APPENDICES

APPENDIX A

Pegasus sentence construction ladders

1	Capitalisation
2	Sentence meaning and construction
3	Basic punctuation
4	Ambitious punctuation
5	Commas
6	Connectives
7	Pronouns and nouns
8	Adjectives
9	Verbs
10	Tense
11	Purpose and audience
12	Speech
13	Organisation and sequence
14	Editing and proof-reading
15	Spelling

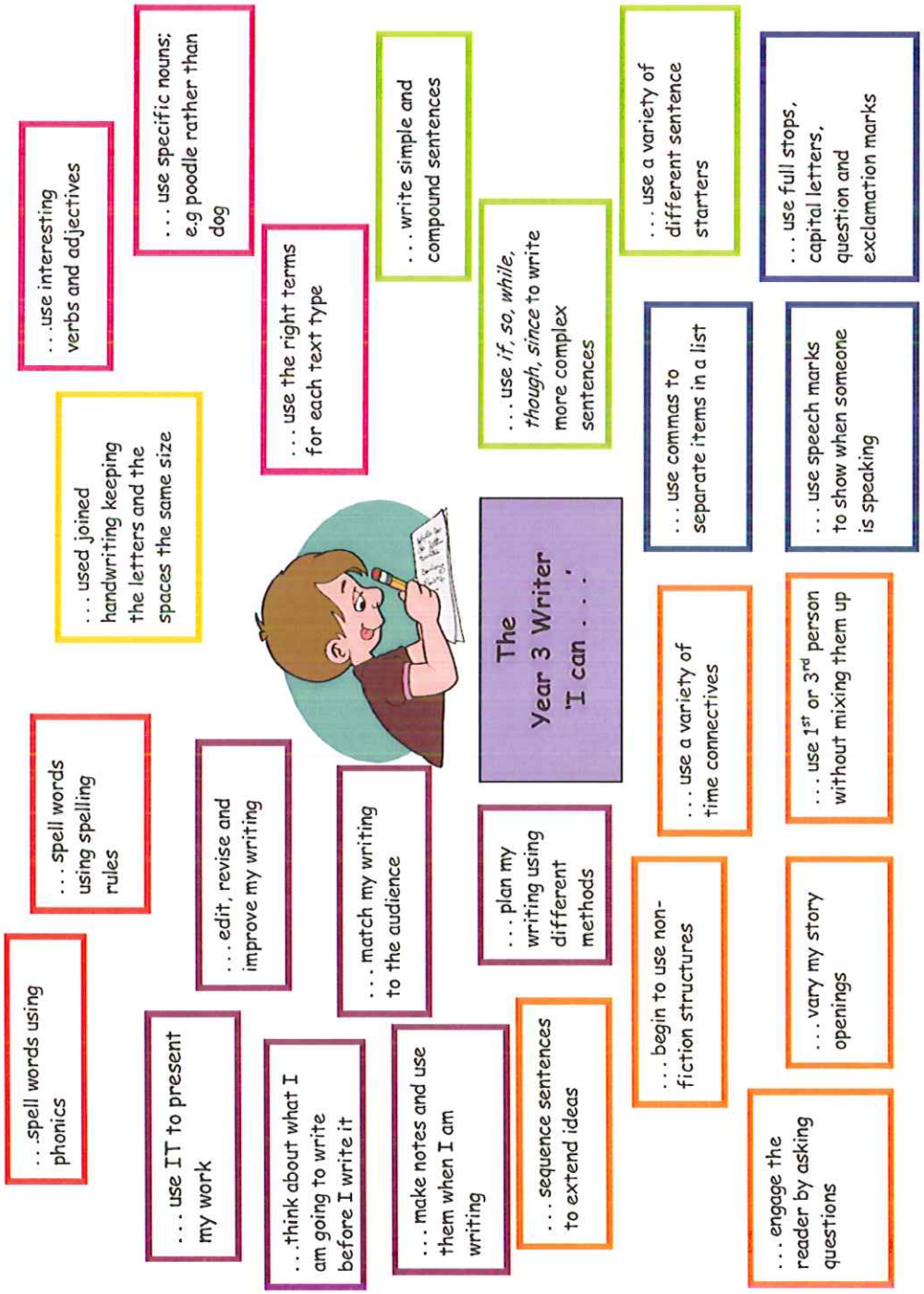
Construction ladder levels

R	6 points
Y1	1b/1a
Y2	2b
Y3	2a/3c
Y4	3b
Y5	3a/4c
Y6	4b

Year 3 sentence construction ladder

1	I use capital letters correctly (e.g. names, headings, special emphasis, new lines in poetry).
2	I can change a sentence from singular to plural.
2	I can delete words from sentences but keep the meaning.
2	I know when one sentence ends and another sentence begins.
2	I can write in compound sentences.
3	I can use capital letters at the start of sentences and full stops at the end of sentences.
4	I know what a 'question mark' and an 'exclamation mark' are.
4	I can use question marks accurately in my writing most of the time.
4	I can use exclamation marks accurately in my writing.
5	I know that commas can sometimes be used to separate parts of sentences.
5	I can confidently use commas in a list.
6	I know what 'connectives' are.
6	I can use some of these connectives: *if, because, though, also.*
6	I can identify time connectives in a text.
7	I know that a verb and a pronoun have to agree with each other to make sense (e.g. I am, we are).
7	I know the difference between 'personal pronouns' (I, you, him, it) and 'possessive pronouns' (my, your, hers)
7	I can write verbs and pronouns which agree with one another (e.g. I am, we are).
7	I know what a 'collective noun' is.
8	I can identify adjectives in a text, including some powerful adjectives
9	I know what it means to write in the 1st, 2nd or 3rd person.
10	I can use the past and present tenses in my writing.
12	I can identify and use speech marks accurately, most of the time.
12	I use capital letters at the beginning of speech.
13	I can recognise different ways of presenting texts (e.g. speech bubbles, italics, headings).
13	I can sometimes use paragraphs in my writing.

14	I am beginning to proof-read and edit my writing to make improvements.
15	I can spell common polysyllabic words accurately.
Year 3 outcomes: Use a range of connectives to extend sentences. Use speech marks, exclamation marks and question marks accurately.	


The Year 3 Writer 'I can . . .'
. . . use interesting verbs and adjectives
. . . use specific nouns; e.g poodle rather than dog
. . . use the right terms for each text type
. . . write simple and compound sentences
. . . use a variety of different sentence starters
. . . use full stops, capital letters, question and exclamation marks
. . . use commas to separate items in a list
. . . use speech marks to show when someone is speaking
. . . use if, so, while, though, since to write more complex sentences
. . . used joined handwriting keeping the letters and the spaces the same size
. . . spell words using spelling rules
. . . edit, revise and improve my writing
. . . match my writing to the audience
. . . plan my writing using different methods
. . . use a variety of time connectives
. . . use 1st or 3rd person without mixing them up
. . . begin to use non-fiction structures
. . . vary my story openings
. . . engage the reader by asking questions
. . . sequence sentences to extend ideas
. . . make notes and use them when I am writing
. . . think about what I am going to write before I write it
. . . use IT to present my work
. . . spell words using phonics