



Writing

Learning and Progression Steps Planning for Progression



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Learning and Progression Steps (LAPS) in Writing Planning for Progression

What are Learning and Progression Steps (LAPS)?

The Learning and Progression Steps are designed to scaffold the learning required in order to meet the expectations of the National Curriculum. Statements in the Lancashire Key Learning for Writing document have been broken down into smaller steps to support teachers in planning appropriate learning opportunities. These key pieces of learning will support pupils in becoming effective and reflective independent writers.

Where have they come from?

The Learning and Progression Steps (LAPS) have been derived from the *Lancashire Key Learning in Writing* statements, identified primarily from the National Curriculum 2014 programmes of study.

How are they different from the *Key Learning Statements*?

The Learning and Progression Steps (LAPS) are smaller, progressive steps which support learning towards the *Key Learning in Writing* expectations. LAPS are numerically ordered from LAP 1 to LAP 3, to reflect the gradual development of the skill/s involved.

How are they different from the *Key Learning Indicators of Performance (KLIPs)*?

The Key Learning Indicators of Performance (KLIPs) document is an assessment tool. The Learning and Progression Steps (LAPS) document is a planning tool and is not intended to be used for summative assessment purposes.

Does LAP 1 mean a child is 'entering', LAP 2 'developing' and LAP 3 'secure'?

No. The terms 'entering', 'developing' and 'secure' are used in Lancashire's assessment approach, KLIPs, as summative judgements in relation to age related expectations. Definitions for these terms can be found in the introduction to the KLIPs document.

How might *Learning and Progression Steps (LAPS) in Writing* be useful?

Learning and Progression Steps (LAPS) may be used in a number of ways.

For whole class teaching, LAPS may be used to support differentiation. When planning Guided Writing, it may be appropriate to use LAPS statements to inform learning objectives for a session or number of sessions. In order to ensure that gaps in learning are addressed, teachers may find it helpful to use different LAPS grids for different groups.



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LAPS should be selected according to the learning needs of the individual or group. Some children may need to progress through LAPS 1, 2 and 3 in order to meet an age related expectation, whereas others may have a different starting point, perhaps beginning at LAP 3, thus meeting the age related expectation sooner. Emphasis however, should always be on developing breadth and depth of learning to ensure skills, knowledge and understanding are sufficiently embedded before moving on.

Are LAPS suitable to use as pupil targets for Writing?

The Lancashire Primary English Team has produced an accompanying document which contains pupil targets written in child-friendly language. These targets relate directly to the Learning and Progression Steps (LAPS).

The following Lancashire writing documents can be downloaded from www.lancsng.org.uk

- Key Learning in Writing.
- Learning and Progression Steps (LAPS) in Writing: Group Writing Grid
- Learning and Progression Steps (LAPS) in Writing: Children's Targets for Writing.
- Key Learning Indicators of Performance in Writing (KLIPs).

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Learning and Progression Steps (LAPS) in Writing

Planning for Progression: Year 1



Range of Writing:	<ul style="list-style-type: none"> • Fiction e.g. traditional tales, stories with repetitive patterns, stories from other cultures, fantasy. • Non-fiction e.g. instructions, recounts, non-chronological reports. • Poetry e.g. poems on a theme, traditional rhymes. 			
	LAP 1	LAP 2	LAP 3	Key Learning
Vocabulary, Grammar and Punctuation	<ul style="list-style-type: none"> • Repeat a simple sentence modelled, e.g. spoken by an adult or puppet. Replicate in writing so that it can be read by themselves and others. 	<ul style="list-style-type: none"> • Say, and hold in memory whilst writing, sentences that can be read by themselves and others. 	<ul style="list-style-type: none"> • Say, and hold in memory whilst writing, sentences that can be read by themselves and others including those with the joining word and. 	<ul style="list-style-type: none"> • Say, and hold in memory whilst writing, simple sentences which make sense. • Write simple sentences that can be read by themselves and others.
	<ul style="list-style-type: none"> • With adult prompting, separate words with spaces, e.g. using a finger or lollipop stick as a spacer. 	<ul style="list-style-type: none"> • Separate words with spaces. 	<ul style="list-style-type: none"> • Separate words with spaces of a roughly consistent size. 	<ul style="list-style-type: none"> • Separate words with spaces.
	<ul style="list-style-type: none"> • Use full stops to demarcate simple sentences. 	<ul style="list-style-type: none"> • Use capital letters and full stops to demarcate simple sentences. 	<ul style="list-style-type: none"> • Use capital letters and full stops to demarcate simple sentences in independent writing. 	<ul style="list-style-type: none"> • Use punctuation to demarcate simple sentences (capital letters and full stops).
	<ul style="list-style-type: none"> • Recognise and write from memory capital letters. • Use capital letter for the personal pronoun I. 	<ul style="list-style-type: none"> • Use capital letters for names of people, places and days of the week. 	<ul style="list-style-type: none"> • Use capital letters for names of people, places, days of the week and the personal pronoun I, e.g. <i>editing and improving independent writing with support.</i> 	<ul style="list-style-type: none"> • Use capital letters for names of people, places and days of the week. • Use capital letter for the personal pronoun I.
	<ul style="list-style-type: none"> • Identify and use question marks. 	<ul style="list-style-type: none"> • Identify and use exclamation marks. 	<ul style="list-style-type: none"> • Identify and use question marks and exclamation marks in independent writing. 	<ul style="list-style-type: none"> • Identify and use question marks and exclamation marks.
	<ul style="list-style-type: none"> • Use the joining word and to link words in sentences, e.g. Henry had a duck and a dog. Penguins can slip and slide. 	<ul style="list-style-type: none"> • Use the joining word and to link words in sentences, e.g. <i>They all pulled the turnip and it came out of the ground. Peel the banana and slice it into pieces.</i> 	<ul style="list-style-type: none"> • Use the joining word and to link words and clauses in independent writing. 	<ul style="list-style-type: none"> • Use the joining word and to link words and clauses.
		<ul style="list-style-type: none"> • Use the joining word but to link words (I have two sisters but no brothers.) and clauses (Cinderella wanted to go to the ball but she didn't have a dress). 	<ul style="list-style-type: none"> • Use the joining word or to link words (I could sleep in the tent or the caravan.) and clauses (The Little Robot could stay in the forest or he could ride on the train). 	<ul style="list-style-type: none"> • Extend range of joining words to link words and clauses using but and or.

Learning and Progression Steps (LAPS) in Writing

Planning for Progression: Year 3



<p>Vocabulary, Grammar and Punctuation Contd.</p>	<ul style="list-style-type: none"> Identify, understand and select the perfect form of verbs to complete sentences e.g. <i>We <u>have researched</u> healthy foods</i> (present perfect) instead of <i>We researched healthy foods</i> (simple past). 	<ul style="list-style-type: none"> Use perfect form of verbs using <i>have</i> and <i>has</i> to indicate a completed action e.g. Barney said, "<i>I <u>don't know where Stig has gone.</u></i>" (present perfect) instead of Barney said, "<i>I don't know where Stig <u>went.</u></i>" (simple past). 	<ul style="list-style-type: none"> Independently, edit and improve own writing by using the perfect form of verbs where appropriate such as when writing dialogue in narrative and play scripts e.g. <i>Roman Soldier: He <u>has disappeared</u>, Sire!</i> (present perfect) instead of <i>Roman Soldier: He <u>appeared</u>, Sire!</i> (simple past). 	<ul style="list-style-type: none"> Use perfect form of verbs using <i>have</i> and <i>has</i> to indicate a completed action e.g. <i>He <u>has gone out to play</u></i> (present perfect) instead of <i>he went out to play</i> (simple past).
<p>Composition: Planning</p>	<ul style="list-style-type: none"> Use the determiner <i>a</i> or <i>an</i> according to whether the next word begins with a consonant or vowel e.g. <i>a rock, an open box.</i> 			<ul style="list-style-type: none"> Use the determiner <i>a</i> or <i>an</i> according to whether the next word begins with a consonant or vowel e.g. <i>a rock, an open box.</i>
	<ul style="list-style-type: none"> Identify purpose and audience for writing, e.g. <i>to retell events from Walt Disney's life for our Year 2 audience.</i> Discuss the vocabulary, grammar and structural organisation needed, e.g. chronological order, information organised in sections/paragraphs, past tense, adverbs to signal time. 	<ul style="list-style-type: none"> Identify purpose and audience for writing, e.g. <i>to entertain other Year 3 children with poems for a class anthology.</i> Discuss the vocabulary, grammar and structural organisation needed. 	<ul style="list-style-type: none"> Identify purpose and audience for writing, e.g. <i>to entertain children in Year 1 with our fantasy stories.</i> Discuss the vocabulary, grammar and structural organisation needed, e.g. <i>opening, build-up, problem, resolution, ending; adjectives and noun phrases to describe settings and characters; a range of simple and compound sentences; occasional use of complex sentences using conjunctions; some dialogue.</i> 	<ul style="list-style-type: none"> Identify and discuss the purpose, audience, structure, vocabulary and grammar of narrative, non-fiction and poetry.
	<ul style="list-style-type: none"> Discuss and record ideas for planning using a range of formats, e.g. <i>chunking a plot, story maps, timeline, boxing up.</i> 	<ul style="list-style-type: none"> Discuss and record ideas for planning using a range of formats, e.g. <i>story mountain, chunking a plot and innovating, flow charts, boxing up a non-fiction text and innovating, spidergrams.</i> 		<ul style="list-style-type: none"> Discuss and record ideas for planning using a range of formats, e.g. chunking a plot, story maps, flow charts, boxing up.
	<ul style="list-style-type: none"> Identify purpose and audience for writing, e.g. <i>to retell events from Walt Disney's life for our Year 2 audience.</i> Discuss the vocabulary, grammar and structural organisation needed, e.g. chronological order, information organised in sections/paragraphs, past tense, adverbs to signal time. 	<ul style="list-style-type: none"> Identify purpose and audience for writing, e.g. <i>to entertain other Year 3 children with poems for a class anthology.</i> Discuss the vocabulary, grammar and structural organisation needed. 	<ul style="list-style-type: none"> Identify purpose and audience for writing, e.g. <i>to entertain children in Year 1 with our fantasy stories.</i> Discuss the vocabulary, grammar and structural organisation needed, e.g. <i>opening, build-up, problem, resolution, ending; adjectives and noun phrases to describe settings and characters; a range of simple and compound sentences; occasional use of complex sentences using conjunctions; some dialogue.</i> 	<ul style="list-style-type: none"> Identify and discuss the purpose, audience, structure, vocabulary and grammar of narrative, non-fiction and poetry.

Learning and Progression Steps (LAPS) in Writing

Planning for Progression: Year 6



<p>Composition: Drafting and Writing Contd.</p>			<ul style="list-style-type: none"> Find examples of where authors have broken conventions to achieve specific effects and use similar techniques in own writing – e.g. <i>repeated use of 'and' to convey tedium, one word sentence.</i> 	<ul style="list-style-type: none"> Find examples of where authors have broken conventions to achieve specific effects and use similar techniques in own writing – e.g. <i>repeated use of 'and' to convey tedium, one word sentence.</i>
<p>Writing, Evaluating, Editing and Performing</p>	<ul style="list-style-type: none"> Reflect upon the effectiveness of writing in relation to audience and purpose. Proofread to ensure: <ul style="list-style-type: none"> Consistent and correct use of tense throughout. Consistent subject and verb agreement. Spelling and punctuation errors are addressed. 	<ul style="list-style-type: none"> Reflect upon the effectiveness of writing in relation to audience and purpose. Proofread, suggest and makes changes to grammar, vocabulary and punctuation in order to enhance effects and clarify meaning. 	<ul style="list-style-type: none"> Assess the effectiveness of own and others' writing in relation to audience and purpose, suggesting changes to grammar, vocabulary and punctuation to enhance effects and clarify meaning. 	<ul style="list-style-type: none"> Reflect upon the effectiveness of writing in relation to audience and purpose, suggesting and making changes to enhance effects and clarify meaning. Proofread for grammatical, spelling and punctuation errors.
	<ul style="list-style-type: none"> Use appropriate intonation, tone and volume to present their writing to a group or class, ensuring meaning is clear e.g. <i>adopting a formal tone when delivering a review.</i> 	<ul style="list-style-type: none"> Use appropriate and effective intonation, tone and volume to present their writing to a group or class, ensuring meaning is clear e.g. <i>using intonation in response to punctuation to mark clauses.</i> 	<ul style="list-style-type: none"> Use appropriate intonation, tone and volume to present their writing, adding gesture and movement where appropriate, e.g. <i>performing their own poem.</i> 	<ul style="list-style-type: none"> Use appropriate and effective intonation and volume. Add gesture and movement to enhance Encourage and take account of audience engagement.

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