

ENGLISH – WRITING

P1(i)

Blinks defensively

Turns towards touch on face

Closes fingers when palm touched

Closes eyes to sudden bright light

Responds to physical touch

Physical activity reduced by touch

Vocalises

Vocalises contentedly

Reacts to pain

Vocal activity reduced by touch

Distress reduced by physical contact

Startled by sudden loud noise

Shows an awareness of sounds

Momentarily frozen by quiet sound

Momentarily frozen by new sound

Sometimes responds to sound next to ear ie bell

May give momentary attention to someone

speaking close and in direct line of vision.

Is informed of what is happening

Experiences a range of vocal styles

- story

- rhyme

- instructions

- discussion

Encounters puppets

Encounters pictures in the environment

Is assisted to participate in action rhymes

Is assisted to feel materials

Is assisted to use different actions for different purposes ie stroking, tapping, waving

P1(ii)

Turns towards bright light

Briefly follows bright light

Cries for attention

Aware that crying brings response

Responds to human voice

Turns towards sound but cannot localise

Turns towards human voice

Quietens at familiar voice or sound

Attends briefly to speech from a familiar person

Interacts with familiar person briefly

Responds to music with heavy beat

Responds to music with quiet rhythm

Signs of intentional communication

Demonstrates an awareness of the presence of others

Shows pleasure in the presence of others

With help takes part in action rhymes

With help takes part in action rhymes showing some awareness

Attention fleetingly drawn to moving object

Attention fleetingly drawn to colourful picture

Attends briefly to familiar voice saying -

- stories

- rhymes

- instructions

- discussions

Vocalises repeating same sound

May responds to name

Passively accepts bathing and dressing

P2(i)

Watches person directly in line of vision

Smiles at familiar person

Smiles at people

Smiles in response to facial expression of others

Smiles in response to attention

Gives a positive response to attention

Attempts to copy facial expression

Follows light by moving head

Claps hands

Waves goodbye

Turns head away to indicate enough

Objects when attention is withdrawn

Wants to continue an enjoyable experience

Follows adult with eyes when in line of vision

Follows adult by turning head

Turns eyes towards human voice

Responds to variety of sounds

Vocalises to self

Makes cooing sounds

Makes babbling sounds

Babbles to music

Shouts to attract attention

Responds to human voice with gentle guttural sounds.

Listens to comforting voice

Responds to familiar voice or sound

Listens to sound of object ie bell

Looks for sound

Attends to physical sensory input related to story or rhyme

Attends to audio sensory input related to story or rhyme

Attends to visual sensory input related to story or rhyme

P2(ii)

Vocalises to indicate pleasure

Vocalises to indicate discomfort

Vocalises to indicate displeasure

Uses gesture to indicate pleasure

Uses gesture to indicate discomfort

Uses gesture to indicate displeasure

Facial expression indicating pleasure

Facial expression indicating discomfort

Uses facial expression to indicate displeasure

Vocalises to gain attention

Different needs indicated by different noise

Makes choices

Reaches out to request attention

Imitates adult in simple action

Claps hands in imitation

Enjoys taking part in action rhymes with assistance

Makes some movements independently in action rhymes

Remembers an action over a short period

Greets favourite visitor through gesture or vocalisation

Reaches out for favourite adult or friend

Responds to visual stimulus ie puppet

Has a favourite puppet or object and shows pleasure when it appears.

Reaches for objects with both hands

Leads with one hand when reaching for objects

Holds object with palmer grip

Imitates facial expression of familiar adult

Copies playful sounds

Joins in vocal play - coughs, car noise

Plays peek-a-boo

P3(i)
Seeks eye contact
Uses gesture to gain attention
Acts in order to gain attention ie drops object
Responds to facial expression
Waves goodbye appropriately
Looks for a familiar adult
Recognises familiar voices
Listens to familiar person not in sight
Recognises familiar noises
Attentive to everyday sounds
Enjoys appropriate physical contact
Enjoys the company of others
Repeats own sound
Repeats action to observe effect
Imitates sound
Repeats sound when repeated by carer
Makes a range of sounds
Begins to be more independent when taking part in action activities.
Can concentrate for a complete action activity
Requests repeat of action activity
Requests specific activity by pointing etc
Uses sound cues to anticipate event
Uses tactile cues to anticipate event
Uses place cues to anticipate event
Aware of sequence of events
Aware of daily routine
Responds appropriately to daily routine
Looks at a book handled by an adult
Looks at pictures with staff
With assistance uses drawing tools

P3(ii)
Greet staff in a conventional manner
Greet peers in a conventional manner
Shows pleasure in joint activity
Instigates joint activity
Willing participates in small adult led group activity
Wants others to join activity
Offers object to others
Shows pleasure in achievement
Aware of praise
Strings 2 sounds together
Laughs
Makes sound and babbles at different volumes
"Talks" to mirror image
Discriminates between friendly and angry voices
Babbles to familiar people
Imitates gesture
Responds to gesture
Responds to gesture with a gesture
Recognises own name when spoken
Knowledge of what is self and not self
Calls for attention to indicate need
Select item to indicate a preference
Find an item to show what they want to do
Anticipates what is going to happen
Remembers simple actions or sounds to a familiar poem
Remembers responses in an experienced activity
Looks at a computer screen
Look at a picture and point to objects
Turns pages when sharing a book
Pauses to look at pictures in a book
Hands book to staff to read or share
Uses whole hand to hold pencil

Has the opportunity to use drawing tools
Makes marks on paper

P4

Watches an adult write their name

Presentation

Uncontrolled scribble with either hand

Vertical scribble with writing tool

Horizontal scribble with writing tool

Shows "writing " to carer

Picks up writing tool

Uses dagger grip

Uses pincer grip

Makes large random strokes

Uses a crayon

Uses a pencil

Uses pens

Uses paint

Uses the computer

Works on paper

Works on blackboard

Works on white board

Works on a screen

Tracks objects ie plane in sky

Imitates vertical strokes

Imitates horizontal strokes

Imitates circular strokes

Creating and Shaping Texts

Puts marks or symbols along side picture

Chooses to write

Demonstrates pleasure in efforts

Watches the paper as they make marks

Text Structure and Organisation

Knows that marks and symbols have meaning

Aware that using an input device causes a change
on the screen

Uses input device randomly

Sentence Structure and Punctuation

Sequence pictures i.e. breakfast, lunch, dinner

P5

Attempts to add own name

Watches an adult write

Press the input device appropriately with action response software

Inputs text-random letters

Presentation

Overwrites shapes

Overwrites patterns

Traces horizontal movements

Traces vertical movements

Traces circular movements

Traces a writing pattern

Copies horizontal movements

Copies vertical movements

Copies circular movements

Copies a writing pattern

With support pupils create and complete patterns

With support pupils create patterns

Uses whole arm when writing

Lines of zigzag scribble across a page

Attempts to copy shapes -cross

Writes over adult writing

Picks up and puts down pencil with care

Uses a drawing package to create a pattern on the screen

Chooses to use pencil and paper

Draws pictures

Uses a variety of colours

Changes colour within a drawing

Creating and Shaping Texts

Talks about drawing

Write own marks in or about piece of work

Observes adults use writing for a variety of purposes

Uses writing in play

Reads own writing

Text Structure and Organisation

Dictates a caption for a picture

Gives picture name

Seeks help to read what they have written

Listens when an adult reads what they have written

Sentence Structure and Punctuation

Attempts to copy name

P6

Word Structure and Spelling

Looks for letter of name on input device

Identifies initial letter of name

Attempts to write name on the computer

Identifies first letter of first name

Attempts to write first letter of name

independently

Write first letter of name

Writes several letters from name

Makes marks for name with some recognisable letters

Copies letters or words from environment

Copies underneath from left to right

Most letters orientated correctly

Presentation

Traces simple shapes

Copies simple shapes

Traces letter shapes

Letter size variable

Is developing a preferred hand

Lines of scribble have a variety of shapes included

Lines of scribble have a variety of letters included

Patterns visible in writing -i.e. spaces between symbols

Creating and Shaping Texts

Separates pictures and writing

Watches adults write text on the computer

"Reads" own writing to staff

Uses writing in variety of situations

Text Structure and Organisation

Observes written material in use ie. shopping list

Points to text on the screen

Illustrates writing

Sentence Structure and Punctuation

Recognises own name on computer screen

Observe the production of a printout

Finds their own name on a printout

P7

Word Structure and Spelling

Groups of letters / symbols vary in content

Groups of letters / symbols vary in length

Uses single letter to represent word

Writes first name correctly most of the time

Writes first name correctly all of the time

Writes Surname name correctly all of the time

Writes Surname name correctly most of the time

Writes first name and surname correctly

Writes 2 other words correctly sometimes

Writes 2 other words correctly consistently

Uses letters of name in writing

Groups letters / symbols together

Presentation

Aware of size of one shape in comparison to the shape next to it.

Has a preferred hand

With assistance begins letters in the correct place

Moves round circular shape in the correct direction

Returns up a vertical stroke ie as in 'n'

Some letters correctly formed

Creating and Shaping Texts

Uses writing in role play

Attempts to write words other than name

Starts writing on left of page

"Reads" writing

"Reads " other peoples writing

Text Structure and Organisation

Writes in:

- lines

- list

Creates cards for family

Show some awareness of the permanence of writing

"Writes a story" on the computer

Dictates caption for computer picture

Dictates caption for painting

Dictates narrative

Sentence Structure and Punctuation

Leaves a space between groups of letters / symbols

P8

Word Structure and Spelling

Sorts words and letters from numbers

Uses a group of letters to indicate a word

Uses letter sound knowledge in writing

Some recognisable words in writing

Spells out letter sounds in own name

Write all the letters in own name

Writes own name in correct sequence

Enters name on the computer

Frequently uses correct initial letter of word

Asks how to write a word

Presentation

Holds pencil correctly

Lessening of arm movement and greater use of

hand to write

Sits correctly

Uses 2nd hand to hold paper while writing

Positions paper correctly

Pictures and writing separated

Groups letters in word blocks

Realises that the print out is the same as the text on the screen

Copies writing patterns

Copies underneath writing

Copies from white board/ blackboard

Creating and Shaping Texts

Joins in group story writing

Joins in brainstorming for writing

Gives text same meaning each time

Reads what they have written

Text Structure and Organisation

Illustrates picture or experience

Dictates extended text for picture or diagram

Aware of different uses for writing

Recognises their own work when displayed

Uses different layouts depending on purpose

Sentence Structure and Punctuation

Uses capital letter to begin name

No capital letters in name except for initial letters

Puts spaces between words on the computer

NC1C

Creating and Shaping Texts

Makes amendments to story when discussed with an adult

Uses writing to add meaning to a picture

Uses writing in role play situations

Uses words from the environment in their own work

Chooses to write

Joins in group writing activities

Asks questions about what is being written

Listens while group story is read.

Makes contribution to group writing.

Recognises the story written yesterday

From a known text discuss the who, when, where of the story

Talks about a personal event or piece of work

Sequence two related parts of a report or event

Discusses what he wants the scribe to write

Dictates a caption to a scribe

Attempts to use features of narrative form in their writing

Text Structure and Organisation

Uses pictures to plan story events

Writes simple structures attempting to include basic features of:

- reporting experiences
- creating stories
- making books
- captions
- cards

Audience:

- adults
- peers

- family

- themselves

Sentence Structure and Punctuation

Writes simple sentences sometimes using punctuation

Writes their full name with correct spacing

Writes a list

Writes simple captions

Presentation

Write the letters shapes of own name

Moves across the page from left to right

Leaves spaces between words

Writes 5 lower case letter shapes

Writes 10 lower case letter shapes

Writes 20 lower case letter shapes

Writes all lower case letter shapes

Aware that the purpose of writing is to be read

Letters are recognisable

Word Structure and Spelling

Joins in repetition in story, verse or song

Recognise rhyme through verse

Aware that each letter has a name and sound

Write letters from own name when given letter sounds

Identifies words beginning with letter sounds from their name

Identifies letters in name on a keyboard

Represents word with initial letter

NC1B

Creating and Shaping Texts

Talk to an adult about what they wish to write

Adds information when asked questions about what they want to write

Answers questions about the content of their writing

Makes amendments on reading own writing

In group story writing suggest:

- place

- character

Caption related to picture content

Gives some detail in story ie colour

Share story with others

Listens to other peoples stories

Want to take writing to and from school

Rereads writing using same words

Use phrases to convey ideas

Use phrases to convey information

Identify differences between their own work and teachers transcription

Text Structure and Organisation

Writes using simple structures:

story

lists

caption

messages

speech bubbles

reminders

Sentence Structure and Punctuation

Full stops appear randomly in writing

Begins first name and surname with a capital letter

Presentation

Begins letters in the correct place

Moves round letters in correct direction

Finishes letters correctly

Writes most lower case letters correctly

Writes most upper case letters correctly

Begins on the left hand side of the page

Begins the next line below the previous line

Takes a pride in the appearance of their work

Uses a comfortable pencil grip

Writes simple text using IT

Word Structure and Spelling

Matches upper and lower case letters

Writes initial sounds of words

Writes final sounds of words

Identifies vowel in CVC word

Writes phonic based CVC words

Writes some words from high frequency word list

Uses classroom word lists to aid spelling

Suggest a word to put in a verse using rhyming awareness

Writes some CVC rhyming words ie hit, sit, fit.....

NC1A

Text Structure and Organisation

Writes using simple structures:

Records

labels

Use correct organisation to present text:

Sentences grouped together logically

Make contributions in class brainstorming story /
report planning

In group sessions identifies a range of words related
to topic

Narrative

Notes

Captions

Instructions

Reports

Use correct organisation to present text:

- list

- card

- story

- report

Fiction

Non-fiction

Poems

Lists

Creating and Shaping Texts

Discusses writing plan with adult

Creates own plan

Amends writing plan after discussion with adult

Mainly sticks to plan

Create an imaginary place

Create an imaginary person

Create an imaginary event

Sequences three related parts or events in a story

Gives some simple detail in a story

Use pictures to add to writing

Makes word bank linked to topic

Decides what to write about

Sentence Structure and Punctuation

Begins writing with a capital letter.

Ends writing with a full stop.

Use capital I for personal pronoun

Notices question marks

Read own writing with intonation

Uses story language

Presentation

Letters correctly orientated

Uses mainly lower case letters

Lower case letters formed correctly

Upper case letters formed correctly

Regular spaces between words

Regular spaces between computer text

Regular spaces between letters

Ascenders taller than other letters

Descenders lower than other letters

Expects to present text that can be read

Pencil pressure allows writing to flow

Uses an efficient pencil grip

Uses IT to create texts with images

Word Structure and Spelling

Spells two letter words

Spells phonic based CVC words

Spells common 3 letter words in high frequency list

Writes initial letter sounds:

- ch

- sh

- th

Aware of alliteration

NC2C

Creating and Shaping Texts

Some adjectives in writing

Writing has a beginning and end

Write lists

Writes simple list of instructions-ie direction to the coat pegs

Adds captions to picture sequence

Writes labels

Writes their ideas in a plan

Plans specific vocabulary to include in their writing

Expect what they have written to make sense

Contributes to a simple story map

Verbally tells a story from a simple story map

Discuss vocabulary associated with topic in story

Links ideas using and

Considers alternatives to and as a conjunction

Text Structure and Organisation

Breadth of Study

Fiction

- Narrative

- Poems

- Story

- Cards

- Notes

- Diary

- Captions

- Records

Non-fiction

- Instructions

- Labels

- Reports

- Lists

- Appointments

- Rules

Sentence Structure and Punctuation

Identify where to put full stops by reading writing aloud.

Few randomly placed full stops

Gives familiar peoples names capital letter

Shows an awareness that capital letters are not used in the middle of words

Writes simple sentences

Presentation

Aware of condition of pencil

Sits in an appropriate place in order to write

Letters in word have consistent height

Upper case letters appropriate size

Appreciates a neat piece of work

Writes using a word processor

Writes legibly

Correct spacing between and within words

Word Structure and Spelling

Uses known words confidently

Attempts to use sound of one word to assist with spelling another word

Uses phonic knowledge to attempt to spell unknown words

Uses knowledge of visual patterns to spell

Uses the letter s to denote plural

Aware of initial clusters

Spells words consistently in a piece of writing even if incorrect

NC2B

Creating and Shaping Texts

Range of adjectives in writing

Use of some adverbs

Use a setting from a familiar text in their own story

Use familiar rhymes and patterned stories as the basis for own writing

Extend an alliteration

Extend rhyme and rhyming patterns of familiar verse

Writes label for a diagram

Aware of other peoples writing and reads it

Write a piece of non-fiction ie description of an animal

Chooses appropriate vocabulary for the task

Check for sense in what they have written

Identify when they have missed a word

Identify words in the wrong order

In group planning show an understanding of linking devices ie arrows

Build a simple description of a character

Show an awareness of the tense they are writing in

Uses some conjunctions other than and

Text Structure and Organisation

Fiction

- Narrative

- Poems

- Story

- Description

- Notes

- Diary

- Captions

- Records

- Cards

- Plays

Non-fiction

- Instructions

- Labels

- Reports

- Lists

- Appointments

- Rules

- Observations

- Posters

- Invitations

Breadth of Study

Plans basic sections

Uses time references to show different sections ie next / then

Sentence Structure and Punctuation

Begins to add full stops when they have completed a sentence

Aware of use of question marks

Identifies a question containing common question words at the beginning

Few inappropriate capital letters

Sometimes uses commas in a list

Attempts to write compound sentences

Is aware of exclamation marks

Presentation

Letters are of a consistent height and size

Begins to join some letters

Looks at the layout of text from different sources

Word processes short pieces of own text

Word Structure and Spelling

Writes some common initial clusters

Develops an awareness of common prefixes

Is aware of common endings

Aware that not all plurals are created by adding s

Write some common letter strings

NC2A

Creating and Shaping Texts

Extended captions for own work

Writes simple questions

Organise the information in an accessible manner

Use element of known story to create own work

Uses some descriptive words or phrases

Write about a known story

Assemble a range of information

Begin to use narrative passages in writing

Aware of a range of conjunctions

Consistent use of tense

Consistent use of time

Show the formation of a known story plot

Build a simple profile of a character

Create a simple atmosphere ie cold rainy day

Extends original idea

Uses word processor to draft work

Think of a range of words that have same or similar meaning for use in writing ie get / receive / fetch / bring

Consider what is essential information ie an invitation / poster

Reads work to check meaning

Text Structure and Organisation

Breadth of Study

Fiction

- Narrative

- Poems

- Story

- Description

- Notes

- Diary

- Captions

- Records

- Letters

- Cards

Non-fiction

- Instructions

- Labels

- Reports

- Lists

- Appointments

- Rules

- Observations

- Posters

- Invitations

- Diagrams

Follows plan to create different sections in work

Review books

When planning is aware of the questions:

- who

- when

- where

- why

Sentence Structure and Punctuation

Full stops followed by capital letter

Gives peoples names capital letter

Gives familiar place names capital letter ie town, street

Words are written in lower case apart from appropriate capitals

Inconsistent use of speech marks in writing

May begin a new line for a speaker in narrative writing

Consistent use of tense

Places question marks in their work

Use subordination in relation to time and reason

Clarifies meaning by using an exclamation mark

Presentation

Writing a consistent size

Ascenders are clear and consistent

Descenders are clear and consistent

Adjust size of writing according to purpose e.g. on forms

Consider the way a piece of work is presented

Discuss details of the layout of a piece of work

Uses four basic joins

Word Structure and Spelling

Writes common vowel blends

Spells simple CCVC words

Spells simple CVCC words

Spells words in high frequency list that do not conform phonetically

Write common prefixes correctly

Breaks down compound words

Uses common endings appropriately

Spells words consistently in a piece of work

Uses class word bank to check spelling

Uses alphabet knowledge to access a dictionary

Identify some reasons for miss spelling

Become aware that rules are sometimes broken