

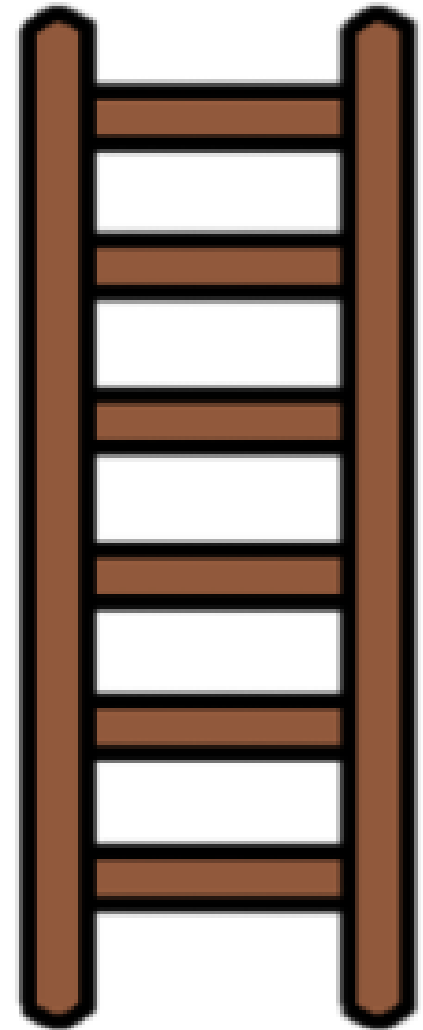
Ysgol Cradoc



Cradoc School

"Providing roots to grow and wings to fly"

Literacy
Learning Ladder
2017



LITERACY LEARNING LADDER					
Oracy					
Aspect : Speaking		Aspect : Listening		Aspect : Collaboration and Discussion	
N.OS1	I can use my face and body to show you how I feel about something.	N.OL1	I can listen well.	N.OC1	I can take my turn when speaking with others. I know 'my turn, your turn'
N.OS2	I can talk about drawings/ things I've made/ how I move /how things move.	N.OL2	I can listen to songs, rhymes and stories. I can join in with songs, rhymes and stories.	N.OC2	I can work with my friends.
N.OS4	I can speak so that grown-ups and my friends can hear me.	N.OL2 a	I can repeat a story or something I have heard.		
N.OS5	I can pretend in role play. I can make believe in role play.	N.OL3	I can ask a question about something that somebody has said.		
N.OS6	I can show that some sounds change at the start of words in rhymes and songs.				
R.OS1	I can say what I like and don't like.	R.OL1	I can show I have listened to my teacher and my friends. <i>eg by drawing a picture</i>	R.OC1	I can talk in a group or with another person.
R.OS2	I can talk about myself and my family. I can talk about things I like doing.	R.OL2	I can join in rhymes, songs and stories. I can remember them and say them again if someone helps me.	R.OC2	I can work in a group.
R.OS4	I can speak so that people can hear me.	R.OL3	I can ask questions about what I have listened to.		
R.OS5	I know which words to use in role-play.				
R.OS6	I can show that some sounds change at the start of words. <i>eg y ci, y gath</i>				
1.OS1	I can say what I like and don't like about things.	1.OL1	I can pay attention when listening to others. I can do what they ask. <i>eg carrying out instructions</i>	1.OC1	I can listen and talk with others, taking turns.
1.OS2	I can talk about things I have made or done and tell you how I did them.	1.OL2a	I can retell stories and information that I have heard.	1.OC2	I can listen and talk in a group about what we are doing.
1.OS3	I use interesting words to describe what I am thinking. I can use the correct words to give more information.	1.OL2	I can join in rhymes, songs and stories. I can remember them and say them again.		
1.OS4	I can talk to other people who aren't my friends and they understand me.	1.OL3	I can ask questions about what I have heard to find out more information.		
1.OS5	I know what to say when I am pretending to be someone else.	1.OL4	I can answer questions using the correct formats. <i>eg Oes? Oes/ Nac oes</i>		
1.OS6	I can show I know that some sounds change at the start of words.				
2.OS1	I can say what I like or don't like and why. I can answer questions.	2.OL1	I listen to others with concentration. I can understand the main points. I ask questions when I don't understand.	2.OC1	I can work in a group, stay on topic and take turns.
2.OS3	When I talk, I can add more details and put them in order.	2.OL2a	I can retell narratives or information that I have heard in the correct order.	2.OC2	I can share ideas and information to finish a task.
2.OS4	I can speak clearly to different people. I can speak clearly to a group of people.	2.OL3	I can show understanding of what I've heard by asking questions to find out more information.		
2.OS5	I can play a role using the right words in different situations.	2.OL4	I can answer questions by using the correct words. <i>eg Ydy? Ydy/Nac ydy</i>		
2.OS6	I can use some mutations that I have learnt. <i>eg fy mag, i dref</i>				
3.OS2	I can explain information and ideas using the correct vocabulary.	3.OL1	I can listen carefully and make links with what I am learning and what I already know.	3.OC1	I can listen and talk in a group, sharing ideas and information.
3.OS3	I can organise what I say so that people understand me. <i>eg emphasising key points, sequencing an explanation</i>	3.OL3	I can check I understand by asking sensible questions or making comments.	3.OC2	I talk with a group to finish a task.
3.OS4	I can speak clearly, using expression to help people understand				
3.OS4a	I can use the right words when talking to people in important situations. <i>eg during an assembly, talking to a visitor</i>				
3.OS5	I can keep in role and help others in role play.				
3.OS6	I can use common mutations correctly most of the time <i>eg ar ben</i>				
4.OS2	I can explain information and ideas using resources to help me, <i>eg on-screen and web-based materials.</i>	4.OL1	I can listen carefully to presentations and show I understand the main points.	4.OC1	I join in group discussions and encourage everyone to take part.
4.OS3	I can organise what I say so that people understand the main points. <i>eg giving background information, providing a brief summary of main points.</i>	4.OL3	I can listen carefully and give my opinion about what I have heard.	4.OC2	I can help a group to agree. <i>eg considering reasons or consequences, keeping focus on the topic.</i>
4.OS4	I can adapt how I talk showing understanding of the differences between informal talk with my friends and more extended talk with a wider group.				
4.OS5	In role play, I can explore different situations.				
4.OS6	I can use common mutations correctly <i>eg fy nghalon</i>				
5.OS2	I can explain information and ideas exploring ways to convince people. <i>eg use of vocabulary, gesture, visual aids</i>	5.OL1	I can listen carefully to presentations and use different methods to help me remember the main points. <i>eg making notes, summarising</i>	5.OC1	I can contribute to group discussion.
5.OS4	I can speak formally and project my voice clearly to a large audience. <i>eg event for parents/carers, presentation to visitors</i>	5.OL3	I listen carefully to others and ask questions. I can respond to what is said and the speakers' viewpoints.	5.OC2	I can take responsibility for completing the task well. <i>eg introducing relevant ideas, summing up</i>
5.OS5	I can explore issues and themes through role play.			5.OC3	I can build on and develop the ideas of others in group discussions. <i>eg by asking questions to explore further, offering more ideas.</i>
5.OS6	I can use mutations correctly after most prepositions and pronouns. <i>eg am funud, dy fam</i>				
6.OS2	I can express issues and ideas clearly using technical vocabulary. I can give examples to explain exactly what I mean.	6.OL1	I can listen carefully to presentations and show that I understand the conclusions and opinions being shared.	6.OC1	I can contribute purposefully to group discussion to achieve agreed outcomes
6.OS4	I can speak clearly, using formal language, varying expression, tone and volume so that the listeners are interested in what I am saying.	6.OL3	respond to others with questions and comments which focus on reasons, consequences and next steps.	6.OC2	I can follow up points in group discussions, showing agreement or disagreement giving reasons.
6.OS5	I can explore issues that cause problems and disagreements in role play.				
6.OS6	I can mutate correctly after prepositions and pronouns and understand that sometimes the order of words changes. <i>eg y llinell</i>				
Year 7	I can present topics and ideas clearly.	Year 7	I respond thoughtfully to others' ideas. I can ask related questions in response.	Year 7	I can contribute to discussions in different ways. <i>eg leading, asking questions,</i>

Year 7	I can use formal language.	Year 7	I can listen to explanations of processes, sequences or points of view.	Year 7	and praising others.
Year 7	I can vary what I say and how I say it to interest listeners, eg expression, tone of voice, volume.	Year 7	I can identify the main points in order.	Year 7	I can express opinions clearly about topics and written texts giving reasons and some evidence to support my opinions.
Year 7	I can respond to listeners' questions and comments in a useful and detailed way.				I can help everyone in the group reach consensus and decide the next steps, eg agreeing a plan, weighing up reasons and evidence.
Year 7	I know when to use standard English.				
Year 7	I can use formal and informal language appropriately,				
Year 7	I try to organise and extend my talk.				
Year 7	To interest the listener, I use an increasing range of syntax structures and precise and effective vocabulary (including subject terminology).				
Year 7	I can argue a convincing case, using knowledge I've learnt, eg in role or debate.				

READING					
Aspect : Reading Strategies		Aspect : Reading & Understanding/Comprehension		Aspect : Response & Analysis	
N.RS1	I can choose something to read. eg books	N.RC2	I can retell parts of a story by using picture clues. I can retell parts of a story by answering questions.	N.RA1	I can show I like books.
N.RS 3a	I know what my name looks like. I know some logos.	N.RC6	I can start to make links between listening to stories and things about me.	N.RA2	I can follow picture books. I can follow things read to me and show I understand.
N.RS7	I can use pictures to tell a story. I can add my own ideas.				
N.RS8	I can understand pictures on-screen.				
R.RS1	I can choose something to read. eg comic, book	R.RC2	I can retell the main parts of a story I know.	R.RA1	I can say what I like to read and why.
R.RS2	I can hear that words have different sounds in them. I can match sounds to letters. I can put letters together to match a sound. I can break up a word top show the different sounds.	R.RC3	I can find information using words and pictures.	R.RA2	I can follow the words read to me and show I understand.
R.RS3	I can read simple words, i.e. cat, dog	R.RC6	I can make links between things I have read and things about me.		
R.RS 3a	I can read simple labels. I can read high frequency words.				
R.RS4	I can read aloud and pause where there is a full stop.				
R.RS6	I can tell the difference between a story and an information text.				
R.RS7	I can use pictures and charts to help me understand what I am reading. eg illustrations, photographs, diagrams and charts				
R.RS8	I can understand words and pictures on screen.				
1.RS1	I can choose something to read. I can tell you what it is about and why I like it.	1.RC2	I can retell the main parts of a story in the right order.	1. RA1	I can say what I think about the information in a text.
1.RS2	I can read some text on my own. Eg <ul style="list-style-type: none"> I can use sounds I know to work out words. I can read my high frequency words. I can look for clues to help me read. I can use the pictures to help me understand. I can correct myself when I make a mistake. I can re-read a sentence when I have made a mistake. I can read ahead to see if it makes sense. 	1.RC2b	I can tell you details from an information text I have read.	1. RA2	I can explore words, information and events in texts.
1.RS3	I can read carefully and confidently.	1.RC3	I can find the important parts that show what the text is about.	1. RA3	I can make links between what I have read and other information about the topic.
1.RS4	I can read aloud. I can read question marks and full stops.	1.RC6	I can use what I know to help me understand texts.		
1.RS4 a	I can read aloud with expression. I can respond to exclamation marks and speech marks.				
1.RS6	I can use the title and pictures to say what a text is about.				
1.RS6 a	I can look for clues in the text to help me understand.				
1.RS7	I can understand pictures and charts and link them to the text. eg illustrations, photographs, diagrams and charts				
1.RS8	I can say which words and pictures on-screen are from our topic.				
2.RS1	I can choose what I want to read and say why I have chosen it.	2.RC2	I can retell narratives with some details. I can recall information from texts with some details.	2.RA1	I can say what I think about information and details in a text.
2.RS2	Working more independently :- eg <ul style="list-style-type: none"> I can read some texts that I know on my own. I can read some text that is new to me on my own. I can use sounds I know to work out words. I can read high frequency words. 	2.RC2b	I can explain details from texts.	2.RA2	I can understand and say what I think about the words, information and events in texts.

	<ul style="list-style-type: none"> I can use clues to help me read. I can use the pictures to help me understand. I can correct myself when I make a mistake. I can re-read a sentence when I have made a mistake. I can read ahead to see if it makes sense. 				
2.RS3	I can read different texts carefully and confidently.	2.RC3	I can find information in a text and sort it under headings or into groups.	2.RA3	I can make links between texts read and new information about a topic.
2.RS4	I can read aloud, paying attention to full stops, question marks, exclamation marks and speech marks. I can change my expression, voice and pace.	2.RC6	I can use what I already know and what I have learnt from my own life to help me understand texts.		
2.RS6	I can use the title, headings and pictures to find and understand information. <i>eg titles, headings and pictures, to locate and understand specific information</i>				
2.RS6 a	I can look for key words to find out what the text is about.				
2.RS7	I can use the different features of texts to help me understand what I read, <i>eg pictures, charts, layout</i>				
2.RS8	I can identify key words to search for information on-screen. I can change the key words to look again if I can't find what I need.				
3.RS2	I can use different strategies to help me read. <i>eg</i> <ul style="list-style-type: none"> I can use sounds I know to work out words. I can use word roots. I can use word families. I can use syntax. I look at the way the text is organised. I can use what I know already. 	3.RC3	I can identify the topic and the main ideas of a text. <i>eg by highlighting, using key words of the text</i>	3.RA2	I can use information from texts in discussions or writing.
3.RS3	I can concentrate when I read short information texts on my own.	3.RC4	I can work out ideas and information by linking what is written in the text, <i>eg cause and effect.</i>	3.RA3	I can make links between what I have read and what I already know and believe about the topic.
3.RS4	I can read aloud using punctuation to help my expression.	3.RC6	I can take an interest in information about things that I don't know about.		
3.RS5	I can skim read to get an overview of a text. <i>eg topic, purpose</i>				
3.RS5 a	I can look for specific information in texts using the contents, index, glossary or dictionary.				
3.RS6	I can identify the different purposes of texts. <i>eg to inform, instruct, explain</i>				
3.RS6 a	I can identify how texts are organised. <i>eg lists, numbered points, diagrams with arrows, tables and bullet points</i>				
3.RS7	I can use visual clues <i>eg illustration, photographs, diagrams and charts, to enhance understanding</i>				
3.RS8	I can find information on web pages using screen features. <i>eg toolbars, side bars, headings,</i>				
4.RS2	I can use a range of strategies to help me read. <i>Eg</i> <ul style="list-style-type: none"> I can use sounds I know to work out words. I can use word roots. I can use word families. I can use my knowledge of grammar. I look at the way the text is organised. I can use what I know. 	4.RC3	I can identify the main points and supporting information in texts.	4.RA2	I can select and use information and ideas from texts.
4.RS3	I can read texts without visual clues, independently with concentration.	4.RC4	I can deduce connections between information <i>eg sequence, importance</i>	4.RA3	I can understand how something can be shown in different ways. <i>eg moving image, multi-modal and print.</i>
4.RS4	I can understand how sentence structure and punctuation makes meaning.	4.RC6	I can explore information and ideas beyond my own experience.		
4.RS5	I can skim a text or chapter to identify the main idea.				
4.RS5 a	I can scan for certain information using different features in texts, <i>eg titles, illustrations, key words</i>				
4.RS6	I can identify how texts differ in purpose, structure and layout.				
4.RS8	I can find information and ideas from web pages, using different search methods, and think about which is the best way.				
5.RS2	I can use a range of strategies to help me read. <i>Eg</i> <ul style="list-style-type: none"> I can use sounds I know to work out words. I can use word roots. I can use word families. I can use my knowledge of grammar. I look at the way the text is organised. I can use what I know already. 	5.RC3	I can show I understand the main ideas and important details in a text, <i>eg mind mapping showing hierarchy of ideas, flowchart identifying a process</i>	5.RA3	I can gather and organise information and ideas from different sources
5.RS3	I can read extended texts independently for longer periods of time.	5.RC4	I can infer meaning that is not explicit <i>eg what happens next? why did he/she do that?</i>	5.RA5	I can identify what the writer thinks about the topic <i>eg admires a historical figure, only interested in facts</i>
5.RS4	I identify how punctuation links to sentence structure. I can tell how meaning is built in complex sentences.	5.RC6	I can identify and explore ideas and information that interests me	5.RA6	I can consider if the content is reliable <i>eg are photographs more reliable than drawings?</i>
5.RS5	I can use a range of strategies for skimming, <i>eg finding key words, phrases, gist, main ideas, themes</i>				
5.RS5 a	I can scan to find specific details using a range of text features, <i>eg sub-headings, diagrams</i>				

5.RS6	I can identify the features of texts <i>eg introduction to topic, sequence, illustrations, degree of formality</i>				
5.RS8	I can use information from trusted sources, on-screen and on paper, selecting and downloading as necessary.				
6.RS2	I can use a range of strategies to help me read. <i>eg</i> <ul style="list-style-type: none"> • I can use sounds I know to work out words. • I can use word roots. • I can use word families. • I can use my knowledge of grammar. • I look at the way the text is organised. • I can use what I know already. 	6.RC3	I can show understanding of main ideas and significant details in different texts on the same topic.	6.RA3	I can collate and make connections, <i>eg prioritising, categorising, between information and ideas from different sources.</i>
6.RS3	I can read a complex text independently for sustained time.	6.RC4	I can infer ideas which are not explicitly stated, <i>eg writers' viewpoints or attitudes</i>	6.RA4	I can tell the difference between facts, theories and opinions.
6.RS4	I know how punctuation can vary and affect sentence structure and meaning, <i>eg I had chocolate (,) cake and cheese for tea.</i>	6.RC6	I can identify ideas and information that interest me to develop further understanding.	6.RA5	I can compare the viewpoints of different writers on the same topic <i>eg rats are fascinating or a menace.</i>
6.RS5	I can use a range of strategies for finding information <i>eg skimming for gist, scanning for detail.</i>			6.RA6	I can consider whether a text is effective in presenting information and ideas.
6.RS5 a	I can read closely, annotating for specific purposes.				
6.RS8	I can use the internet searches carefully, deciding which sources to read and believe.				
Year 7	I can use my knowledge of: <ul style="list-style-type: none"> • word roots • grammar, sentence and whole-text structure • content and context to make sense of words, sentences and whole texts	Year 7	I can read with concentration texts, on-screen and on paper, that are new to me, and understand the information in them.	Year 7	I can collate and summarise relevant information, <i>eg pull together and sum up facts and ideas about an issue, from different texts.</i>
Year 7	I can read using a range of strategies. <i>eg speed reading, close reading, annotation, prediction, to skim texts for gist, key ideas and themes, and scan for detailed information.</i>	Year 7	I can select the main points from texts and identify how information and evidence are used to support them.	Year 7	I can distinguish between facts, theories and opinions. I can use evidence to show the differences.
Year 7	I can recognise and understand the characteristics of a wide range of different and challenging texts, (both continuous and non-continuous) in terms of language, theme, structure and organisation/presentation.	Year 7	I can read between the lines using inference and deduction to see beneath the surface.	Year 7	I can compare views of the same topic and consider which is most valid.
Year 7	I can assess the quality and reliability of information on web pages, considering its origins and verifying accuracy.	Year 7	I can identify how a text is organised. <i>eg logically or thematically, to make the content clear and informative.</i>	Year 7	I can confidently read and discuss a range of continuous and non-continuous texts. I can respond with a personal comment and can justify my responses.
		Year 7	I can follow up initial ideas that interest me by further research.	Year 7	I can consider what I have read and seen, responding orally and in writing to the: <ul style="list-style-type: none"> • the ideas in the text • the language of the text • the tone of the text • the organisation of the text.
		Year 7	I can identify and comment on the similarities and differences between continuous texts and/or non-continuous texts, referring to: <ul style="list-style-type: none"> • Theme/topic • Language • Techniques • Structure • Layout • Form • Character 	Year 7	I can use evidence to support my views.
				Year 7	I can identify how texts change when they are adapted for different media and audiences and begin to describe the intended effect upon the reader or audience.
				Year 7	I can evaluate the content, presentation and appeal of a text.

WRITING			
	Aspect: Meaning, Purpose, Readers		Aspect: Structure and Organisation
N.WM0	I can make marks with lots of things.	N.WS2	I can talk about my ideas when an adult is writing.
N.WM1	I can understand marks made by my teacher. I can understand what drawings mean. I can understand what art work means.		
N.WM2	I can make marks that mean something. I can draw pictures.		
N.WM4	I can use pictures on-screen.		
N.WM5	I can write letters. I can write numbers. I can make marks.		
R.WM1	I can make up and say a sentence to describe what I know and what I've done and about pictures I am shown.	R.WS2	I can share my ideas when writing with an adult <i>eg shared writing</i>
R.WM2	I can draw pictures and make marks to show meaning.	R.WS3	I know there are different types of writing, <i>eg cards, lists, invitations</i>
R.WM2a	I can use pictures and symbols to write on- screen.	R.WS4	I can order words, signs or symbols to make sense
R.WM4	I can share my ideas when writing with an adult. <i>eg shared writing</i>		
R.WM5	I can copy and write letters, words and groups of words		
1.WM1	I can write words or sentences about something. <i>eg draw a picture to describe my writing</i>	1.WS2	I can follow a form that my teacher has shown me.
1.WM2	I can order pictures, symbols, letters and words to say what I mean.	1.WS3	I understand different types of writing, <i>eg records of events, descriptions, stories.</i>
1.WM3	I can talk about what I am going to write.	1.WS4	I can put my writing in the right order, <i>eg instructions, recipes</i>
1.WM4	I can choose letters, words and pictures to write on-screen.		
1.WM5	I can write words, phrases and sentences. I can read back my writing.		
2.WM1	I can write for different purposes		
2.WM2	I can write text which makes sense to others. I can include details and pictures.	2.WS1	I can follow a plan or layout given to me when I am writing, with help. <i>eg reports, lists</i>
2.WM3	I can plan my writing by talking about it with others.	2.WS2	I can follow and build on a form that my teacher has shown me.
2.WM4	I can experiment with different layouts on screen, moving text and pictures around easily.	2.WS2a	I can organise my writing with a beginning, middle and end.
2.WM5	I can check and improve my writing to ensure that it makes sense.	2.WS3	I can use different types of writing to suit the purpose and audience.
3.WM1	I can write for different reasons and readers. I can choose words to make my writing interesting.	3.WS1	I can use a simple structure for my writing.
3.WM2	I can include details, information or observations in my writing.	3.WS2a	I can write an introduction to the topic and a conclusion.
3.WM3	I can note down ideas to use in my writing.	3.WS4	I can present processes, event or reports in a clear sequence
3.WM4	I can use on-screen functions, <i>eg font, colour, cut, paste, size, to present their work in ways to interest the reader and enhance meaning.</i>	3.WS5	I can use visual information if needed. <i>eg labelled diagrams</i>
3.WM5	I can re-read and improve parts of my work.		
4.WM1	I can change what I write to suit the purpose and reader, choosing words appropriately, <i>eg descriptive, persuasive language.</i>	4.WS1	I can use specific structures in my writing, <i>eg tables, questionnaires</i>
4.WM2	I can explain the main ideas using helpful details. I can include observations and explanations where needed.	4.WS2a	I can write an introduction, develop a series of ideas and a conclusion
4.WM3	I can gather ideas to plan my writing.	4.WS4	I can organise writing into logical sequences or sections by beginning to use paragraphs
4.WM4	I can explore and use different forms of writing on-screen to communicate with others, <i>eg websites, e-mails, blogs</i>	4.WS5	I can use visual information, <i>eg illustrations, diagrams and graphs, which are clear and relevant to the written text</i>
4.WM5	I can improve my writing, checking that the meaning is clear and I have organised it well.		
5.WM1	I can write with a clear purpose, thinking about the reader, <i>eg by choosing appropriate vocabulary and presentational devices.</i>	5.WS1	use features which show the structure of the writing, <i>eg sub-headings, captions.</i>
5.WM2	I can expand upon main idea(s) with supporting reasons, information and examples.	5.WS2a	I can write an introduction that sets the scene. I can write a series of ideas in order. I can write a suitable conclusion.
5.WM3	I can use techniques in planning writing, <i>eg mind mapping, sequencing, placemat activities.</i>	5.WS4	I can write in paragraphs which have a main idea and details about the main idea.
5.WM4	I can explore the layout of web pages to create material using available tools.	5.WS5	I can use images, graphs and illustrations which are clear, relevant and appropriate.
5.WM5	I can revise and improve my writing explaining why I have made the changes.		
6.WM1	I can adapt my writing to suit the reader and purpose <i>eg formal style for unknown reader, simple style for younger readers</i>	6.WS1	I can change how I write when writing for different contexts, <i>eg reporting an event, investigation or experiment.</i>
6.WM2	I can a detailed account of a topic or theme.	6.WS2a	I can write an effective introduction. I can use a balance of fact and opinion in my writing. I can write a short and accurate conclusion.
6.WM3	I can use a range of strategies to plan writing, <i>eg notes, diagrams, flowcharts</i>	6.WS4	I can write in paragraphs making links between them.
6.WM4	I can explore different ways to present my work and use them appropriately, <i>eg moving image, slides, voice over</i>	6.WS5	I can set my writing out in different ways and use features to present data and ideas clearly.
6.WM5	I can re-read, edit and redraft my writing.		
Year 7	I can write a comprehensive account of a topic presenting information, processes and ideas clearly and for the correct purpose.	Year 7	I can adapt structures in writing for different purposes, <i>eg describe outcome, outline process or discuss an issue.</i>
Year 7	I can use the characteristic features of a wide range of continuous and non-continuous texts creatively in my own writing, adapting style and tone to sustain the readers' interest, using my imagination where appropriate.	Year 7	I can select and organise ideas and information to give a full and clear account.
Year 7	I can explain ideas fully, showing implications and consequences.	Year 7	I can use paragraphs to organise longer pieces of writing into sections.
Year 7	I can choose the best ways to present content for effect, <i>eg building a case for something, selecting details that help the reader understand.</i>		
Year 7	I can use ICT fully to present information and data and to structure writing.		
Year 7	I can proofread and evaluate my own work and that of others using a range of peer- and self-assessment strategies. I can make clear recommendations for improvement and edit/redraft to show progression.		
Year 7	I can identify areas to improve my writing, edit and redraft.		

Aspect : Language		Aspect : Grammar, Punctuation, Spelling, Handwriting	
		N.WG6	I can pick up small objects with my finger and thumb. I can start to hold writing tools correctly.
		N.WG6a	I can tell letter sounds apart. I can explore letter sounds through play.
		N.WG6b	I can show I know that I need to write from left to right.
		R.WG5b	I can write the first letter of a word correctly by using my knowledge of sounds.
		R.WG6	I can use everyday words in my writing. I can use my high frequency words in my writing.
		R.WG7	I can hold writing tools correctly.
		R.WG7a	I can tell the different letters apart.
		R.WG7b	I can write from left to right.
		R.WG7c	I can tell the difference between capital letters and lower-case letters.
		R.WG9	I know that some sounds change at the beginning of words, <i>eg y ci, y gath</i> .
1.WL2	I can use my topic key words in my writing.	1.WG2	I am beginning to use connectives in my writing to join my ideas.
		1.WG3	I am beginning to use capital letters and full stops correctly.
		1.WG5	I can use my sounds to spell words. I can break up or chunk words to help me spell.
		1.WG5b	I can spell some words correctly, <i>eg cat, thin, sack</i>
		1.WG6	I can spell high-frequency words correctly.
		1.WG7c	I can write my capital letters and lower-case letters clearly and correctly.
		1.WG9	I know that some sounds change at the beginning of words, <i>eg y ferch</i> .
2.WL1	I can understand and use words and phrases to suit the purpose our topics.	2.WG1	I can use ordering words in my writing, <i>eg first, next, then, lastly</i>
2.WL2	I can use simple words from.	2.WG3	I can use capital letters, full stops and question marks correctly. Sometimes I use exclamation marks.
		2.WG5	I can use spelling strategies to spell words, <i>eg break up words, finding the root word and looking at word endings- ing, ed</i>
		2.WG5a	I can use verbs correctly, <i>eg see/saw, go/went, I was/we were</i>
		2.WG6	I can spell high-frequency words correctly.
		2.WG7c	I can write my capital letters and lower-case letters correctly and keep them the same size.
		2.WG9	I can use some mutations that I have practised when speaking, <i>eg fy mag, i dre</i>
		2.WG10	I can spell some words that use <i>y/u/i</i> , <i>eg tŷ, llun</i> , I can spell some words that use diphthongs, <i>eg coed</i> .
3.WL1	I can use language appropriate to writing, including standard forms of English.	3.WG1	I can start sentences in different ways.
3.WL2	I can use vocabulary related to the topic or subject.	3.WG1a	I can use adjectives and adverbs to extend my sentences and phrases.
		3.WG2	I can use connectives to show cause and effect, <i>eg because, after</i>
		3.WG3	I can use full stops, question marks, exclamation marks and commas for lists.
		3.WG5	I can use spelling strategies to spell words. I can use word families to spell words. I can use word roots. I can use what I know about spelling patterns in similar words and the shape of words. <i>eg most common polysyllabic words</i>
		3.WG5a	I can use the past tense of verbs all the time, <i>eg stop - stopped</i>
		3.WG5b	I can spell plural words, <i>eg balls, glasses, babies</i>
		3.WG6	I can spell all high frequency words correctly.
		3.WG7c	I can use handwriting that can be read easily, joining letters in some words.
		3.WG9	I can usually use everyday mutations correctly, <i>eg ar ben</i> .
		3.WG10	I can use the standard form of verbs.
4.WL1	I can use language appropriate to writing, including standard forms of English	4.WG1	I can vary the order of words, phrases and clauses in sentences.
4.WL2	I can use subject-specific vocabulary independently	4.WG1a	I can use adjectival and adverbial phrases to add interest and specific detail.
		4.WG2	I can use connectives to show links within sentences.
		4.WG3	I can use punctuation to demarcate sentences. I am beginning to use speech marks, commas to mark clauses and phrases, and apostrophes for omission, <i>eg it's (it is)</i> .
		4.WG5	I can use spelling strategies to spell words. I can use word families to spell words. I can use word roots. I can use what I know about spelling patterns in similar words and the shape of words. <i>eg words with more complex patterns</i>
		4.WG7c	I can use handwriting that is clear and legible. I may use cursive writing.
		4.WG8	I can use the standard form for lots of verbs, <i>eg present, past and negative forms</i>
		4.WG9	I can use every day mutations correctly, <i>eg fy nghalon</i>
		4.WG10	I can spell a number of plural forms correctly in my writing, <i>eg -iau, -u</i> .
5.WL1	I can use appropriate language in my writing, including standard forms of English.	5.WG1	I can use different sentence structures, including complex sentences showing relationships of time, or cause, <i>eg before you start, if you do this then ...</i>
5.WL2	I can use appropriate vocabulary, including subject-specific words and phrases.	5.WG2	I can use conditionals to show hypotheses or possibilities, <i>eg if, might, could</i>
		5.WG3	I can use the full range of punctuation to guide the reader in complex sentences, <i>eg commas, bullet points, speech marks and apostrophes for possession</i>
		5.WG5	I can use a variety of strategies to spell words with complex regular patterns, <i>eg exercise, competition</i>

		5.WG7c	I can produce legible, cursive handwriting with increasing fluency
		5.WG8	I can use the standard form for lots of verbs, eg <i>present, past and negative forms</i>
		5.WG9	I can mutate correctly after most prepositions and pronouns, eg <i>am, funud, dy, fam</i>
		5.W10	I can spell a number of plural forms correctly in my writing, eg <i>-oedd, -od, -ydd, and words with double consonants, eg cynnwys.</i>
6.WL1	I can choose when to use more formal words and phrases.	6.WG1	I can use sentence structures to create different effects.
6.WL2	I can use a variety of suitable vocabulary including subject-specific words and phrases.	6.WG3	I can use all the punctuation marks I have learnt correctly to add meaning.
		6.WG5	I can use spelling strategies I have learnt to spell difficult words.
		6.WG7c	I can produce fluent and legible handwriting
		6.WG8	I can use the standard form for lots of verbs.
		6.WG9	I can mutate correctly after prepositions and pronouns and know that the word order might change.
		6.WG10	I can spell irregular plurals correctly.
Year 7	I can select and use words carefully from a wide range of adventurous and imaginative vocabulary.	Year 7	I can craft my writing by using standard English, eg nouns, pronouns, adjectives, adverbs, prepositions, connectives and verb tenses.
Year 7	I can use impersonal language to convey ideas and information, eg the interest is calculated by ..., sharp scissors are necessary to ...	Year 7	I can use a wide range of sentence structures choosing connectives to make meaning clear.
Year 7	I can use varied and suitable vocabulary accurately, including subject-specific keywords and phrases.	Year 7	I can use the full range of punctuation accurately to add to the meaning, eg demarcating sentences (full stops) and clauses (commas), and using apostrophes correctly.
		Year 7	I can use a variety of strategies and resources to spell familiar and unfamiliar vocabulary and subject-specific words correctly.
		Year 7	I can write fluently and legibly.