

# Learning ladder

Below is an example of the learning taxonomy adopted by a collection of Walsall schools as detailed in the article 'Making good schools great' (pages 12–13 Jan '09 *Junior Education PLUS*).

		Specific examples related to writing
How well the children generate new products, ideas or ways of doing/viewing things.	<b>Creating</b>	<ul style="list-style-type: none"> <li>• Can use interesting and varied word choices.</li> <li>• Produce own work that is organised, imaginative and clear.</li> </ul>
How well the children justify a decision or course of action.	<b>Evaluating</b>	<ul style="list-style-type: none"> <li>• Can attempt to give an opinion.</li> </ul>
How well the children differentiate between the constituents, identify their attributes and organise them.	<b>Analysing</b>	<ul style="list-style-type: none"> <li>• Can structure and organise work clearly.</li> </ul>
How well the children apply their knowledge and understanding in a familiar context.	<b>Applying</b>	<ul style="list-style-type: none"> <li>• Can extend sentences using a wide range of connectives.</li> <li>• Can make writing lively and interesting.</li> <li>• Can develop and extend ideas logically in sequenced sentences.</li> <li>• Can use adjectives and descriptive phrases for detail and emphasis.</li> </ul>
How well the children understand the information being communicated.	<b>Understanding</b>	<ul style="list-style-type: none"> <li>• Can link ideas and events using strategies to create flow.</li> </ul>
How well the children can recognise and recall the appropriate information.	<b>Remembering</b>	<ul style="list-style-type: none"> <li>• Can usually structure basic sentences correctly using capital letters and full stops.</li> </ul>

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