

## Rigby Hall Writing Skills ladder



### EYFS

Aware of marks made, sometimes accidental.
Deliberately mark makes in media.
Overwrite horizontal and vertical lines.
Overwrite zig zags, circles and shapes.
Explore simple words by over writing/ copying using a range of media
Begin to state what their writing says
Copy/match own name and other things such as labels, captions using symbol support.
Use/match a capital letter for their name.
Hold a pencil effectively with correct grip.
Form some letters correctly.

### Solar P8 Writing expectations - Tracking Ladder

Write /attempt to write phase 2 letters in writing
Write VC and CVC words
Recognise full-stops in a text and begin to use full stops in writing.
Begin to use 'and' to join ideas.
Use conjunctions to join sentences (e.g. so, but).
Can write about a previous experience with some evidence of a logical order.
Can identify some different writing forms. For example: list, letter, news article or story.

### Solar P9 Writing expectations - Tracking Ladder

Write/attempt to write Phase 3 sounds and letters in writing.
Copies words or selects symbols to write 2-3 sentences correctly.
Begins to form most lower case letters correctly



Begins to form most capital letters correctly
Begin to use full-stops correctly
Plan writing using symbols and diagrams
Begin to write different kinds of sentence: statement (I can read my book.), question (Can I read my book?), exclamation (This book is great!), command (Read your book) using symbol support
Use expanded noun phrases to add description & specification e.g. It was a hot, sunny day.
Write using subordination (when, if, that, because).
Begin to use present tense & past tense
Begin to use commas in a list e.g I bought some sugar, flour and eggs.
Begin to use apostrophe for omission e.g don't/can't/ couldn't/ I'm/they're.
Can identify different writing forms. For example: list, letter, news article or story. What they look like.

### **Solar P10 Writing expectations - Tracking Ladder**

Punctuating sentences correctly
Beginning to use suffixes in writing –es -s
Joining words and clauses with and correctly
Use conjunctions (when, so, before, after, while, because).
Using and spelling some common exception words correctly
Use adverbs to sequence ideas (e.g. then, next, soon, therefore).
Use prepositions (e.g at, during, over, on, by).
Experiment with adjectives to create impact.
Correctly use verbs in 1st, 2nd & 3rd person. (e.g. I was going. /You were going./ He was going)
Use perfect form of verbs instead of the simple past (e.g He has gone out to play contrasted with He went out to play)
Use inverted commas ('What time is it?' asked the teacher.) to punctuate direct speech.
Group ideas into basic paragraphs
Write under headings & sub-headings to aid presentation
Handwriting is neat and legible
Applying simple spelling rules taught



### Solar P11 Writing expectations - Tracking Ladder

Formation of suffixes such as –ness –er –est -ly
Spelling words with prefixes and suffixes
Starting to use the progressive form of verbs in the present tense to mark actions in progress [for example, she is drumming] when writing
Vary sentence structure, using different openers (e.g. A few moments later,....; In the distance,.....;Pedalling furiously,.....).
Use fronted adverbials. (sentence openers).
Use a comma after a fronted adverbial (e.g. Later that day, I heard bad news.)
Use adjectival (descriptive) phrases (e.g. biting cold wind).
Use an appropriate choice of noun (the name of a thing, such as an object, a place, or a person) or pronoun (a word that replaces a noun in a sentence e.g. I, me, mine, she, he, it, we, us).
Apostrophe used for singular & plural possession (e.g. Bob’s ball/ My parents’ car.).
Use commas to mark clauses (within longer sentences)
Begin to use inverted commas and other punctuation to punctuate direct speech
Begin to use/explore paragraphs (organise ideas around a theme)
Use connecting adverbs to link paragraphs (e.g. Firstly, Furthermore, Next, In conclusion)
Write with increasing legibility, consistency and fluency
Plan, revise and evaluate writing

### Solar P12 Writing expectations - Tracking Ladder

Extending sentences with more than 1 clause
Use paragraphs as a way to organise or group related material
Add phrases to make sentences more precise & detailed (e.g. The red fox, who had a large tail, disappeared through the hedge)
Use range of sentence openers – judging the impact or effect needed (e.g Later that day....; The next morning ....; Over the river ....)
Use sentence structures appropriate to the text (e.g instructions, reports, explanations, narrative stories).
Use pronouns to avoid repetition (e.g he, she, I, it, we, they etc).
Use: brackets, dashes, commas.
Use commas to clarify meaning or avoid ambiguity in longer sentences.



Link clauses (a clause creates a complete thought - an idea or a statement that can stand alone – it includes a subject plus a verb) in sentences using a range of subordinating & coordinating conjunctions e.g. although, because, after, if, when, and, but, so.

Use verb phrases to create subtle differences (e.g. she ran - she began to run).

Use inverted commas and other punctuation to punctuate direct speech

Link ideas across paragraphs using adverbials of time (e.g. later), place (e.g. nearby) and number (e.g. secondly).

Use dictionaries to check the meaning of words

### **Solar P13 Writing expectations - Tracking Ladder**

Appropriate choice of pronouns and nouns within sentences to aid cohesion and avoid repetition when writing.

Use commas after fronted adverbials

Use subordinate clauses to write complex sentences - a subordinate clause is a clause (a clause creates a complete thought - an idea or a statement that can stand alone – it includes a subject plus a verb) that cannot stand alone as a complete sentence but is linked to the main clause using a subordinating conjunction (although, after, before, because, how, if, once, since, so that, until, unless, when). It does not express a complete thought and requires additional information if read on its own

Use expanded noun phrases to convey complicated information concisely (e.g. The fact that it was raining meant the end of sports day).

Use a sentence structure and layout matched to requirements of text type. • Use semi-colon (;) colon (:) or dash (-) to mark the boundary between independent clauses. • Use colon (:) to introduce a list and semi colon (;) within a list.

Use correct punctuation of bullet points.

Use hyphens (-) to join words that describe a noun e.g. chocolate-covered donuts; well-known doctor. Much needed vacation.

Use paragraphs to signal change in time, scene, action, mood or person.

Uses the grammatical terminology - determiner and adverbial accurately and appropriately in their writing and reading

