

## English progress ladder – Cohesive Devices

Key objectives	Date
I can leave spaces between words.	
I can use the personal pronoun I.	
I can use the correct tense accurately throughout a piece of writing.	
I can understand the purpose of and use adverbs.	
I can understand the purpose of and use prepositions.	
I can use adverbs and prepositions to express time and cause.	
I can use appropriate nouns or pronouns within and across sentences to avoid repetition.	
I can use fronted adverbials.	
I can start sentences in different ways adverbials or time, place and manner; conjunctions; ed/ing/simile opener; adverbs to avoid repetition of pronoun. (I ...I...I the...the.. the)	
I can use a range of cohesive devices.	

## English progress ladder – Structure

Key objectives	Date
I can sequence sentences to form short narratives/chronological order for a recount.	
I can develop stamina for writing by writing for different purposes (including simple narratives, poems, recounts and non-fiction).	
I can use sentences with different forms (statements, questions, exclamations and commands).	
I can write a narrative with a clear structure, settings, character and plot.	
I can begin to organise paragraphs around a theme.	
I can write a non-narrative using simple organisational devices such as headings and subheadings.	
I can begin to open paragraphs with topic sentences and organise them around a theme (TIPTOP)	
I can build cohesion within paragraphs through controlled use of tenses, subordinating and coordination conjunctions.	
I can organise writing into paragraphs to show different information or events.	
I can link ideas within paragraphs.	
I can use paragraphs correctly so that each one has a clear topic, as a signal in change in time, place or event.	
I can use the passive voice to present information with a different emphasis.	

## English progress ladder – Editing

Key objectives	Date
I can read my own writing aloud so it can be heard by others and check for sense.	
I can evaluate my writing independently, with peers/the teacher and make simple additions and corrections.	
I can proof-read to check for errors in spelling, grammar and punctuation.	
I can make improvements by proposing changes to grammar and vocabulary to improve consistency.	
I can use the first three letters of a word to check the spelling in a dictionary.	
I can suggest improvements to writing through assessing with peers/self.	
I can suggest changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning.	
I can use a thesaurus for alternative word choices.	
I can use the first three letters of a word to check the spelling and meaning in a dictionary.	
I can use a dictionary accurately to check spelling and meaning.	
I can proof read and edit my work to check for spelling and punctuation errors including the year 3/4 5/6 words lists/homophones.	
I can adapt the grammar and vocabulary in my writing to suit the audience and purpose.	
I can effectively draft my work so I can enhance meaning and my grammar choices are effective.	

## English progress ladder – Drafting

Key objectives	Date
I can say a sentence out loud before I write it down.	
I can plan my writing by saying what I am going to write about.	
I can write from memory simple dictated sentences.	
I can plan and discuss the content of my writing.	
I can look at and discuss models of writing, purpose and audience to be written.	
I can plan my writing by discussing and recording ideas.	
I can compose sentences using a wider range of structures linked to the grammar objectives (see clauses)	
I can write from memory dictated sentences that include words and punctuation taught.	
I can include key vocabulary and grammar choices that link to the style I am writing in.	
I can add well-chosen detail to interest the reader.	
I can use a thesaurus for alternative word choices.	
I can effectively draft my work so that I enhance meaning and adapt my grammar choices.	

## English progress ladder – Narrative

Key objectives	Date
I can sequence sentences to form short narratives.	
I can write simple narratives.	
I can write a narrative with a clear structure, setting, characters and plot.	
I can begin to use inverted commas for direct speech punctuation in a narrative.	
I can secure the use of punctuation in direct speech including a comma after the reporting clause in a narrative.	
I can develop characters through action and dialogue.	
I can add well chosen detail to interest the reader.	
I can use stylistic devices to create effect (similes, metaphors, personification)	
I can create atmosphere and describe settings effectively.	

## English progress ladder – homophones

Key objectives	Date
I can spell unknown words using my phoneme sounds.	
I can identify and apply my knowledge of homophones and near homophones (there/their/ they're, where/ were/ wear, hear/here, some/sum, son/sun, knight/night, bear/bare, quite/quiet, blue/blew, see/sea, be/bee, flower/flour, whole/hole, to/too/two, won/one, new/knew, not/knot, know/no, meet/meat).	
I can recognise and spell additional homophones (pray/prey, plane/plain, vane/vain, eight/ate, rain/reign, grown/groan, weight/wait, brake/break, great/grate).	
I can recognise and spell additional homophones (peace/piece, main/mane, fare/fair, male/mail, scene/seen, ball/bawl, whose/who's, weather/whether, medal/meddle, mist/missed, team/teem).	
I can distinguish between homophones and other words and other words which are often confused (isle/aisle, guest/guessed, cereal/serial, altar/alter, desert/dessert, draft/draught, father/farther, led/lead, steel/steal, allowed/aloud, passed/past, heard/herd, affect/effect, morning/mourning,).	
I can distinguish between homophones and other words and other words which are often confused (advice/advise, device/devise, practice/practise, licence/license, stationary/stationer, complement/compliment, principle/principal, profit/prophet)	