



Brookfield Infant School

Writing Curriculum Ladder

EYFS - KS1



Foundation Stage	Step 1	Step 2	Step 3	End of Year Expectations
Writing	I am working towards: - Using my phonic knowledge to write words in ways which match my spoken sounds. I am writing some irregular common words. I am writing sentences which can be read by myself and others. Spelling some words correctly and using others that are phonetically plausible.	I use my phonic knowledge to write words in ways which match my spoken sounds. I am writing some irregular common words. I am writing sentences which can be read by myself and others. Some words are spelt correctly and some are phonetically plausible.	I am focussing on writing phonetically I am writing in a range of contexts (Cross LA agreement – writing that uses phonetically plausible words falls within an ‘expected’ level and phonetically regular words (i.e. correctly spelt) are at an exceeding level.)	I use my phonic knowledge I am writing words in ways which match my spoken sounds. I am writing some irregular common words. I am writing sentences which can be read by myself and others. Some words are spelt correctly and others are
	I am working towards: - Spelling	I am spelling phonically regular	I am focussing on correct spellings of	



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	phonically regular words of more than one syllable as well as many irregular but high frequency words. Using key features of narrative in my own writing.	words of more than one syllable as well as many irregular but high frequency words. I use key features of narrative in my own writing.	regular and many irregular words I am using key features of narrative.	I am spelling phonically regular words of more than one syllable as well as many irregular but high frequency words I use key features of narrative in my own writing
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Year 1		Step 1	Step 2	Step 3	End of Year Expectations
Transcription	Spelling	I am writing from memory, short and simple dictated phrases or sentences containing the GPCs and words taught so far. I am spelling words containing each of the phonemes taught so far. I am spelling words	I am writing from memory, simple dictated sentences containing the GPCs and words taught so far. I am spelling words containing each of the 40+ phonemes taught so far. Most words can be deciphered.	Confidently I am writing from memory, simple dictated sentences containing the GPCs and words taught so far. I am spelling words containing all of the 40+ phonemes; demonstrate confidence with consonant digraphs and vowel digraphs.	I am writing from memory, simple dictated sentences containing the GPCs and words taught so far. I am spelling words containing each of the 40+ phonemes taught so far. Most words can be deciphered. I am spelling words using the prefix un- e.g. unhappy, unfair; the suffixes -ing, -ed, -er and -est where no change is made to the root word. I am spelling most common exception



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		using the prefix un- e.g. unhappy, unfair; some of the suffixes –ing, -ed, -er and –est where no change is made to the root word. I am spelling some common exception words in the YR 1 spelling appendix. I am recognising and understanding what a compound word is. I am beginning to understand the words ‘singular’ and ‘plural’. Know how to add s to make plural nouns I am able to name most letters of the alphabet; know some letter sequences in alphabetical order	I am spelling words using the prefix un- e.g. unhappy, unfair; the suffixes –ing, -ed, -er and –est where no change is made to the root word. I am spelling most common exception words in the YR 1 spelling appendix. I am recognise and spelling a set of simple compound words. I understand the difference between singular and plural. Add suffixes s and es to words e.g. cats, witches, catches. I can name the letters of the alphabet in order.	I am spelling words using the prefix un- e.g. unhappy, unfair; the suffixes –ing, -ed, -er and –est where no change is made to the root word; know how the affix affects the meaning of the word. I am spelling at least all the common exception words in the YR 1 spelling appendix. Recognise and spell a wide range of simple compound words. I understand the difference between singular and plural. Add suffixes s and es to words e.g. cats, witches; and to 3rd person singular e.g. catches.	words in the YR 1 spelling appendix. I am recognise and spelling a set of simple compound words. I understand the difference between singular and plural. Add suffixes s and es to words e.g. cats, witches, catches. I can name the letters of the alphabet in order.
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				I can name the letters of the alphabet in order, quickly and confidently	
	Handwriting	Some of my letters are correctly formed and orientated, including lower case, capital letters and digits. My capital letters are formed correctly for own name and the personal pronoun 'I'. I use some spaces between words, although inconsistently. Most of my letters sit on the line, sometime with guidance.	Evidence: Most of my letters are correctly formed and orientated, including lower case, capital letters and digits; there may be some inconsistency in size. My capital letters are formed correctly for some names of people, places and the days of the week. I am leaving some spaces between words, although inconsistent. Most of my letters sit on the line correctly.	Most of my letters are correctly formed and orientated, including lower case, capital letters and digits. My capital letters are formed correctly and appropriately, relative to lower case letters. My spaces between words are appropriate in size. My letters sit on the line correctly. I have begun to join some of my letters correctly.	Evidence: Most letters are correctly formed and orientated, including lower case, capital letters and digits; there may be some inconsistency in size. Capital letters formed correctly for some names of people, places and the days of the week. Some spaces are left between words, although inconsistent. Most letters sit on the line correctly.



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Year 1		Step 1	Step 2	Step 3	End of Year Expectations
Composition	Structure and Purpose	I can say out loud what I are going to write about; talk about where the sentence. I am writing begins and ends, with support. I am attempting to write to the task. I am writing simple phrases and sentences to form narratives based on real or fictional experiences. I can orally compose and I am writing simple poems, usually as a group.	I can compose sentences orally before writing; talk about where the sentence I am beginnings and ends. Attempt to I am writing appropriately to the task. I can sequence simple sentences and sentence-like forms to form short narratives based on real or fictional experiences. I can compose orally and I am writing simple poems. I can re-read writing to check it makes sense.	I can compose sentences orally before writing; I can talk with some confidence about where the sentence begins and ends. I am writing appropriately to the task. I am writing sequences of accurate sentences to form narratives based on real or fictional experiences. I can orally compose and I am writing a variety of simple poems, sometimes independently.	Sufficient evidence shows the ability to... Compose sentences orally before writing; talk about where the sentence I am beginnings and ends. Attempt to I am writing appropriately to the task. Sequence simple sentences and sentence-like forms to form short narratives based on real or fictional experiences. Compose orally and I am writing simple poems. Re-read writing to check it makes sense. Discuss own writing with others; make simple changes where suggested



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		With support, I can re-read writing to check it makes sense. I can discuss my own writing with others; and make simple changes where suggested.	I can discuss my own writing with others; make simple changes where suggested.	I can re-read writing independently, to check it makes sense. I can discuss own writing with others; make appropriate revisions	
	Vocabulary, grammar and punctuation	I am writing phrases, simple sentences or sentence-like structures, which can be partly understood. I often use 'and' to join words and clauses. I can sometimes use a capital letter and full stop to show sentence boundaries, sometimes in the right place. I can talk about question marks and	I am writing sentences or sentence-like structures which can be clearly understood. I often use 'and' to join words and clauses. I sometimes use a capital letter and full stop to show sentence boundaries; I sometimes use question mark or exclamation mark in the right place.	I am writing sentences which are usually grammatically accurate. I can experiment with a range of joining words. I reliably use a capital letter and full stop to show sentence boundaries; sometimes use question mark or exclamation mark in the right place. I use a capital letter	I am writing sentences or sentence-like structures which can be clearly understood. I often use 'and' to join words and clauses. I sometimes use a capital letter and full stop to show sentence boundaries; I sometimes use question mark or exclamation mark in the right place. I sometimes use a capital letter for the names of people and places, days of the week, and for the personal pronoun 'I'. I sometimes include adjectives for description.



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		exclamation marks; I am beginning to know their purpose. I can use a capital letter for my name and for the personal pronoun 'I'. With prompting, I include adjectives to describe something. I am beginning to use some features of Standard English, with prompting	I sometimes use a capital letter for the names of people and places, days of the week, and for the personal pronoun 'I'. I sometimes include adjectives for description. I am beginning to use some features of Standard English e.g. I did.	for the names of people and places, days of the week, and for the personal pronoun 'I'. I often include adjectives for description. I use some features of Standard English e.g. I did, we were	I am beginning to use some features of Standard English e.g. I did
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Year 2		Step 1	Step 2	Step 3	End of Year Expectations
Transcription	Spelling	I am writing from memory simple dictated sentences which include familiar words and GPCs. I am spelling	I am writing from memory, simple dictated sentences which include familiar words and GPCs. I am spelling common	I am writing from memory, simple dictated sentences which include familiar GPCs, common exception words and punctuation.	Sufficient evidence shows the ability to... I am writing from memory, simple dictated sentences which include familiar words and GPCs. I am spelling common decodable two and three syllable words which include



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		accurately most words containing previously taught phonemes. Accurately I am spelling words using affixes e.g. un-, -ing, -ed, -er and -est where the root does not change. I am spelling most common exception words from Y1 I am spelling appendix, and some from Y2 e.g. child, who, again, any, Mrs. I am spelling some common homophones e.g. to, two; hear, here; blue, blew. I am attempting to spell some common	decodable two and three syllable words which include familiar graphemes. Accurately I am spelling words with suffixes-ment, -ness, -ful, -less, -ly, including those requiring a change to the root word. I am spelling most common exception words from Y2 I am spelling appendix e.g. because, every, I, father, would, old. I am spelling most common homophones in YR 2 I am spelling appendix e.g. to, too, two; hear, here; see, sea; blue, blew. I am spelling many	I am spelling confidently at the national standard, using phonemic knowledge and familiarity with YR 2 I am spelling rules and conventions. I attempt to spell more ambitious vocabulary. I am spelling all common exception words in the YR 2 I am spelling appendix accurately. I am spelling all common homophones in the YR 2 spelling appendix. I am spelling a wide range of common	familiar graphemes. Accurately I am spelling words with suffixes-ment, -ness, -ful, -less, -ly, including those requiring a change to the root word. I am spelling most common exception words from Y2 I am spelling appendix e.g. because, every, I, father, would, old. I am spelling most common homophones in YR 2 I am spelling appendix e.g. to, too, wo; hear, here; see, sea; blue, blew. I am spelling many common contractions accurately e.g. it's, can't, didn't; or to mark singular possession e.g. Mark's football.
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		contractions e.g. it's, can't; or to mark singular possession e.g. Dad's coat	common contractions accurately e.g. it's, can't, didn't; or to mark singular possession e.g. Mark's football.	contractions accurately e.g. it's, can't, didn't; or to mark singular possession	
	Handwriting	I am holding my pencil correctly. My writing is legible. My letters and digits are mostly formed and orientated accurately, with some consistency in size. My spacing is usually appropriate to the size of letters. Some of my letters are joined correctly, according to the school's handwriting approach	I am holding my pencil correctly. My writing is legible. All my letters and digits are consistently formed and of the correct size, orientation and relationship to one another. My spacing is appropriate to the size of letters. Some of my letters are joined correctly, according to the school's handwriting approach	I am holding my pencil correctly. My writing is legible. All my letters and digits are consistently formed and of the correct size, orientation and relationship to one another. My spacing is appropriate to the size of letters. In my writing appropriate letters are joined consistently, according to the	I am holding my pencil correctly. My writing is legible. All my letters and digits are consistently formed and of the correct size, orientation and relationship to one another. My spacing is appropriate to the size of letters. Some of my letters are joined correctly, according to the school's handwriting approach



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				school's handwriting approach	
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Year 2		Step 1	Step 2	Step 3	End of Year Expectations
Composition	Structure and Purpose	I can compose sentences orally. I use the drafting process to gather and write down ideas and key words. I am writing narratives about personal experiences or those of others, whether real or imagined, sometimes maintaining form. I am writing about real events, sometimes maintaining form. I am writing poetry in a variety of forms. I am beginning to	I can compose sentences orally. Use the drafting process to gather and I am writing down ideas and key words. I am writing appropriate narratives about personal experiences or those of others, whether real or imagined, maintaining narrative form. I am writing about real events, maintaining form and purpose. Compose orally and I am writing poetry in a variety of forms.	I can compose sentences orally. Use the drafting process to gather and I am writing down ideas and key words, drawn from wide reading. I can maintain appropriate narrative form, through longer pieces of writing about personal experiences or those of others, whether real or imagined. I am writing about real events, independently maintaining form and purpose.	I can compose sentences orally. Use the drafting process to gather and I am writing down ideas and key words. I am writing appropriate narratives about personal experiences or those of others, whether real or imagined, maintaining narrative form. I am writing about real events, maintaining form and purpose. Compose orally and I am writing poetry in a variety of forms. Re-read and check own writing. Proof read for errors. Evaluate word choice, grammar and punctuation; make revisions



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		recognise its difference from other forms, e.g. narrative. I re-read and check own writing. With support, I proof read for errors. I can talk about word choice, grammar and punctuation e.g. re-read sentence aloud and discuss where full stop should go.	Re-read and check own writing. Proof read for errors. Evaluate word choice, grammar and punctuation; make revisions.	Confidently and independently I am writing poems which are effective, in a variety of forms. Re-read writing and make revisions and additions, often without prompting	
	Vocabulary, grammar and punctuation	I am writing sentences which are usually grammatically accurate, sequenced to form short narratives; combine words to form single clause sentences. I can co-ordinate some sentences using and, or, but.	I am writing a range of sentence types which are grammatically accurate e.g. commands, questions and statements. I can co-ordinate sentences using and, or, but. Sometimes use	Consistently I am writing a range of sentence structures which are grammatically accurate e.g. commands, questions and statements. I can vary the ways in which clauses are joined, whether by co-ordination (using and,	I am writing a range of sentence types which are grammatically accurate e.g. commands, questions and statements. I can co-ordinate sentences using and, or, but. Sometimes use subordination e.g. when, if, because. I use sentence demarcation with increasing accuracy, including capital letters, full stops, question marks and exclamation marks; commas to separate items in lists.



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		I use capital letters for some proper nouns and the personal pronoun 'I'. I use punctuation to mark some sentences, including capital letters, full stops, question marks and exclamation marks; sometimes I use of commas in lists. Show some examples of varied vocabulary, such as expanded noun phrases, to add descriptive detail. I am beginning to identify some of the following word classes: noun, adjective, verb and adverb. I can recognise past	subordination e.g. when, if, because. I use sentence demarcation with increasing accuracy, including capital letters, full stops, question marks and exclamation marks; commas to separate items in lists. I use some varied vocabulary to create detail and interest, including adjectives to make noun phrases; adverbs and verbs. Identify word classes: noun, adjective, verb and adverb. I choose the past or present tense appropriately. I experiment with the progressive form e.g.	or, but) or subordination (when, if, because). I punctuate sentences accurately, including capital letters, full stops, question marks and exclamation marks; commas in lists. I consistently use varied vocabulary to create detail and interest. I identify four word classes and select appropriate usage of word. I choose the past or present tense appropriately, including the progressive form. I consistently use	I use some varied vocabulary to create detail and interest, including adjectives to make noun phrases; adverbs and verbs. Identify word classes: noun, adjective, verb and adverb. I choose the past or present tense appropriately. I experiment with the progressive form e.g. she was swimming. I use appropriate features of Standard English
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		tense verbs and, with support, I attempt to maintain tense orally and in writing. I sometimes use appropriate features of Standard English, such as subject-verb agreement	she was swimming. I use appropriate features of Standard English	appropriate features of Standard English	
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