



LEARNING LADDERS

WRITING

ST WINEFRIDE'S CATHOLIC  
PRIMARY SCHOOL



NAME

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CLASS

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EYFS WRITING

Some words are spelt correctly and others are phonetically plausible.

Rung 5

COMPLETE

COMPLETE

COMPLETE

Children can write simple sentences which they can reread.

Rung 4

COMPLETE

COMPLETE

COMPLETE

They can write simple sentences that can be read by others.

Rung 3

COMPLETE

COMPLETE

COMPLETE

Children can write some irregular common words.

Rung 2

COMPLETE

COMPLETE

COMPLETE

Children use their phonic knowledge to write words in ways that match their spoken sounds.

Rung 1

COMPLETE

COMPLETE

COMPLETE

WRITING LADDER

SUPER SPELLING TARGET

I can spell the next 3 sets of homophones/near homophones (e.g. be, bee, quiet, quite, see/sea).

Rung 10

COMPLETE

COMPLETE

COMPLETE

I can spell the next 3 sets of homophones/near homophones (e.g. son,sun, blue,blew, night,knight).

Rung 9

COMPLETE

COMPLETE

COMPLETE

I can spell the next 2 sets of homophones/near homophones (e.g. one/won, bare/bear).

Rung 8

COMPLETE

COMPLETE

COMPLETE

I can add the suffixes -ed, -ing.

Rung 7

COMPLETE

COMPLETE

COMPLETE

I can use the prefix un-.

Rung 6

COMPLETE

COMPLETE

COMPLETE

I can spell the days of the week.

Rung 5

COMPLETE

COMPLETE

COMPLETE

I can spell most of the 100 high frequency words.

Rung 4

COMPLETE

COMPLETE

COMPLETE

I can spell words using the phonemes that I know.

Rung 3

COMPLETE

COMPLETE

COMPLETE

I can add the suffixes -er,est.

Rung 2

COMPLETE

COMPLETE

COMPLETE

I can add the suffixes -ly, y.

Rung 1

COMPLETE

COMPLETE

COMPLETE

SUPER SPELLING TARGET

I can use the prefix in.

Rung 20	COMPLETE	COMPLETE	COMPLETE	
---------	----------	----------	----------	--

I can use the prefix im.

Rung 19	COMPLETE	COMPLETE	COMPLETE	
---------	----------	----------	----------	--

I can add suffixes to spell longer words- e.g. -ment.

Rung 18	COMPLETE	COMPLETE	COMPLETE	
---------	----------	----------	----------	--

I can spell the first 3 sets of homophones/near homophones (e.g. there/their/they're, here/hear, to,too,two).

Rung 17	COMPLETE	COMPLETE	COMPLETE	
---------	----------	----------	----------	--

I can spell most of the common exception words.

Rung 16	COMPLETE	COMPLETE	COMPLETE	
---------	----------	----------	----------	--

I can spell 10 words with contractions (it's, can't, won't, they're etc.).

Rung 15	COMPLETE	COMPLETE	COMPLETE	
---------	----------	----------	----------	--

I can use the possessive apostrophe for a singular person - the girl's book.

Rung 14	COMPLETE	COMPLETE	COMPLETE	
---------	----------	----------	----------	--

I can add suffixes to spell longer words- e.g. -ful.

Rung 13	COMPLETE	COMPLETE	COMPLETE	
---------	----------	----------	----------	--

I can add suffixes to spell longer words- e.g. -less.

Rung 12	COMPLETE	COMPLETE	COMPLETE	
---------	----------	----------	----------	--

I can add suffixes to spell longer words- e.g. -ly.

Rung 11	COMPLETE	COMPLETE	COMPLETE	
---------	----------	----------	----------	--

WRITING LADDER

SUPER SPELLING TARGET

I can use the prefix sub.

Rung 30

COMPLETE

COMPLETE

COMPLETE

I can use the prefix inter.

Rung 29

COMPLETE

COMPLETE

COMPLETE

I can use the prefix anti.

Rung 28

COMPLETE

COMPLETE

COMPLETE

I can use the prefix auto.

Rung 27

COMPLETE

COMPLETE

COMPLETE

I can use the suffix ation.

Rung 26

COMPLETE

COMPLETE

COMPLETE

I can use the suffix ous.

Rung 25

COMPLETE

COMPLETE

COMPLETE

I can spell words ending in -tion/-sion/-cian/-ssion.

Rung 24

COMPLETE

COMPLETE

COMPLETE

I can use the prefix dis.

Rung 23

COMPLETE

COMPLETE

COMPLETE

I can spell the next 22 sets of homophones/near homophones (e.g. accept/except).

Rung 22

COMPLETE

COMPLETE

COMPLETE

I can use the prefix mis.

Rung 21

COMPLETE

COMPLETE

COMPLETE

WRITING LADDER

SUPER SPELLING TARGET

I can spell all of the Year 5&6 word list.

Rung 40    COMPLETE    COMPLETE    COMPLETE

I know and use the 'I before E' rule following a C.

Rung 39    COMPLETE    COMPLETE    COMPLETE

I can spell words with the endings -cious and -tious.

Rung 38    COMPLETE    COMPLETE    COMPLETE

I can spell words with silent letters.

Rung 37    COMPLETE    COMPLETE    COMPLETE

I can use the suffix -ly.

Rung 36    COMPLETE    COMPLETE    COMPLETE

I can use the prefix il.

Rung 35    COMPLETE    COMPLETE    COMPLETE

I can use the possessive apostrophe correctly in all situations.

Rung 34    COMPLETE    COMPLETE    COMPLETE

I can spell all of the Year 3&4 word list.

Rung 33    COMPLETE    COMPLETE    COMPLETE

I can use the prefix ir.

Rung 32    COMPLETE    COMPLETE    COMPLETE

I can use the prefix re.

Rung 31    COMPLETE    COMPLETE    COMPLETE



SUPER SPELLING TARGET

I can spell subject specific words correctly.

Rung 45    COMPLETE    COMPLETE    COMPLETE

I am secure with most complex words and all homophones.

Rung 44    COMPLETE    COMPLETE    COMPLETE

I can spell words with the endings -cial and -tial.

Rung 43    COMPLETE    COMPLETE    COMPLETE

I can spell words with the endings -ance and -ence.

Rung 42    COMPLETE    COMPLETE    COMPLETE

I can spell words with the endings -ible and -able.

Rung 41    COMPLETE    COMPLETE    COMPLETE

WRITING LADDER

ORGANISED TARGETS

In narrative, I can use paragraphs for a change in action, setting and time.

Rung 10

COMPLETE

COMPLETE

COMPLETE

I can use paragraphing in narrative for a new location in a story.

Rung 9

COMPLETE

COMPLETE

COMPLETE

I can group similar information together in paragraphs in non-fiction writing.

Rung 8

COMPLETE

COMPLETE

COMPLETE

I can use simple connectives (e.g. also, as well, because, but) to link ideas logically.

Rung 7

COMPLETE

COMPLETE

COMPLETE

I can use connectives that signal time, e.g. then, after, before.

Rung 6

COMPLETE

COMPLETE

COMPLETE

The organisation reflects the purpose of my writing - a newspaper report has a headline, a by-line, an introduction and then a chronological recount of events.

Rung 5

COMPLETE

COMPLETE

COMPLETE

I can begin to use an appropriate opening and ending.

Rung 4

COMPLETE

COMPLETE

COMPLETE

My writing can be read, without mediating.

Rung 3

COMPLETE

COMPLETE

COMPLETE

I can write more than one sentence about an idea.

Rung 2

COMPLETE

COMPLETE

COMPLETE

I can use a simple structure in my writing, e.g. beginning middle and end, or instructions written in the correct order.

Rung 1

COMPLETE

COMPLETE

COMPLETE

ORGANISED TARGETS

I can demonstrate a range of techniques to signal overall direction of the text for the reader.

Rung 20	COMPLETE	COMPLETE	COMPLETE	
---------	----------	----------	----------	--

I am beginning to vary structure and length of paragraphs for effect on the reader.

Rung 19	COMPLETE	COMPLETE	COMPLETE	
---------	----------	----------	----------	--

In narrative, I can use references to the start of the story to signal a change at the end of the story.

Rung 18	COMPLETE	COMPLETE	COMPLETE	
---------	----------	----------	----------	--

I can make links between paragraphs in non-fiction writing - 'As mentioned previously'.

Rung 17	COMPLETE	COMPLETE	COMPLETE	
---------	----------	----------	----------	--

In non-fiction writing, my paragraphs will have an introductory sentence, followed by approximately 3 points. Each of these points may involve 2 or more sentences, the use of examples and conjunctions to guide the reader.

Rung 16	COMPLETE	COMPLETE	COMPLETE	
---------	----------	----------	----------	--

I can use shifts in time and place to shape a story and guide the reader through the text: e.g. by introducing a new section to draw attention to the main event.

Rung 15	COMPLETE	COMPLETE	COMPLETE	
---------	----------	----------	----------	--

My paragraph structure is controlled to shape a story, e.g. 5 paragraph structure involving a build-up, conflict and resolution.

Rung 14	COMPLETE	COMPLETE	COMPLETE	
---------	----------	----------	----------	--

I can use connectives, within a paragraph, to link the sentences, e.g. Secondly, in addition, furthermore.

Rung 13	COMPLETE	COMPLETE	COMPLETE	
---------	----------	----------	----------	--

My paragraphs have relevant openings.

Rung 12	COMPLETE	COMPLETE	COMPLETE	
---------	----------	----------	----------	--

In non-fiction, I can write a clear introduction, followed by logical points, drawing to a defined conclusion.

Rung 11	COMPLETE	COMPLETE	COMPLETE	
---------	----------	----------	----------	--

WRITING LADDER

PURPOSEFUL TARGETS

I can use some of the 'Tricks of the Trade' for a given style to ensure that the style of writing is evident.

Rung 10    COMPLETE    COMPLETE    COMPLETE

I can consider the needs of the reader and provide background information in my writing.

Rung 9    COMPLETE    COMPLETE    COMPLETE

My writing suggests insights into character development through describing how characters look, react, talk or behave, rather than by telling the reader.

Rung 8    COMPLETE    COMPLETE    COMPLETE

Some evidence of viewpoint is established.

Rung 7    COMPLETE    COMPLETE    COMPLETE

I can include details to add an element of humour, surprise or suspense.

Rung 6    COMPLETE    COMPLETE    COMPLETE

I can think about the different styles needed for different types of writing.

Rung 5    COMPLETE    COMPLETE    COMPLETE

I am beginning to use appropriate language across different types of writing - e.g. story language, non-fiction.

Rung 4    COMPLETE    COMPLETE    COMPLETE

I know who my writing is for (my intended audience).

Rung 3    COMPLETE    COMPLETE    COMPLETE

I can convey basic information and ideas through appropriate word choices.

Rung 2    COMPLETE    COMPLETE    COMPLETE

I can read my writing back to an adult confidently.

Rung 1    COMPLETE    COMPLETE    COMPLETE

WRITING LADDER

PURPOSEFUL TARGETS

I can establish a convincing, individual voice or point of view and mostly sustain this.

Rung 20

COMPLETE

COMPLETE

COMPLETE

I can construct paragraphs that support meaning and purpose.

Rung 19

COMPLETE

COMPLETE

COMPLETE

My writing is well constructed and shows a secure grasp of the chosen genre.

Rung 18

COMPLETE

COMPLETE

COMPLETE

My writing is well paced.

Rung 17

COMPLETE

COMPLETE

COMPLETE

I can use the setting and weather as a 'sympathetic background' to the character's situation - e.g. thunderstorm for the dangerous parts with the sun coming out when all is well.

Rung 16

COMPLETE

COMPLETE

COMPLETE

I can address the reader.

Rung 15

COMPLETE

COMPLETE

COMPLETE

I can write in a given style successfully if I refer to the 'Tricks of the Trade'.

Rung 14

COMPLETE

COMPLETE

COMPLETE

In my writing, the setting is used to create mood.

Rung 13

COMPLETE

COMPLETE

COMPLETE

In my writing, characterisation is evident, through direct and reported speech.

Rung 12

COMPLETE

COMPLETE

COMPLETE

I can include some significant interaction between characters through action, description, and characters' responses. Character development helps to move the story forward.

Rung 11

COMPLETE

COMPLETE

COMPLETE

PURPOSEFUL TARGETS

I can use controlling techniques for a specific purpose, sustained throughout a piece of text.

Rung 21

COMPLETE

COMPLETE

COMPLETE

WORD WONDER TARGETS

I can include details to add interest, to persuade ('obviously') or to direct (imperative verbs).

Rung 10	COMPLETE	COMPLETE	COMPLETE	
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I can choose words and phrases that both engage the reader and support the purpose - these may still be 'well known' to the writer from other text examples, or class lists, etc.

Rung 9	COMPLETE	COMPLETE	COMPLETE	
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My vocabulary is interesting and appropriate.

Rung 8	COMPLETE	COMPLETE	COMPLETE	
--------	----------	----------	----------	--

I can modify nouns by one or more precise adjectives - a loud wailing sound.

Rung 7	COMPLETE	COMPLETE	COMPLETE	
--------	----------	----------	----------	--

I can use detail to clarify information.

Rung 6	COMPLETE	COMPLETE	COMPLETE	
--------	----------	----------	----------	--

I can show evidence of using simple similes - it was as yellow as the sun.

Rung 5	COMPLETE	COMPLETE	COMPLETE	
--------	----------	----------	----------	--

I can use interesting adverbs to describe actions.

Rung 4	COMPLETE	COMPLETE	COMPLETE	
--------	----------	----------	----------	--

I can use interesting adjectives to describe people, objects and setting.

Rung 3	COMPLETE	COMPLETE	COMPLETE	
--------	----------	----------	----------	--

I can make some appropriate word choices from word banks, class lists and sentence openers.

Rung 2	COMPLETE	COMPLETE	COMPLETE	
--------	----------	----------	----------	--

I can use some basic descriptive language - colour, size, simple emotions.

Rung 1	COMPLETE	COMPLETE	COMPLETE	
--------	----------	----------	----------	--

WORD WONDER TARGETS

I can use word choices that are well matched to purpose and audience.

Rung 16

COMPLETE

COMPLETE

COMPLETE

I recognise how changing the word choice can change the meaning of the writing.

Rung 15

COMPLETE

COMPLETE

COMPLETE

I can use vocabulary that is varied, imaginative and appropriate, including use of technical and specific words.

Rung 14

COMPLETE

COMPLETE

COMPLETE

I can make assertive use of the characteristic language of the chosen text type.

Rung 13

COMPLETE

COMPLETE

COMPLETE

My vocabulary choices are more thoughtful - using a thesaurus to extend range of words used.

Rung 12

COMPLETE

COMPLETE

COMPLETE

I can choose words for deliberate effect - stationary rather than stopped.

Rung 11

COMPLETE

COMPLETE

COMPLETE



GRAMMAR GIANTS TARGETS

I can proof read for errors.

Rung 10	COMPLETE	COMPLETE	COMPLETE	
---------	----------	----------	----------	--

I can write in complex sentences to clarify relationships in time and place, e.g. meanwhile, during, while, until and following.

Rung 9	COMPLETE	COMPLETE	COMPLETE	
--------	----------	----------	----------	--

I can use a wider range of conjunctions, e.g. when, if, because, although and however.

Rung 8	COMPLETE	COMPLETE	COMPLETE	
--------	----------	----------	----------	--

I can choose nouns or pronouns for clarity and cohesion avoiding repetition.

Rung 7	COMPLETE	COMPLETE	COMPLETE	
--------	----------	----------	----------	--

I can use the present and past tenses correctly.

Rung 6	COMPLETE	COMPLETE	COMPLETE	
--------	----------	----------	----------	--

I can use apostrophes for contracted forms and the possessive (singular) form - the girl's book.

Rung 5	COMPLETE	COMPLETE	COMPLETE	
--------	----------	----------	----------	--

I can use full stops, capital letters, exclamation marks, question marks and commas for lists.

Rung 4	COMPLETE	COMPLETE	COMPLETE	
--------	----------	----------	----------	--

I can begin to punctuate sentences, using a capital letter and a full stop, question mark or exclamation mark.

Rung 3	COMPLETE	COMPLETE	COMPLETE	
--------	----------	----------	----------	--

I can join words and joining clauses using 'and'.

Rung 2	COMPLETE	COMPLETE	COMPLETE	
--------	----------	----------	----------	--

I can use capital letters for names of people, places, the days of the week and the personal pronoun 'I'.

Rung 1	COMPLETE	COMPLETE	COMPLETE	
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GRAMMAR GIANTS TARGETS

I can use hypens.

Rung 20

COMPLETE

COMPLETE

COMPLETE

I can use brackets, dashes or commas to indicate parenthesis.

Rung 19

COMPLETE

COMPLETE

COMPLETE

I can use relative clauses beginning with: who, which, where, when, whose and that.

Rung 18

COMPLETE

COMPLETE

COMPLETE

I can use a colon to introduce a list.

Rung 17

COMPLETE

COMPLETE

COMPLETE

I can proof read for spelling and punctuation errors.

Rung 16

COMPLETE

COMPLETE

COMPLETE

I can use modal verbs.

Rung 15

COMPLETE

COMPLETE

COMPLETE

I can ensure the consistent and correct use of tense throughout a piece of writing.

Rung 14

COMPLETE

COMPLETE

COMPLETE

I can write in standard English forms for verb inflections (e.g. we were instead of we was).

Rung 13

COMPLETE

COMPLETE

COMPLETE

I can use and punctuate direct speech.

Rung 12

COMPLETE

COMPLETE

COMPLETE

I can use commas after fronted adverbials.

Rung 11

COMPLETE

COMPLETE

COMPLETE

GRAMMAR GIANTS TARGETS

I can consistently use a full range of accurate punctuation in a variety of sentence structures.

Rung 26	COMPLETE	COMPLETE	COMPLETE	
---------	----------	----------	----------	--

I can use colons to mark the boundaries between independent clauses.

Rung 25	COMPLETE	COMPLETE	COMPLETE	
---------	----------	----------	----------	--

I can use semi-colons to mark boundaries between independent clauses.

Rung 24	COMPLETE	COMPLETE	COMPLETE	
---------	----------	----------	----------	--

I can recognise vocabulary and structures that are appropriate for formal speech and writing.

Rung 23	COMPLETE	COMPLETE	COMPLETE	
---------	----------	----------	----------	--

I can use passive verbs to affect the presentation of information in a sentence.

Rung 22	COMPLETE	COMPLETE	COMPLETE	
---------	----------	----------	----------	--

I can use dashes to mark the boundaries between independent clauses.

Rung 21	COMPLETE	COMPLETE	COMPLETE	
---------	----------	----------	----------	--

## HANDWRITING HERO TARGETS

I can choose which shape of a letter to use when given choices and decide whether or not to join specific letters.

Rung 10

COMPLETE

COMPLETE

COMPLETE

I can use the diagonal and horizontal strokes that are needed to join letters and I understand which letters, when adjacent to one another, are best left un-joined.

Rung 9

COMPLETE

COMPLETE

COMPLETE

I can use spacing between words that reflects the size of the letters.

Rung 8

COMPLETE

COMPLETE

COMPLETE

I can write capital and lower case letters of the correct size, orientation and relationship to one another.

Rung 7

COMPLETE

COMPLETE

COMPLETE

I can form lower-case letters of the correct size, relative to one another.

Rung 6

COMPLETE

COMPLETE

COMPLETE

I understand which letters need to be joined in my writing.

Rung 5

COMPLETE

COMPLETE

COMPLETE

I can form digits 0-9.

Rung 4

COMPLETE

COMPLETE

COMPLETE

I can form capital letters.

Rung 3

COMPLETE

COMPLETE

COMPLETE

I can begin to form lowercase letters in the correct direction, starting and finishing in the right place.

Rung 2

COMPLETE

COMPLETE

COMPLETE

I can sit correctly at a table, holding a pencil comfortably and correctly.

Rung 1

COMPLETE

COMPLETE

COMPLETE

## HANDWRITING HERO TARGETS

I can choose the writing implement that is best suited for a task.

Rung 11

COMPLETE

COMPLETE

COMPLETE







LEARNING LADDERS

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