p>Instructions for more complex procedures with a specific audience and purpose</p> <p>End with a statement that wraps up the writing: think about how amazing/fun this will be. Amaze your friends with your new skills/creation.</p>	<ul style="list-style-type: none"> <li>• Range of clauses for impact</li> <li>• Authoritative tone</li> <li>• Informal tone to seem personal at start and draw the reader in, then switch to formal and impersonal for a more conventional tone for clear instructions.</li> <li>• Draw on their reading of instructional texts and sales literature and promotional videos. Hybrid approach – instructional and persuasive.</li> <li>• Elaboration on hypothetical scenarios to broaden the purpose of the text. Exaggerated claims to impact on the reader.</li> </ul> <p>Be creative with subject matter – appeal to interest</p>

## Elston Hall Learning Trust Writing Skills Ladder: **NEWSPAPER RECOUNT**

EYFS/ Reception	KS1	KS1	Y3/4	Y3/4	Y5/6	Y5/6	Y6 GDS	Y6 GDS
	LAYOUT	LANGUAGE	LAYOUT	LANGUAGE	LAYOUT	LANGUAGE	LAYOUT	LANGUAGE
<ul style="list-style-type: none"> <li>Verbally recalling event in order using words such as first, then, next</li> </ul>	<ul style="list-style-type: none"> <li>Name of newspaper</li> <li>Headline</li> <li>Pictures with captions</li> <li>Chronological order of main events</li> <li>Template – columns for Yr2 and HA Yr1</li> </ul>	<ul style="list-style-type: none"> <li>Time words Yr1- First, Next, Then, Finally Yr2 – Before, after that, finally</li> <li>Facts</li> <li>Capital letters (including for proper nouns) and full stops</li> <li>Conjunctions Yr1: and, because Yr2: so, when, but</li> <li>Exclamation marks</li> <li>Question marks? (Yr2)</li> <li>Third person</li> <li>Past tense-suffixes – ed, ing, est.</li> </ul>	<ul style="list-style-type: none"> <li>Name of Newspaper</li> <li>Headline</li> <li>Byline</li> <li>Lead paragraph</li> <li>Columns</li> <li>Pictures/photos with captions</li> <li>Concluding paragraph</li> <li>Paragraphs</li> <li>Chronological order</li> <li>Writing without a template for Yr3 HA and Yr4</li> </ul>	<ul style="list-style-type: none"> <li>Formal language</li> <li>Third person</li> <li>Past tense</li> <li>5W's</li> <li>Quotes with correct punctuation</li> <li>Conjunctions</li> <li>Reporting language e.g. witnesses reported, evidence suggests</li> <li>Fronted adverbials (extended in Yr4- e.g. Yesterday evening, In the early hours of the morning, Inside their home)</li> <li>Direct speech</li> <li>Split speech (Yr4)</li> </ul>	<ul style="list-style-type: none"> <li>Name of Newspaper</li> <li>Headline</li> <li>Subheadings</li> <li>Byline</li> <li>Lead paragraph</li> <li>Columns</li> <li>Pictures/photos with captions</li> <li>Conclusion-telling what happens next</li> <li>Paragraphs working through the 5W's layout</li> <li>Chronological order with quotes from bystanders and witnesses</li> <li>Writing without a template</li> </ul>	<ul style="list-style-type: none"> <li>Pun, rhyme and alliteration within the headline</li> <li>Detail given within subheadings</li> <li>Written in third person using past tense</li> <li>Formal conjunctions</li> <li>Impersonal voice (taking reporters opinion out)</li> <li>Mixture of direct and reported speech</li> </ul> <p><u>Year 6/HA Yr5</u></p> <ul style="list-style-type: none"> <li>Single clause sentences for effect</li> <li>Hyphens to avoid ambiguity</li> <li>Semi-colons/colons/dashes to separate clauses</li> </ul>	<ul style="list-style-type: none"> <li>Name of Newspaper</li> <li>Headline</li> <li>Subheadings</li> <li>Byline</li> <li>Lead paragraph</li> <li>Columns</li> <li>Pictures/photos with captions</li> <li>Conclusion-telling what happens next</li> <li>Paragraphs working through the 5W's layout</li> <li>Chronological order with quotes from bystanders and witnesses</li> <li>Writing without a template</li> </ul>	<ul style="list-style-type: none"> <li>Pun, rhyme and alliteration within the headline</li> <li>Detail given within subheadings</li> <li>Written in third person using past tense</li> <li>Formal conjunctions</li> <li>Formal technical vocabulary linked to the newspaper report focus</li> <li>Impersonal voice (taking reporters opinion out)</li> <li>Mixture of direct and reported speech</li> <li>Passive voice examples</li> <li>Elaborate and include parenthesis</li> <li>Shift in formality – informal tone/voice/formal</li> <li>Single clause</li> </ul>

# Elston Hall Learning Trust Writing Skills Ladder: NARRATIVE Texts



EYFS/ Reception	Y1	Y1	Y3/4	Y3/4	Y5/6	Y5/6	Y6 GDS	Y6 C	
	LAYOUT	LANGUAGE	LAYOUT	LANGUAGE	LAYOUT	LANGUAGE	LAYOUT	LANGUAGE	
<ul style="list-style-type: none"> <li>Verbal facts</li> <li>Relate to experience or learning</li> <li>In sequence</li> <li>CL and FS in a caption /sentence with a picture</li> </ul>	<ul style="list-style-type: none"> <li>Title</li> <li>Opening/beginning</li> <li>Middle</li> <li>End/ resolution</li> </ul> <p><b>SUPPORT:</b> Character and setting descriptions Story mountain</p>	<ul style="list-style-type: none"> <li>adjectives</li> <li>conjunction 'and' to link ideas and sentences.</li> <li>simple compound sentences</li> <li>Use formulaic phrases to open and close texts.</li> <li>capital letters used and full stops to end sentences.</li> <li>question marks and exclamation marks sometimes</li> <li>spell some words in a phonically plausible way,</li> <li>apply Y1 spelling rules and guidance</li> </ul>	<ul style="list-style-type: none"> <li>Title</li> <li>Opening characters/ setting</li> <li>buildup</li> <li>climax/dilemma</li> <li>Resolution/ ending</li> </ul>	<p><b>Y3</b></p> <ul style="list-style-type: none"> <li>Plan using ideas from their own reading and modelled examples paragraphs around a theme.</li> <li>compose and rehearse sentences orally (including dialogue).</li> <li>understanding of purpose and audience</li> <li>Structure</li> <li>vocabulary and grammar choices.</li> <li>deliberate ambitious word choices to add detail.</li> <li>correct tense (including the present perfect tense)</li> <li>subordinate clauses</li> <li>conjunctions, including when, if, because, and although.</li> <li>conjunctions,</li> <li>adverbs</li> <li>prepositions to show time, place and cause</li> <li>full stops question marks exclamation marks commas</li> <li>use of inverted commas.</li> <li>proofread to check for errors and</li> <li>make</li> </ul>	<ul style="list-style-type: none"> <li>Title</li> <li>Opening</li> <li>Creating atmosphere</li> <li>Characters detail/ setting detail</li> <li>buildup</li> <li>climax/dilemma</li> <li>Resolution/ ending</li> <li>Moral</li> <li>Flashbacks</li> <li>Dialogue to advance the action</li> <li>Different genres</li> </ul>	<p>Year 5</p> <ul style="list-style-type: none"> <li>plan writing by identifying the audience</li> <li>developed characters and settings</li> <li>write different narrative genres with appropriate structure,</li> <li>describe settings, characters and atmosphere</li> <li>vocabulary to enhance mood, clarify meaning and create pace.</li> <li>regularly use dialogue to convey a character and to advance the action</li> <li>consistently link ideas across paragraphs.</li> <li>adverbs</li> <li>modal verbs</li> <li>tense consistent</li> <li>use adverbials for time, place and number</li> <li>relative clauses beginning with a relative pronoun</li> <li>Y5 and Y6 statutory spelling words</li> <li>stylistic devices to create effects in writing</li> <li>metaphors,</li> <li>similes.</li> </ul>	<ul style="list-style-type: none"> <li>Title</li> <li>Opening</li> <li>Creating atmosphere</li> <li>Characters detail/ setting detail</li> <li>buildup</li> <li>climax/dilemma</li> <li>Resolution/ ending</li> <li>Moral</li> <li>Flashbacks</li> <li>Dialogue to advance the action</li> <li>Different fiction genres</li> </ul>	<ul style="list-style-type: none"> <li>Choose the appropriate style and form for the purpose and audience of my writing</li> <li>techniques to engage the reader, for example, personal comments, opening hook, and flashbacks</li> <li>passive voice to create suspense</li> <li>precise and specific word choices according to the text type and audience.</li> <li>punctuation to convey and clarify meaning, including the colon and semi-colon</li> <li>different sentence structures and lengths to suit the purpose and audience of my writing.</li> <li>range of sentence types for impact and specific effect on the reader</li> <li>control complex sentences, manipulating the clauses to achieve specific effects</li> <li>ambitious language used effectively and for reader impact</li> </ul>	
	<b>Y2</b>	<b>Y2</b>							
		<b>LAYOUT</b>	<b>LANGUAGE</b>						
	<ul style="list-style-type: none"> <li>Title</li> <li>Opening/beginning</li> <li>Build up</li> <li>/event</li> <li>Dilemma/problem</li> <li>End/ resolution</li> </ul> <p><b>SUPPORT:</b> Personal experiences Real and fiction Character and setting descriptions Story mountains</p>	<ul style="list-style-type: none"> <li>key words</li> <li>new vocabulary.</li> <li>present tense</li> <li>past tense</li> <li>sentences with different forms: statement, question, exclamation, command.</li> <li>use some features of written Standard English.</li> <li>Use co-ordinating conjunctions (or/and/but).</li> <li>Use subordinating conjunctions(when/if/ that/because).</li> <li>expanded noun phrases</li> <li>capital letters for names, places, the days of the week and the personal pronoun 'I'.</li> </ul>			<p><b>Y6</b></p> <p>Deviating narrative from linear or chronological sequence e.g. <i>flashbacks, simultaneous actions, time-shifts.</i></p>				

**Elston Hall Learning Trust Writing Skills Ladder: DESCRIPTION**

Level	Y1	Y1	Y3/4	Y3/4	Y5/6	Y5/6	Y6 GDS	Y6 GDS
	STRUCTURE	LANGUAGE	STRUCTURE	LANGUAGE	STRUCTURE	LANGUAGE	STRUCTURE	LANGUAGE
<p>Write short sentences with words with known sound-letter correspondences using a capital letter and full stop.</p> <p>Write simple phrases and sentences that can be read by others.</p>	<p>Orally compose every sentence before writing. Orally plan and rehearse ideas. Write in different forms with simple text type features Say, and hold in memory whilst writing, simple sentences which make sense. Write simple sentences that can be read by themselves and others. Separate words with finger spaces. Punctuate simple sentences with capital letters and full stops. Use capital letters for names of people, places and days of the week. Begin to use commas to separate items in a list.</p>	<p>Begin to select, generate and effectively use verbs.  Begin to select, generate and effectively use nouns.  Begin to select, generate and effectively use adjectives.  Use suffix <i>ly</i> to turn adjectives into adverbs e.g. <i>slowly, gently, carefully</i>.  Begin to use expanded noun phrases to describe and specify (eg the blue butterfly, plain flour, the man in the moon)</p>	<p>Explore and identify main and subordinate clauses  Explore, identify and create complex sentences using a range of conjunctions (see ARE)  Use commas to mark clauses in complex sentences  Adverb starters (Y4), fronted adverbials for when and where – use of comma  Start to use paragraphs</p>	<p>Identify, select, generate and effectively use prepositions for where  Select, generate and effectively use adverbs (see ARE)  Use the determiner a or an  Explore and collect word families  Explore, identify and collect noun phrases</p>	<p>Use relative clauses and create and use complex sentences using relative clauses (see ARE) Build cohesion through the use of paragraphs Use ellipsis to link ideas between paragraphs Create and punctuate complex sentences using ed, ing openers Create and punctuate simile starters Use brackets, dashes and commas to indicate parenthesis Explore how hyphens can be used to avoid ambiguity (Y6)</p>	<p>Use adverbs or modal verbs to indicate a degree of possibility Investigate and collect a range of synonyms and antonyms e.g. mischievous, wicked, evil In narratives, describe settings, characters and atmosphere (e.g. noun phrases; character’s thoughts, actions, feelings) (TAF statements)</p>	<p>Use the full range of KS2 punctuation.  Use punctuation to convey and clarify meaning including : and ;  Use different sentence structures and lengths.  Use a range of sentence structures and lengths.</p>	<p>Make precise and specific word choices  Select verbs forms for meaning and effect</p>
	<p><b>Y2</b> Use <b>commas</b> to separate items in a list. Use subordination for reason e.g. <i>I put my coat on because it was raining.</i> <i>Because it was raining, I put on my coat.</i> Sentence coordination using <i>or, and, but</i> Use both familiar and new punctuation correctly Say, write and punctuate simple and <b>compound</b> sentences using the connectives Write for different purposes Proofread to check for errors in spelling, grammar and punctuation Edit and improve writing in relation to audience and purpose. Use specific text type features to write for a range of audiences and purposes Plan their writing sentence by sentence Plan and discuss what to write about e.g. <i>story mapping, collecting new vocabulary, key words and ideas.</i></p>	<p><b>Y2</b> Use suffix <i>ly</i> to turn adjectives into adverbs Use suffixes <i>er</i> and <i>est</i> to create adjective Add suffixes <i>ful</i> or <i>less</i> to create adjectives Add suffixes <i>ness</i> and <i>er</i> to create nouns Select, generate and effectively use adjectives. Select, generate and effectively use verbs. Use expanded noun phrases to describe and specify</p>						
		<p><b>Y2 GDS</b> Spell most CEW Add suffixes to spell most words correctly in their writing Write effectively and coherently for different purposes drawing on their reading to inform the vocabulary and grammar of their writing. Make simple additions, revisions and proof-reading corrections to their own writing.</p>						

**Elston Hall Learning Trust Writing Skills Ladder: LETTER WRITING**

EYFS/ Reception	Y1	Y1	Y3/4	Y3/4	Y5/6	Y5/6	Y6 GDS	Y6 GDS	
	LAYOUT	LANGUAGE	LAYOUT	LANGUAGE	LAYOUT	LANGUAGE	LAYOUT	LANGUAGE	
<ul style="list-style-type: none"> <li>Express ideas relating to experience</li> <li>CL and FS in a caption / sentence</li> <li>To write name</li> </ul>	<ul style="list-style-type: none"> <li>Sender's address</li> <li>Date</li> <li>Informal greeting</li> <li>Introduction</li> <li>Conclusion</li> <li>Informal sign off – from/best wishes/love</li> </ul>	<ul style="list-style-type: none"> <li>Informal sentence starters</li> <li>Conjunctions – but or because</li> <li>Suffixes – ing –ed –er</li> <li>Adjectives</li> <li>Compound words</li> <li>Prefix- un</li> <li>Punctuation – capital letters, full stops, commas, question marks</li> </ul>	<ul style="list-style-type: none"> <li>Address sender and recipient.</li> <li>Date</li> <li>Greeting</li> <li>Introduction</li> <li>Paragraphs</li> <li>Conclusion</li> <li>Sign off</li> <li>Sender's name</li> </ul>	<ul style="list-style-type: none"> <li>First person</li> <li>Year ¾ spellings</li> <li>Suffixes</li> <li>Possessive apostrophes used accurately for plural possession</li> <li>Conjunctions</li> <li>Adverbials/ fronted adverbs.</li> <li>Formal/informal language</li> <li>Prepositions</li> <li>Expanded noun phrases where appropriate.</li> <li>Previously taught punctuation in KS1</li> <li>Commas to mark clauses after fronted adverbials.</li> <li>Standard English verb inflections.</li> </ul>	<p><u>Informal</u></p> <ul style="list-style-type: none"> <li>Senders address on right hand side</li> <li>Date</li> <li>An appropriate greeting - How are you? / Hope you are well?</li> <li>Introduction – why are you writing the letter?</li> <li>Separate paragraphs detailing further information.</li> <li>Conclusion</li> <li>Complementary closing sentence.</li> <li>Informal sign-off - Sender's name or signature.</li> </ul> <p><u>Formal</u></p> <ul style="list-style-type: none"> <li>Address of the recipient on left hand side lower than sender's address.</li> <li>Formal sign-off - Yours sincerely (if you know the recipient) / Yours faithfully (if you do not know the recipient)</li> </ul>	<p><u>Informal</u></p> <ul style="list-style-type: none"> <li>Dear... / Dearest...</li> <li>Written in first person</li> <li>Chatty/colloquial style</li> <li>Contractions</li> <li>Relative clauses</li> <li>Time adverbials</li> <li>Brackets, commas, dashes for parenthesis</li> <li>Conjunctions to add detail and to increase flow. (whereas/although/s o)</li> </ul> <p><u>Formal</u></p> <ul style="list-style-type: none"> <li>Dear sir/madam/To whom it may concern.</li> <li>Introduction - I am writing to you/I would like to express</li> <li>No contractions</li> <li>Relative clauses</li> <li>Adverbials- consequently/moreover/regardless</li> <li>Commas, brackets, dashes for parenthesis</li> <li>Conjunctions to add detail and to increase flow. (whereas/although/despite)</li> <li>Formal sign-off - Yours sincerely/Yours faithfully</li> </ul>	<p><u>Informal</u></p> <ul style="list-style-type: none"> <li>Senders address on right hand side</li> <li>Date</li> <li>An appropriate greeting</li> <li>Introduction – why are you writing the letter?</li> <li>Separate paragraphs detailing further information.</li> <li>Conclusion</li> <li>Complementary closing sentence</li> <li>Sender's name or signature.</li> </ul> <p><u>Formal</u></p> <ul style="list-style-type: none"> <li>Address of the recipient on left hand side lower than sender's address</li> <li>Formal sign-off – Yours sincerely/Yours faithfully</li> </ul>	<ul style="list-style-type: none"> <li>Cohesion between paragraphs</li> <li>Fluidity of sentences</li> <li>Formal technical vocabulary</li> <li>Full range of punctuation eg- hyphens to avoid ambiguity.</li> <li>Shift in formality – informal tone/voice.</li> </ul>	
	Y2	Y2							
		LAYOUT	LANGUAGE						
		<ul style="list-style-type: none"> <li>The sender's address</li> <li>Date</li> <li>The address of the recipient</li> <li>A greeting</li> <li>Introduction</li> <li>Main body - paragraphs</li> <li>Conclusion</li> <li>A formal sign off</li> <li>Punctuation</li> </ul>	<ul style="list-style-type: none"> <li>Formal sentence starters</li> <li>Noun phrases</li> <li>Punctuation – full stops, commas, question marks, exclamation mark</li> <li>Commas in a list</li> <li>Correct form of past and present tense</li> <li>Previously taught punctuation in Y1</li> <li>Subordinating conjunctions</li> </ul>						
		Y2 GDS							
		<ul style="list-style-type: none"> <li>Suffixes</li> <li>Ambitious vocabulary</li> <li>Apostrophe for contractions</li> </ul>							

## Elston Hall Learning Trust Writing Skills Ladder: RECOUNT

EYFS/ Reception	KS1	KS1	Y3/4	Y3/4	Y5/6	Y5/6	Y6 GDS	Y6 GDS
	LAYOUT	LANGUAGE	LAYOUT	LANGUAGE	LAYOUT	LANGUAGE	LAYOUT	LANGUAGE
<ul style="list-style-type: none"> <li>Verbally recalling event in order using words such as first, then, next</li> </ul>	<ul style="list-style-type: none"> <li>Title for the recount</li> <li>Chronological order of main events</li> </ul>	<ul style="list-style-type: none"> <li>Capital letters and full stops</li> <li>Capital letters for names, places, days of the week and the personal pronoun "I"</li> <li>Sequencing words such as first, then, next</li> <li>Question marks and exclamation marks</li> <li>Adjectives to describe</li> <li>Past tense</li> <li>Ideas and sentences joined with "and"</li> </ul> <p><u>Year 2</u></p> <ul style="list-style-type: none"> <li>Co-ordinating and subordinating conjunctions</li> <li>Commas in lists</li> <li>Statements of facts</li> <li>Correct form of past and present</li> </ul>	<ul style="list-style-type: none"> <li>Title for the recount</li> <li>Paragraphs</li> <li>Chronological order</li> <li>Introduction identifies: - Who? What? Where? When? Why?</li> <li>Middle section gives further information</li> <li>Conclusion summarises highlights and reflects on what has been learnt</li> </ul>	<ul style="list-style-type: none"> <li>Writing organised into paragraphs around a theme</li> <li>Nouns or pronouns used appropriately to aid cohesion and avoid repetition</li> <li>Noun phrases expanded by the addition of modifying adjectives, e.g. the sly burglar with straggly hair.</li> <li>Fronted adverbials, e.g. In the blink of an eye, The next day, etc. followed by a comma</li> <li>Possessive apostrophes used accurately</li> </ul>	<ul style="list-style-type: none"> <li>Title for the recount</li> <li>Paragraphs</li> <li>Chronological order</li> <li>Introduction identifies: - Who? What? Where? When? Why?</li> <li>Middle section gives further information</li> <li>Conclusion summarises highlights and reflects on what has been learnt</li> </ul>	<ul style="list-style-type: none"> <li>Appropriate grammar and vocabulary to match the audience and purpose</li> <li>Linking words/phrases between sentences and paragraphs to build cohesion including time adverbials, e.g. nearby; and number, e.g. secondly</li> <li>Relative clauses beginning with a relative pronoun (who, which, where, when, whose, that)</li> <li>Adverbs and modal verbs to indicate degrees of possibility, e.g. surely, perhaps</li> </ul>		<ul style="list-style-type: none"> <li>Shift in formality – informal tone/voice/formal</li> <li>Verb forms, selected for meaning and effect, skilfully manage transitions in time</li> </ul>



**Elston Hall Learning Trust Writing Skills Ladder: BALANCED ARGUMENT**

EYFS/ Reception	Y1	Y1	Y3/4	Y3/4	Y5/6	Y5/6	Y6 GDS	Y6 GDS
	STRUCTURE	LANGUAGE	STRUCTURE	LANGUAGE	STRUCTURE	LANGUAGE	STRUCTURE	LANGUAGE
					Contextualising opening paragraph. Adverbials of time to head up paragraphs. Subordinate and relative clauses to add detail. Include specific numerical references and data if appropriate. Quote material from sources and credit these sources. Elaborate points by adding detail to paragraphs Integration of factual detail and comment. Have a specific target audience clear from the start or a general reader, but stick to it. Definitive ending.	Passive verbs to suggest formal tone. Precise vocabulary choices to suggest author authority. Direct reader address Adverbs to secure the argument: clearly, definitely) Vocabulary echoes reading research. Expanded noun phrases to add detail. Use of conjunctions and adverbs to weigh up evidence: contrast: however, although, but. Vary references and support cohesion in paragraphs by use of pronouns, synonyms and adverbs. Pronoun references minimise repetition. Use of conditional verbs to show impact and consequence: if you/// it might, it will , it should... Consistent 1 <sup>st</sup> or 3 <sup>rd</sup> person (unless direct reader address 2 <sup>nd</sup> person)		
	<u>Y2</u>	<u>Y2</u>						
		<u>Y2 GDS</u>						

**Elston Hall Learning Trust Writing Skills Ladder: PERSUASIVE WRITING**

EYFS/ Reception	Y1	Y1	Y3/4	Y3/4	Y5/6	Y5/6	Y6 GDS	Y6 GDS
	STRUCTURE	LANGUAGE	STRUCTURE	LANGUAGE	STRUCTURE	LANGUAGE	STRUCTURE	LANGUAGE
					SHORT SENTENCES IN PRESENT TENSE FACTS AND STATISTICS EXCLAMATIONS ALLITERATION REPETITION SUBJUNCTIVE MOOD: IF I WERE YOU...	RHETORICAL QUESTIONS CAUSE AND EFFECT CONJUNCTIONS EXAGGERATION EMOTIVE LANGUAGE MODAL VERBS		
	<u>Y2</u>	<u>Y2</u>						
		<u>Y2 GDS</u>						







