

This progression pathway booklet sets out the expectation statements, colour coded from Nursery to Y7, and is organised in terms of the skill progression pathways. There is a progression ladder for each element/aspect of the LNF which has been labelled to show the code and subject of each pathway. The ladders give a clear overview of the progression of skills from Nursery to Y7.

The booklet can be used to support differentiation when planning or to identify next steps when working with learners. It also supports giving detailed and focused feedback, using the codes to simplify the process.



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### WS1 Writing Structure

### Writing Skills

- I can follow a structure in my writing with support, e.g. reports, lists
- I can use a basic structure for writing
- I can use specific structures in writing, e.g. tables, questionnaires
- I can use features which show the structure of the writing, e.g. sub-headings, captions
- I can adapt structures in writing for different contexts, e.g. reporting an event, investigation or experiment
- I can adapt structures in writing for different contexts, e.g. describe outcome, outline process or discuss an issue

### RS2 Reading Strategies continued

### Reading Skills

- I can use a range of strategies to make meaning from words and sentences, including knowledge of phonics, word roots, word families, syntax, text organisation and prior knowledge of context
- I can use a range of strategies to make meaning from words and sentences, including knowledge of phonics, word roots, word families, syntax, text organisation and prior knowledge of context
- I can use a range of strategies to make meaning from words and sentences, including knowledge of phonics, word roots, word families, syntax, text organisation and prior knowledge of context
- I can use my knowledge of:
  - word roots and families
  - grammar, sentence and whole-text structure
  - content and contextto make sense of words, sentences & whole texts

OS1

Explaining Information and Ideas

Speaking Skills

- I can express some enjoyment or interest
- I can express what I like and dislike
- I can express an opinion on familiar subjects
- I can express opinions, giving reasons, and provide

OS2 Explanations

- I can talk about, in simple terms, drawings, models and actions
- I can talk about things from their experience and share information
- I can talk about things they have made or done, explaining the process
- I can explain information and ideas using relevant vocabulary

Colour Codes

Nursery Skills

Reception Skills

Year 1 Skills

Year 2 Skills

Year 3 Skills

Year 4 Skills

Year 5 Skills

Year 6 Skills

Year 7 Skills

RS3 Reading Texts

Reading Skills

- I can recognise familiar words, e.g. own name, and print in the environment, e.g. logos
- I can read simple words such as consonant-vowel-consonant words
- I can read simple captions and texts recognising high-frequency words
- I can read suitable texts with accuracy and fluency
- I can read a range of suitable texts with increasing accuracy and fluency
- I can read short information texts independently with concentration
- I can read texts, including those with few visual clues, independently with concentration
- I can read extended texts independently for sustained periods
- I can read complex texts independently for sustained periods

WM5 Edit & Improve Writing

Writing Skills

- I can write letters, numbers and/or symbols randomly
- I can copy and write letters, words and phrases e.g/ from the environment or those modelled by the practitioner
- I can write words, phrases and simple sentences and read back own attempts
- I can re-read and improve my writing to ensure that it makes sense
- I can review and improve sections of my work
- I can improve writing, checking for clarity and organisation
- I can revise and improve writing, explaining why I have made changes
- I can reflect on, edit and redraft to improve my writing
- I can identify areas for improvement in my writing, edit and redraft

WG6 Handwriting  
continued

Writing Skills

- I can hold writing instruments appropriately
- I can discriminate between letters
- I can write from left to right
- I can form upper- and lower-case letters that are usually clearly shaped and correctly orientated
- I can form upper- and lower-case letters accurately and with consistent size
- I can produce legible handwriting and present work appropriately joining letters in some words
- I can produce handwriting which is clear and legible and may be cursive
- I can produce legible, cursive handwriting with increasing fluency
- I can produce fluent and legible handwriting
- I can produce fluent and legible handwriting

OS2

Explanations continued

Speaking Skills

- I can explain information and ideas using supportive resources, e.g. on-screen and web-based materials
- I can explain information and ideas, exploring and using ways to be convincing, e.g. use of vocabulary, gesture, visual aids
- I can express issues and ideas clearly, using specialist vocabulary and examples
- I can present topics and ideas clearly, using formal language and varying what I say and how I say it to interest listeners, e.g. expression, tone of voice, volume

WM4 Using ICT  
to Present Work  
continued

Writing Skills

- I can explore different ways to present work and use them appropriately, e.g. moving image, slides, voiceover
- I can use the tools and conventions of ICT to present information and data and to structure writing

RS4 Reading  
Punctuation

Reading Skills

- I can show an awareness of full stops when reading
- I can read aloud with attention to full stops and question marks
- I can read aloud with expression, showing awareness of exclamation and speech marks
- I can read aloud with attention to punctuation, including full stops, question, exclamation and speech marks, varying intonation, voice & pace
- I can read aloud using punctuation to aid expression
- I can use understanding of sentence structure and punctuation to make meaning

OS3

Organising & Extending

Speaking Skills

I can retell, in simple terms, an event or experience

I can use words, phrases and simple sentences

I can include some detail and some relevant vocabulary to extend my ideas or accounts

I can extend my ideas or accounts by sequencing what I say and including relevant details

I can organise what I say so that listeners can understand, e.g. emphasising key points, sequencing an explanation

I can organise talk so that different audiences can follow what is being said, e.g. giving background information, providing a brief summary of main points

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WG5

High-Frequency Spelling

Writing Skills

I can use familiar and high-frequency words in writing

I can spell high-frequency words correctly

I can spell high-frequency words correctly

I can spell all high-frequency words correctly

WG6

Handwriting

I can pick up small objects with finger and thumb and start to hold writing implements appropriately, using pincer grip

I can identify letter sounds through exploration of their shape using tactile letter forms and multi-sensory play activities

I can demonstrate an understanding of the directionality of written print

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RS4 Reading Punctuation continued

Reading Skills

I can identify how punctuation relates to sentence structure and how meaning is constructed in complex sentences

I can understand how punctuation can vary and so affect sentence structure and meaning, e.g. I had chocolate (,) cake and cheese for tea

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WM4 Using ICT to Present Work continued

Writing Skills

I can use pictures to convey meaning on-screen

I can use pictures and symbols to compose writing on-screen

I can select letters, words and pictures to compose writing on-screen I can experiment with different formats and layouts on-screen, using the facility to move text and pictures around easily

I can use on-screen functions, e.g. font, colour, cut, paste, size, to present their work in ways to interest the reader and enhance meaning

I can explore and use appropriately the different forms of writing on-screen to interact with others, e.g. websites, emails, blogs

I can explore the layouts of web pages to create material using available tools

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WG4

Spelling Strategies continued

Writing Skills

I can use past tense of verbs consistently, e.g. consonant doubling before ed

I can spell plural forms, e.g. -s, -es, -ies

I can use strategies including knowledge of word families, roots, morphology, derivations and graphic knowledge to spell words, e.g. words with more complex patterns

I can use a variety of strategies to spell words with complex regular patterns, e.g. exercise, competition

I can use strategies to spell correctly polysyllabic, complex and irregular words

I can use a variety of strategies and resources to spell familiar and unfamiliar vocabulary and subject-specific words correctly

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OS4

Speaking to an Audience

Speaking Skills

I can speak clearly enough to be understood by adults and peers

I can speak audibly

I can speak audibly, conveying meaning to listeners beyond my friendship group

I can speak clearly to a range of audiences

I can speak clearly, varying expression to help listeners

I can use language appropriate to more formal situations, e.g. during an assembly, talking to a visitor

I can adapt talk showing understanding of the differences between informal talk with friends and more extended talk with a wider group

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WM2 Organising Writing continued

Writing Skills

I can write a comprehensive account of a topic or theme

I can explain ideas fully, showing implications and consequences

WM3 Plan Writing

I can talk about what I am going to write

I can use talk to plan writing

I can note down ideas to use in writing

I can gather ideas to plan writing

I can use techniques in planning writing, e.g. mind mapping, sequencing, placemat activities

I can use a range of strategies to plan writing, e.g. notes, diagrams, flowcharts

I can plan writing making choices about the best ways to present content for effect, e.g. building a case for something, selecting details that help the reader understand

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RS5 Skimming & Scanning

Reading Skills

I can skim to gain an overview of a text, e.g. topic, purpose

I can look for specific information in texts using contents, indexes, glossaries, dictionaries

I can skim to gain the gist of a text or the main idea in a chapter

I can scan for specific information using a variety of features in texts, e.g. titles, illustrations, key words

I can use a range of strategies for skimming, e.g. finding key words, phrases, gist, main ideas, themes

I can scan to find specific details using graphic and textual organisers, e.g. sub-headings, diagrams

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OS4

Speaking to an Audience  
continued

Speaking Skills

I can speak clearly, using formal language and projecting voice effectively to a large audience, e.g. event for parents/carers, presentation to visitors

I can use strategies including knowledge of word families, roots, morphology, derivations and graphic knowledge to spell words, e.g. words with more complex patterns

I can use a variety of strategies to spell words with complex regular patterns, e.g. exercise, competition

I can use strategies to spell correctly polysyllabic, complex and irregular words

I can use a variety of strategies and resources to spell familiar and unfamiliar vocabulary and subject-specific words correctly

WG4

Spelling Strategies

Writing Skills

I can use correct initial consonant by beginning to apply phonic knowledge

I can use spelling strategies such as sound-symbol correspondence and segmenting

I can spell some words conventionally, including consonant-vowel-consonant and common digraphs, e.g. th, ck

I can use spelling strategies such as segmenting, simple roots & suffixes, e.g. ing, ed

I can use standard forms of verbs, e.g. see/saw, go/went, and subject-verb agreement, e.g. I was/we were

I can use strategies including knowledge of word families, roots, morphology and graphic knowledge to spell words, e.g. most common polysyllabic words

RS5 Skimming & Scanning  
continued

Reading Skills

I can use a range of strategies for finding information, e.g. skimming for gist, scanning for detail

I can read closely, annotating for specific purposes

I can use a range of strategies, e.g. speed reading, close reading, annotation, prediction, to skim texts for gist, key ideas and themes, and scan for detailed information

WM2 Organising Writing

Writing Skills

I can communicate by using symbols & pictures

I can convey meaning through pictures and mark making

I can recognise the alphabetic nature of writing and understand that written symbols have meaning

I can use pictures, symbols, letters in sequence and familiar words to communicate meaning

I can write text which makes sense to another reader, which may include details and pictures

I can include relevant details, information or observations in my writing

I can explain main idea(s) with supporting details, including observations and explanations where relevant

WG3

Punctuation continued

Writing Skills

I can use the full range of punctuation accurately to clarify meaning

I can use the full range of punctuation accurately to clarify meaning, e.g. demarcating sentences (full stops) and clauses (commas), and using apostrophes correctly

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OS5

Role Play

Speaking Skills

I can imitate real life and make-believe experiences within role play

I can contribute to role-play activities using relevant language

I can adopt a role using appropriate language

I can adopt a specific role, using appropriate language in structured situations

I can keep in role and support others in role play

I can explore different situations through role play

I can explore issues and themes through role play

I can explore challenging or contentious issues through sustained role play

I can argue a convincing case using subject knowledge effectively, e.g. in role or debate

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WM1 Writing for a Purpose continued

Writing Skills

I can write with a clear purpose, showing consideration for the reader, e.g. by choosing appropriate vocabulary and presentational devices

I can adapt writing style to suit the reader and purpose, e.g. formal style for unknown reader, simple style for younger readers

I can write a comprehensive account of a topic presenting information, processes and ideas clearly and appropriately for the purpose

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RS6 Text Features

Reading Skills

I can show an awareness of the difference between stories and information texts

I can identify simple text features such as titles and pictures to indicate what the text is about

I can look for clues in the text to understand information

I can identify and use text features, e.g. titles, headings and pictures, to locate and understand specific information

I can look for key words to find out what the text is about

I can identify different purposes of texts, e.g. to inform, instruct, explain

I can identify how texts are organised, e.g. lists, numbered points, diagrams with arrows, tables and bullet points

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OL1

Listening to Others

Listening Skills

- I can listen and respond with growing attention and concentration
- I can show that I have listened to others, e.g. by drawing a picture
- I can listen to others, with growing attention, usually responding appropriately, e.g. carrying out instructions
- I can listen to others with concentration, understanding the main points and asking for clarification if needed
- I can listen carefully and make connections between what I am learning and what I already know
- I can listen carefully to presentations and show understanding of main points
- I can listen carefully to presentations using techniques to remember the main points, e.g. making notes, summarising

WG3 Punctuation

Writing Skills

- I can distinguish between upper- and lower-case letters and show an awareness of full stops
- I can use capital letters and full stops with some degree of consistency
- I can use capital letters, full stops and question marks accurately and sometimes use exclamation marks
- I can use full stops, question marks, exclamation marks and commas for lists
- I can use punctuation to demarcate sentences and begin to use speech marks, commas to mark clauses and phrases, and apostrophes for omission, e.g. it's (it is)
- I can use the full range of punctuation to guide the reader in complex sentences, e.g. commas, bullet points, speech marks and apostrophes for possession

RS6 Text Features continued

Reading Skills

- I can identify how texts differ in purpose, structure and layout
- I can identify features of texts, e.g. introduction to topic, sequence, illustrations, degree of formality

WM1 Writing for a Purpose

Writing Skills

- I can attribute meaning to marks, drawings and art work, e.g. adult annotation
- I can experiment with a range of mark-making instruments and materials across a range of contexts
- I can orally compose and dictate a sentence describing events, experiences and pictures to communicate meaning
- I can communicate purposefully in writing, e.g. may be supported by a drawing
- I can write for different purposes
- I can write for different purposes and readers choosing words for variety and interest
- I can adapt what they write to the purpose and reader, choosing words appropriately, e.g. descriptive, persuasive language

## WG2 Connectives

## Writing Skills

I am beginning to use connectives to expand a point

I can use connectives to write compound sentences

I can use connectives for causation and consequence, e.g. because, after

I can use connectives to show links within sentences

I can use conditionals to show hypotheses or possibilities, e.g. if, might, could

## OL1 Listening to Others continued

## Listening Skills

I can listen carefully to presentations and show understanding of the speakers' conclusions or opinions

I can respond thoughtfully to others' ideas, asking pertinent questions

## OL2 Join in and Retell

I can listen and join in with songs, rhymes and stories

I can join in, repeat or memorise rhymes, songs and stories with some support

I can join in, repeat or memorise a range of rhymes and songs

I can retell narratives or information that I have heard

I can retell narratives or information that I have heard, sequencing events correctly

## RA6 Evaluating Text

## Reading Skills

I can consider if the content is reliable, e.g. are photographs more reliable than drawings?

I can consider whether a text is effective in conveying information and ideas

I can evaluate the content, presentation and appeal of a text

## RS7 Visual Features

## Reading Skills

I can make meaning from pictures in books, adding detail to my explanations

I can make meaning from visual features of the text, e.g. illustrations, photographs, diagrams and charts

I can understand the meaning of visual features and link to written text, e.g. illustrations, photographs, diagrams and charts

I can use the different features of texts to make meaning, e.g. pictures, charts and layout

I can use visual clues, e.g. illustration, photographs, diagrams and charts, to enhance understanding

## OL3 Asking Questions

## Listening Skills

I can ask an appropriate question about something that has been said

I can ask questions about something that has been said

I can show understanding of what they have heard by asking questions to find out more information

I can show understanding of what I have heard by asking relevant questions to find out specific information

I can check understanding by asking relevant questions or making relevant comments

I can respond, after listening, giving views on what the speaker has said

## WG1 Sentence Structure

## Writing Skills

I can use ordering words, e.g. first, next, then, lastly

I can start sentences in a variety of ways

I can use adjectives and adverbs to expand simple sentences and phrases

I can vary the order of words, phrases and clauses in sentences

I can use adjectival and adverbial phrases to add interest and precision

I can use different sentence structures, including complex sentences showing relationships of time, or cause, e.g. before you start ... , if you do this, then..

I can use varied sentence structures for emphasis and effect

I can use a wide range of sentence structures choosing connectives to make meaning clear

## RS8 On screen Text

## Reading Skills

I can recognise and make meaning from pictures on-screen

I can recognise and make meaning from words and pictures on-screen

I can identify words and pictures on-screen which are related to a topic

I can identify key words to search for information on-screen, and modify search words as necessary

I can locate information on web pages using screen features, e.g. toolbars, side bars, headings, arrows

I can find information and ideas from web pages, using different search methods, considering which are the most efficient methods

## RA4 Fact, Theory or Opinion

## Reading Skills

I can distinguish between facts, theories and opinions

I can distinguish between facts, theories and opinions and use evidence to show the differences

## WL2 Vocabulary

## Writing Skills

I can use specific words which relate to the topic of my writing

I can use simple subject-related words appropriately

I can use vocabulary related to the topic or subject context

I can use subject-specific vocabulary independently

I can use appropriate vocabulary, including subject-specific words and phrases

I can use varied and appropriate vocabulary, including subject-specific words and phrases

I can use varied and appropriate vocabulary accurately, including subject-specific words and phrases

Which direction are you going to write?

## OL3 Asking Questions continued

## Listening Skills

I can listen to others, asking questions and responding to both the content and the speakers' viewpoints

I can respond to others with questions and comments which focus on reasons, implications and next steps

I can listen to explanations of processes, sequences or points of view and identify the main points in order

## RA3 Making Connections between Texts

## Writing Skills

I can make links between texts read and other information about the topic

I can make links between texts read and new information about the topic

I can make links between what I read and what I already know and believe about the topic

I can understand how something can be represented in different ways, e.g. moving image, multi-modal and print

I can gather and organise information and ideas from different sources

I can collate and make connections, e.g. prioritising, categorising, between information and ideas from different sources

I can collate and summarise relevant information, e.g. pull together and sum up

## RS8 On screen Text continued

## Reading Skills

I can use information from trusted sources, on-screen and on paper, and downloading as necessary

I can use internet searches carefully, deciding which sources to read and believe

I can assess the quality and reliability of information on web pages, considering its origins and verifying accuracy

## OC1 Contribute to Discussion

### Collaboration Skills

- I can participate in discussions with other children and/or adults
- I can exchange ideas in one-to-one and small group discussions, e.g. with friends
- I can contribute to conversations and respond to others, taking turns when prompted
- I can contribute to discussion, keeping a focus on the topic and taking turns to speak
- I can contribute to group discussion, sharing ideas and information
- I can contribute to group discussion and help everyone take part
- I can contribute to group discussion, taking some responsibility for completing the task well, e.g. introducing relevant ideas, summing up

## WL1 Writing Language

### Writing Skills

- I can understand and use language appropriate to writing e.g. noun, verb, adjective
- I can use language appropriate to writing, including standard forms of English
- I can use language appropriate to writing, including standard forms of English
- I can use language appropriate to writing, including standard forms of English
- I can use language appropriate to writing, including standard forms of English
- I can use impersonal language to convey ideas and information, e.g. the interest is calculated by... , sharp scissors are necessary to...

## RC2 Recall & Retell

### Reading Skills

- I can recall details of a story or text by answering open-ended questions or referring to picture prompts
- I can retell familiar stories in a simple way using pictures to support
- I can retell events from a narrative in the right order
- I can recall details from information text

## RA1 Respond to Text

### Reading Skills

- I can show an interest in books and enjoy their content
- I can show an interest in books and other reading materials and respond to their content
- I can express a view about the information in a text

## RA2 Explore Texts

- I can follow picture books and texts read to me and respond appropriately.
- I can follow texts read to me and respond appropriately
- I can explore language, information and events in texts
- I can show understanding and express opinions about language, information and events in texts
- I can use information from texts in my discussion or writing

## WS5 Visual information

### Writing Skills

I can use visual information if relevant, e.g. labelled diagrams

I can use visual information, e.g. illustrations, diagrams and graphs, which are clear and relevant to the written text

I can use images, graphs and illustrations which are clear, relevant and appropriate

I can use features and layout which are constructed to present data and ideas clearly



## OC1 Contributing to Discussions continued

### Collaboration Skills

I can contribute purposefully to group discussion to achieve agreed outcomes

I can make a range of contributions to discussions, e.g. leading, encouraging and supporting others

## OC2 Taking part in Activities

I can take part in activities alongside others

I can take part in activities alongside others, with some interaction

I can take part in activities with others and talk about what they are doing



## RC6 Making links continued

### Reading Skills

I can identify ideas and information that interest them to develop further understanding

I can follow up initial ideas that interest them by further research



## RC3 Identify Information

### Reading Skills

I can identify information from a text using visual features and words

I can identify information related to the subject of a text

I can identify information from a text accurately and sort into categories or headings

I can accurately identify the topic and main ideas of a text, e.g. by highlighting, using key words of the text

I can accurately identify the main points and supporting information in texts

I can show understanding of main ideas and significant details in texts, e.g. mind mapping, showing hierarchy of ideas, flowchart identifying a process



OC2 Taking Part  
in Activities continued

Collaboration Skills

- I can share activities and information to complete a task
- I can use talk purposefully to complete a task in a group
- I can help a group to reach agreement, e.g. considering reasons or consequences, keeping focus on the topic
- I can build on and develop the ideas of others in group discussions, e.g. by asking questions to explore further, offering more ideas
- I can follow up points in group discussions, showing agreement or disagreement giving reasons
- I can reach consensus and agree actions in groups, e.g. agreeing a plan, weighing up reasons and evidence



WS4 Sequencing &  
Paragraphs

Writing Skills

- I can begin to sequence words, signs or symbols appropriately
- I can sequence content correctly, e.g. instructions, recipes
- I can present processes, event or reports in a clear sequence
- I can organise writing into logical sequences or sections by beginning to use paragraphs
- I can use paragraphs, which have a main idea and related details
- I can use paragraphs making links between them
- I can use paragraphs to organise longer pieces of writing into sections



RC3 Identify Information  
continued

Reading Skills

- I can show understanding of main ideas and significant details in different texts on the same topic
- I can select the main points from texts and identify how information and evidence are used to support them

RC4 Inference & Deduction

- I can deduce ideas and information by linking explicit statements, e.g. cause and effect
- I can deduce connections between information, e.g. sequence, importance
- I can infer meaning which is not explicitly stated, e.g. what happens next?, why did he/she do that?
- I can infer ideas which are not explicitly stated, e.g. writers' viewpoints or attitudes
- I can read between the lines using inference and deduction



RC6 Making Links

Reading Skills

- I can begin to make links to own experiences when listening to or exploring books/texts
- I can relate information and ideas from a text to personal experience
- I can use personal experience to support understanding of texts
- I can draw upon relevant personal experience and prior knowledge to support understanding of texts
- I can explore information and ideas beyond their personal experience
- I can identify and explore ideas and information that interest them



WS2 Organising  
Ideas continued

Writing Skills

I can write an effective introduction that establishes context and purpose, a suitable balance between facts and viewpoints, a precise conclusion

I can select and organise ideas and information to give a clear and full account

WS3 Different Formats

I can show understanding of different formats, e.g. cards, lists, invitations

I can understand different types of writing, e.g. records of events, descriptions, narrative

I can use different types of writing appropriate to purpose and reader



RS1 Choosing Something  
to Read

Reading Skills

I can choose different types of reading materials including books

I can choose reading materials including books

I can choose reading materials and explain what the text is about and why I like it

I can choose reading materials independently giving reasons for my choices

RS2 Phonemes and Graphemes

I can recognise that words are constructed from phonemes (sounds) and that phonemes are represented by graphemes (written letters):

- orally blend combinations of known letters
- orally segment combinations of known letters



RS2 Reading Strategies  
continued

Reading Skills

I can apply the following reading strategies with increasing independence:

- phonic strategies to decode words
- recognition of high-frequency words
- context clues, e.g. prior knowledge
- graphic and syntactic clues
- self-correction, including re-reading and reading ahead

I can apply the following reading strategies with increasing independence to a range of familiar and unfamiliar texts:

- phonic strategies
- recognition of high-frequency words
- context clues, e.g. prior knowledge
- graphic and syntactic clues
- self-correction, including re-reading and reading ahead

WS2 Organising Writing

Writing Skills

I can orally contribute to a form modelled by the adult

I can contribute to a form modelled by the teacher, e.g. through shared writing

I can follow a form modelled by the teacher

I can follow and build upon a form modelled by the teacher

I can organise writing with a beginning, middle and end

I can write using an introduction to the topic and a conclusion

I can write an introduction, develop a series of ideas and a conclusion

I can write an introduction that establishes context, a series of appropriately ordered points and a suitable conclusion