

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">• Verbal facts• Relate to experience or learning• In sequence• CL and FS in a caption /sentence with a picture	<ul style="list-style-type: none">• Title• Introduction• Subheadings• Information in sections• Include pictures and captions• Closing sentence• Did you know box <p>SUPPORT:</p> <p>1. TEMPLATE TO START</p> <p>2. GIVE FEATURES</p> <p>3. MORE ABLE: OWN LAYOUT</p>	<ul style="list-style-type: none">• Facts• CL and FS ?• Use because, and, but to create longer sentences• Expanded noun phrases• Commas in a list• Ambitious vocabulary	<ul style="list-style-type: none">• Title (heading)• Introduction• Subheadings• Information in paragraphs• Did you know box?• Photographs and captions• Closing paragraph (Y4)	<ul style="list-style-type: none">• Factual information• Technical, subject-specific vocabulary• Formal language• Pronouns• Extra details to support the reader• Sentence starts to engage the reader• Fronted adverbials• Conjunctions• Adverbials• Present tense verbs• Colons for headings• Third person• Tips on pronouncing subject words	<ul style="list-style-type: none">• Title to tell the reader what the report is about• Introduction to give a brief information about the topic• Organisational devices to structure the text (bullet points, subheadings)• Fact box• Glossary• Colon to introduce a list• Semi-colon to separate items in a long list• Parenthesis for extra information• Summary to end	<ul style="list-style-type: none">• Formal tone• Formal conjunctions• Technical language• Present tense verbs• Past tense verbs for an historic report• Impersonal voice• 3rd person• Signposting sentences to guide the reader throughout text• Rhetorical questions	<ul style="list-style-type: none">• Ideas are developed to support the reader• In-text glossary as a footnote to provide support and clarity for reader• Dashes to add emphasis• Brackets for authorial asides	<ul style="list-style-type: none">• Formal, technical vocab specific to subject• Well-selected facts to provide reader interest• Elaborations and explanations provided in brackets• Consistently clear facts showing authorial expertise• Passive construction used to support impersonal tone• Ambitious language used effectively and for reader impact• Formal tone, but deliberate use of asides to create a friendly tone for the reader
	Y2	Y2						
	LAYOUT	LANGUAGE						
	<ul style="list-style-type: none">• Title• Introduction• Subheadings• Information in sections• Include pictures and captions• Closing sentence• Did you know box	<ul style="list-style-type: none">• Facts• CL and FS ? !• Use because, and, that but, when, if, so to create longer sentences• Expanded noun phrases• Commas in a list• Ambitious vocabulary• Apostrophe for possession• Use that, because, when and if to create longer sentences• Expanded noun phrases• Commas in a list• Contractions						
	<p><u>Y2 GDS</u></p> <ul style="list-style-type: none">• Editing• Suffixes• Joining• Ambitious vocabulary							


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">• Verbal• Role play• Sequencing pictures	<ul style="list-style-type: none">• Title• Bullet point (numbered points)• List of equipment• Chronological order• Cohesion• Bossy verbs	<ul style="list-style-type: none">• Time conjunctions• Prefix and suffix• Prepositions• Adjectives• Topical language• CEW• Formal	<ul style="list-style-type: none">• More detail• Finely tuned• Title• Subheadings• Opening title paragraph• Lists• Equipment box• Method• Closing statement• Bullet points4	<ul style="list-style-type: none">• Time and place sensitive conjunctions• Adverbs• Specific words• Spelling rules spelt correctly• Fronted adverbials• Expanded noun phrases• Subordinating conjunctions and clauses• Imperative verbs• Homophones• Prepositions• Rhetorical questions• Spelling of Y3/4 Statutory words• Formal language	In depth instructions Use of brackets and dashes Range of sentence length Short and snappy sentences underlining	<ul style="list-style-type: none">• Subject specific• Using imagination• Authoritative tone• Modal verbs• Brackets• Relative clauses• Commas in a list• Prefixes• Prepositional phrases• Add humour (informality)• Technical language• Tips• Alliteration• Colons• hyphens	<ul style="list-style-type: none">• More creative subject matter• Diagrams with labelling• Measurements (precise and detailed)	<ul style="list-style-type: none">• Authoritative tone• Hybrid approach – instructional and persuasive approach
	Y2	Y2						
	LAYOUT	LANGUAGE						
	All of Y1 Commands Questions More in depth and more detail Introduction Commas in a list	<ul style="list-style-type: none">• Subordinating conjunctions• Correct tense form• More descriptive adjectives• Coordinating conjunctions						
		<u>Y2 GDS</u> <u>Senses</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: 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"> Range of clauses for impact Authoritative tone 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. Draw on their reading of instructional texts and sales literature and promotional videos. Hybrid approach – instructional and persuasive. Elaboration on hypothetical scenarios to broaden the purpose of the text. Exaggerated claims to impact on the reader. <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"> Verbally recalling event in order using words such as first, then, next 	<ul style="list-style-type: none"> Name of newspaper Headline Pictures with captions Chronological order of main events Template – columns for Yr2 and HA Yr1 	<ul style="list-style-type: none"> Time words Yr1- First, Next, Then, Finally Yr2 – Before, after that, finally Facts Capital letters (including for proper nouns) and full stops Conjunctions Yr1: and, because Yr2: so, when, but Exclamation marks Question marks? (Yr2) Third person Past tense-suffixes – ed, ing, est. 	<ul style="list-style-type: none"> Name of Newspaper Headline Byline Lead paragraph Columns Pictures/photos with captions Concluding paragraph Paragraphs Chronological order Writing without a template for Yr3 HA and Yr4 	<ul style="list-style-type: none"> Formal language Third person Past tense 5W's Quotes with correct punctuation Conjunctions Reporting language e.g. witnesses reported, evidence suggests Fronted adverbials (extended in Yr4- e.g. Yesterday evening, In the early hours of the morning, Inside their home) Direct speech Split speech (Yr4) 	<ul style="list-style-type: none"> Name of Newspaper Headline Subheadings Byline Lead paragraph Columns Pictures/photos with captions Conclusion-telling what happens next Paragraphs working through the 5W's layout Chronological order with quotes from bystanders and witnesses Writing without a template 	<ul style="list-style-type: none"> Pun, rhyme and alliteration within the headline Detail given within subheadings Written in third person using past tense Formal conjunctions Impersonal voice (taking reporters opinion out) Mixture of direct and reported speech <p><u>Year 6/HA Yr5</u></p> <ul style="list-style-type: none"> Single clause sentences for effect Hyphens to avoid ambiguity Semi-colons/colons/dashes to separate clauses 	<ul style="list-style-type: none"> Name of Newspaper Headline Subheadings Byline Lead paragraph Columns Pictures/photos with captions Conclusion-telling what happens next Paragraphs working through the 5W's layout Chronological order with quotes from bystanders and witnesses Writing without a template 	<ul style="list-style-type: none"> Pun, rhyme and alliteration within the headline Detail given within subheadings Written in third person using past tense Formal conjunctions Formal technical vocabulary linked to the newspaper report focus Impersonal voice (taking reporters opinion out) Mixture of direct and reported speech Passive voice examples Elaborate and include parenthesis Shift in formality – informal tone/voice/formal Single clause sentences for effect Hyphens to avoid ambiguity Semi-colons/colons/dashes to separate clauses

Elston Hall Learning Trust Writing Skills Ladder: NARRATIVE Texts

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">• Verbal facts• Relate to experience or learning• In sequence• CL and FS in a caption/sentence with a picture	<ul style="list-style-type: none">• Title• Opening/beginning• Middle• End/resolution <p>SUPPORT: Character and setting descriptions Story mountain</p>	<ul style="list-style-type: none">• adjectives• conjunction ‘and’ to link ideas and sentences.• simple compound sentences• Use formulaic phrases to open and close texts.• capital letters used and full stops to end sentences.• question marks and exclamation marks sometimes• spell some words in a phonically plausible way,• apply Y1 spelling rules and guidance	<p>Title</p> <p>Opening characters/setting</p> <p>buildup</p> <p>climax/dilemma</p> <p>Resolution/ending</p>	<p>Y3</p> <ul style="list-style-type: none">• Plan using ideas from their own reading and modelled examples paragraphs around a theme.• compose and rehearse sentences orally (including dialogue).• understanding of purpose and audience• Structure• vocabulary and grammar choices.• deliberate ambitious word choices to add detail.• correct tense (including the present perfect tense)• subordinate clauses• conjunctions, including when, if, because, and although.• conjunctions,• adverbs• prepositions to show time, place and cause• full stops question marks exclamation marks commas• use of inverted commas.• proofread to check for errors and make improvements.• spell all of the Y3 and Y4 statutory spelling words correctly <p>Year 4</p> <ul style="list-style-type: none">• rich vocabulary• increasing range of sentence structures• writing organised into paragraphs around a theme to add cohesion.• complex sentences with adverb starters• fronted adverbials for time and place• commas after fronted adverbials.• Use commas to mark clauses in complex sentences.• expand noun phrases by adding modifying adjectives, nouns and preposition phrases• Add nouns/ pronouns for cohesion.• write a range of narratives that are well structured and well-paced.• create detailed settings, characters and plot in narratives to engage the reader• create atmosphere.• proofread and amend by, correcting errors in grammar, punctuation and spelling• possessive apostrophe with plural words, including irregular plurals	<ul style="list-style-type: none">• Title• Opening• Creating atmosphere• Characters detail/ setting detail• buildup• climax/ dilemma• Resolution/ ending• Moral• Flashbacks• Dialogue to advance the action• Different genres	<p>Year 5</p> <ul style="list-style-type: none">• plan writing by identifying the audience• developed characters and settings• write different narrative genres with appropriate structure,• describe settings, characters and atmosphere• vocabulary to enhance mood, clarify meaning and create pace.• regularly use dialogue to convey a character and to advance the action• consistently link ideas across paragraphs.• adverbs• modal verbs• tense consistent• use adverbials for time, place and number• relative clauses beginning with a relative pronoun• Y5 and Y6 statutory spelling words• stylistic devices to create effects in writing• metaphors, similes,• personification, alliteration, imagery• add well-chosen detail to interest the reader• expansion of noun phrases,• precise verb choices• parenthesis indicated by the use of brackets, dashes and commas• commas to clarify meaning or avoid ambiguity.• complex sentences using commas• action, dialogue and description within and across paragraphs.• devices to build cohesion• awareness of tone and register – formal, informal, chatty, (Standard and non-standard English.)• start sentences in a variety of ways• use co-ordinating and subordinating conjunctions• remove unnecessary repetition or irrelevant details. <p>Year 6</p> <ul style="list-style-type: none">• use a wide range of devices to build cohesion within and across paragraphs.• create atmosphere,• integrate dialogue to convey character and advance the action.• draw independently own reading as models for writing• use literary language• characterisation, structure, etc.• distinguish between the language of speech and writing and choose the appropriate level of formality.• select vocabulary and grammatical structures that reflect what the writing requires• using passive verbs• modal verbs• correct use of tense• correct subject and verb agreement when using singular and plural.• use the perfect form of verbs to mark relationships of time and cause.• passive voice.• use question tags in informal writing.• full range of punctuation• semicolons,• dashes, colons, hyphens,• punctuation precisely to enhance meaning and avoid ambiguity.• ellipsis, hyphen, colon, semi-colon• spell all of the Y5 and Y6 statutory spelling words correctly.• spell words that contain hyphens	<p>Title</p> <p>Opening</p> <p>Creating atmosphere</p> <p>Characters detail/ setting detail</p> <p>buildup</p> <p>climax/ dilemma</p> <p>Resolution/ ending</p> <p>Moral</p> <p>Flashbacks</p> <p>Dialogue to advance the action</p> <p>Different fiction genres</p>	<ul style="list-style-type: none">• Choose the appropriate style and form for the purpose and audience of my writing• techniques to engage the reader, for example, personal comments, opening hook, and flashbacks• passive voice to create suspense• precise and specific word choices according to the text type and audience.• punctuation to convey and clarify meaning, including the colon and semi-colon• different sentence structures and lengths to suit the purpose and audience of my writing.• range of sentence types for impact and specific effect on the reader• control complex sentences, manipulating the clauses to achieve specific effects• ambitious language used effectively and for reader impact
	Y2	Y2						
	LAYOUT	LANGUAGE						
	<ul style="list-style-type: none">• Title• Opening/beginning• Build up• /event• Dilemma/problem• End/resolution <p>SUPPORT: Personal experiences Real and fiction Character and setting descriptions Story mountains</p>	<ul style="list-style-type: none">• key words• new vocabulary.• present tense• past tense• sentences with different forms: statement, question, exclamation, command.• use some features of written Standard English.• Use co-ordinating conjunctions (or/and/but).• Use subordinating conjunctions (when/if/that/because).• expanded noun phrases• capital letters for names, places, the days of the week and the personal pronoun ‘I’.• use full stops to end sentences.• question marks and exclamation marks make the meaning clear• make simple additions, revisions and corrections to their own writing• correct tense is used throughout.• spell more words with contracted forms.• learn the possessive singular apostrophe (e.g. the girl’s book).• apply further Y2 spelling rules and guidance• spell most Y1 and Y2 common exception words correctly						
		<p>Y2 GDS</p> <ul style="list-style-type: none">• Editing• Suffixes• Joining						

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

EYFS/ Reception	Y1	Y1	Y3/4	Y3/4	Y5/6	Y5/6	Y6 GDS	Y6 GDS
	STRUCTURE	LANGUAGE	STRUCTURE	LANGUAGE	STRUCTURE	LANGUAGE	STRUCTURE	LANGUAGE
Write short sentences with words with known sound-letter correspondences using a capital letter and full stop.	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.	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)	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	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	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)	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)	Use the full range of KS2 punctuation. Use punctuation to convey and clarify meaning including : and ; Use different sentence structures and length. Use a range of sentence structures and lengths.	Make precise and specific word choices Select verbs forms for meaning and effect
Write simple phrases and sentences that can be read by others.	<u>Y2</u> Use commas to separate items in a list. Use subordination for reason e.g. <i>I put my coat on because it was raining. 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 compound 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>	<u>Y2</u> 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 <u>Y2 GDS</u> 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.						

EYFS/ Reception	Y1	Y1	Y3/4	Y3/4	Y5/6	Y5/6	Y6 GDS	
	LAYOUT	LANGUAGE	LAYOUT	LANGUAGE	LAYOUT	LANGUAGE	LAYOUT	LANGUAGE
<ul style="list-style-type: none">Express ideas relating to experienceCL and FS in a caption /sentenceTo write name	<ul style="list-style-type: none">Sender's addressDateInformal greetingIntroductionConclusionInformal sign off – from/best wishes/love	<ul style="list-style-type: none">Informal sentence startersConjunctions – but or becauseSuffixes – ing –ed –erAdjectivesCompound wordsPrefix- unPunctuation – capital letters, full stops, commas, question marks	<ul style="list-style-type: none">Address sender and recipient.DateGreetingIntroductionParagraphsConclusionSign offSender's name	<ul style="list-style-type: none">First personYear % spellingsSuffixesPossessive apostrophes used accurately for plural possessionConjunctionsAdverbials/ fronted adverbs.Formal/informal languagePrepositionsExpanded noun phases where appropriate.Previously taught punctuation in KS1Commas to mark clauses after fronted adverbials.Standard English verb inflections.	<p><u>Informal</u></p> <ul style="list-style-type: none">Senders address on right hand sideDateAn appropriate greeting - How are you? / Hope you are well?Introduction – why are you writing the letter?Separate paragraphs detailing further information.ConclusionComplementary closing sentence.Informal sign-off - Sender's name or signature. <p><u>Formal</u></p> <ul style="list-style-type: none">Address of the recipient on left hand side lower than sender's address.Formal sign-off - Yours sincerely (if you know the recipient) / Yours faithfully (if you do not know the recipient)	<p><u>Informal</u></p> <ul style="list-style-type: none">Dear... / Dearest...Written in first personChatty/colloquial styleContractionsRelative clausesTime adverbialsBrackets, commas, dashes for parenthesisConjunctions to add detail and to increase flow. (whereas/although/so) <p><u>Formal</u></p> <ul style="list-style-type: none">Dear sir/madam/To whom it may concern.Introduction - I am writing to you/I would like to expressNo contractionsRelative clausesAdverbials- consequently/moreover/ regardlessCommas, brackets, dashes for parenthesisConjunctions to add detail and to increase flow. (whereas/although/ despite)Formal sign-off -Yours sincerely/Yours faithfully	<p><u>Informal</u></p> <ul style="list-style-type: none">Senders address on right hand sideDateAn appropriate greetingIntroduction – why are you writing the letter?Separate paragraphs detailing further information.ConclusionComplementary closing sentenceSender's name or signature. <p><u>Formal</u></p> <ul style="list-style-type: none">Address of the recipient on left hand side lower than sender's addressFormal sign-off – Yours sincerely/Yours faithfully	<ul style="list-style-type: none">Cohesion between paragraphsFluidity of sentencesFormal technical vocabularyFull range of punctuation eg- hyphens to avoid ambiguity.Shift in formality – informal tone/voice.
	Y2	Y2						
	LAYOUT	LANGUAGE						
	<ul style="list-style-type: none">The sender's addressDateThe address of the recipientA greetingIntroductionMain body - paragraphsConclusionA formal sign offPunctuation	<ul style="list-style-type: none">Formal sentence startersNoun phrasesPunctuation – full stops, commas, question marks, exclamation markCommas in a listCorrect form of past and present tensePreviously taught punctuation in Y1Subordinating conjunctions						

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"> Verbally recalling event in order using words such as first, then, next 	<ul style="list-style-type: none"> Title for the recount Chronological order of main events 	<ul style="list-style-type: none"> Capital letters and full stops Capital letters for names, places, days of the week and the personal pronoun "I" Sequencing words such as first, then, next Question marks and exclamation marks Adjectives to describe Past tense Ideas and sentences joined with "and" <u>Year 2</u> Co-ordinating and subordinating conjunctions Commas in lists Statements of facts Correct form of past and present tense used (including progressive form of past and present) Apostrophes for possession 	<ul style="list-style-type: none"> Title for the recount Paragraphs Chronological order Introduction identifies: - Who? What? Where? When? Why? Middle section gives further information Conclusion summarises highlights and reflects on what has been learnt 	<ul style="list-style-type: none"> Writing organised into paragraphs around a theme Nouns or pronouns used appropriately to aid cohesion and avoid repetition Noun phrases expanded by the addition of modifying adjectives, e.g. the sly burglar with straggly hair. Fronted adverbials, e.g. In the blink of an eye, The next day, etc. followed by a comma Possessive apostrophes used accurately for plural possession 	<ul style="list-style-type: none"> Title for the recount Paragraphs Chronological order Introduction identifies: - Who? What? Where? When? Why? Middle section gives further information Conclusion summarises highlights and reflects on what has been learnt 	<ul style="list-style-type: none"> Appropriate grammar and vocabulary to match the audience and purpose Linking words/phrases between sentences and paragraphs to build cohesion including time adverbials, e.g. nearby; and number, e.g. secondly Relative clauses beginning with a relative pronoun (who, which, where, when, whose, that) Adverbs and modal verbs to indicate degrees of possibility, e.g. surely, perhaps, should, might Brackets, dashes or commas to indicate parenthesis Commas to clarify meaning or to avoid ambiguity <u>Year 6/HA Yr5</u> Single clause sentences for effect Hyphens to avoid ambiguity Semi-colons/colons/dashes to separate clauses Passive voice Subjunctive 		<ul style="list-style-type: none"> Shift in formality – informal tone/voice/formal Verb forms, selected for meaning and effect, skilfully manage transitions in time

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

			Y4	Y4	Y5/6	Y5/6	Y6 GDS	Y6 GDS
	STRUCTURE	LANGUAGE	STRUCTURE	LANGUAGE	STRUCTURE	LANGUAGE	STRUCTURE	LANGUAGE
	<p>Y3 Verbally discuss and share a simple statement of the issues involved the main arguments for, with supporting examples against with supporting examples. Discussion texts usually end with a summary</p>	<p>Y3 Verbally share orally rehearsal Consistent use of present tense</p> <p>Written in the present tense.</p> <p>Generalises the participants and things it refers to using uncountable Noun phrases (some people, most dogs),</p> <p>Nouns that categorise (vehicles, pollution) and abstract nouns (power)</p>	<p>The structure includes a statement of the issues involved and a preview of the main arguments for, with supporting evidence/examples arguments against or alternative views, with supporting evidence/examples.</p> <p>Another common structure presents the arguments ‘for’ and ‘against’ alternatively. Discussion texts usually end with a simple summary and a statement of recommendation or conclusion. The summary may develop one particular viewpoint using reasoned judgements based on the evidence provided</p>	<p>The structure includes a statement of the issues involved and a preview of the main arguments for, with supporting evidence/examples arguments against or alternative views, with supporting evidence/example</p> <p>Another common structure presents the arguments ‘for’ and ‘against’ alternatively. Discussion texts usually end with a simple summary and a statement of recommendation or conclusion. The summary may develop one particular viewpoint using reasoned judgements based on the evidence provided</p>	<p>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.</p>	<p>Passive verbs to suggest formal tone. Precise vocabulary choices to suggest author or 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 1st or 3rd person (unless direct reader address 2nd person)</p>	<p>The structure includes a statement of the issues involved and a preview of the main arguments for, with supporting evidence/examples arguments against or alternative views, with supporting evidence/examples. Another common structure presents the arguments ‘for’ and ‘against’ alternatively. Discussion texts usually end with a summary and a statement of recommendation or conclusion. In discussions, complex ideas need developing over a sentence. The summary may develop one particular viewpoint using reasoned judgements based on the evidence provided. Personal recommendation and give a reason for it</p>	<p>Written in the present tense. This can include other forms such as present perfect e.g. some people have argued...some people have said...</p> <p>Heading and subheadings can be used to aid presentation.</p> <p>Paragraphs are useful for organising the discussion into logical sections. Uses adverbials e.g. therefore, however to create cohesion within and across paragraphs.</p> <p>Degrees of formality and informality can be adapted to suit the form of the discussion the writers need to make formal and informal vocabulary choices to suit the form of the writing by making generic statements followed by specific examples e.g. Most vegetarians disagree. Dave Smith, a vegetarian for 20 years, finds that ... The passive voice can sometimes be used to present points of view e.g. It could be claimed that...it is possible that...some could claim that...</p> <p>Because arguments include hypothetical ideas, conditional language, such as the subjunctive form can sometimes be used e.g. If people were to stop hunting whales...</p> <p>Colons and semi-colons can be useful for separating and linking these ideas.</p> <p>Cause and effect connectives e.g. consequently, hence.</p> <p>Create cohesion across paragraphs using a wider range of cohesive devices which can include adverbials e.g. therefore, however</p> <p>Use conditional forms such as the subjunctive form to hypothesise e.g. If people were to stop hunting whales... to be discussed and why it is being discussed. against.</p>

Elston Hall Learning Trust Writing Skills Ladder: PERSUASIVE WRITING						
Y3	Y4	Y4	Y5/6	Y5/6	Y6 GDS	Y6 GDS
Verbal rehearsal of skills ready for writing - see speaking and listening progression document.	STRUCTURE	LANGUAGE	STRUCTURE	LANGUAGE	STRUCTURE	LANGUAGE
	<p>A clear title linked to theme.</p> <p>An opening sentence explaining the viewpoint.</p> <p>Main body- arguments to support point of view. Organised information presents viewpoint.</p> <p>Conclusion- A closing statement.</p> <p><u>Leaflet</u> Pictures and diagrams to support.</p> <p>Grouped information.</p>	<p>Short sentences.</p> <p>Present tense (present perfect).</p> <p>Facts and statistics</p> <p>Exaggeration</p> <p>Emotive language.</p> <p>Persuasive devices.</p> <p>Rhetorical questions.</p> <p>Sentence starters.</p> <p>Repetition.</p> <p>Facts.</p> <p>Rule of 3.</p> <p>Alliteration</p> <p>Causal conjunctions.</p>	<p>A clear title linked to the theme.</p> <p>An opening statement that sums up the viewpoint being presented.</p> <p>Strategically organised</p> <p>Main body organised into viewpoints with supporting information.</p> <p>Conclusion: A closing statement repeats and reinforces the original thesis</p> <p><u>Leaflet</u> Columns with graphs, data and statistics.</p> <p>Information to support argument in boxes.</p>	<p>Strong arguments with evidence and justification.</p> <p>Opinions presented as facts.</p> <p>Cause and effect conjunctions.</p> <p>Modal verbs and adverbs.</p> <p>Facts and statistics.</p> <p>Powerful exclamations.</p> <p>Wide range of conjunctions.</p> <p>Subjunctive voice.</p>	<p>Choice of structure linked to audience and purpose.</p>	<p>Make formal and informal vocabulary choices.</p> <p>Adapt degrees of formality and informality to suit the form of the text.</p> <p>The passive voice can be used in some formal persuasive texts.</p> <p>Use conditional forms such as the subjunctive form to hypothesise.</p> <p>Create cohesion across paragraphs using a wider range of cohesive devices which can include adverbials.</p>