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| **Writing –Fine Motor, *Mark Making & Handwriting*** | | | | | | | | | |
| **Impact** | **Explorers:**  Building core strength and control, practise and develop the use of their hands and fingers to manipulate objects, build strength of their fine motor movement so that they can begin to control objects in meaningful ways. | | | | **Independent Learners:** Develop mark making as a means to communicate their thoughts and experiences and build on control to show distinct and purposeful marks which become consistent so that others can begin to ‘read’ it. Become more accurate in pressing control switches and handling PECS cards. | | | **Career Seekers:** Have well develop fine motor control so that they are able to write, type or accurately manipulate a touch screen to communicate meaning to others. | |
|  | | **Phonics & Mark Making** | | | | | | | |
| **Jabadao, Sensory mark making, Fuzzy Buzzy** | | | **Teach correct letter formation alongside phonic graphemes through these stages.** | | | | |
| I can… | | Show awareness of my own hands.  Hold something for a short time.  Make marks by chance e.g. trailing fingers through spilt juice.  Use different actions for different purposes e.g. stroking, waving, clapping.  Feel different materials with support.  Reach for objects with both hands.  Reach for an object leading with one hand.  Use mark making tools with assistance.  Make marks on paper.  Use my whole hand to hold a mark making tool. | Explore objects intentionally with my hands.  Use my hands to deliberately knock objects over.  Use my fingers or toes to spread or rake a sensory media across a surface.  Use my index finger to make marks.  Pick up small objects by developing a pincer grasp.  Pass an object from one hand to the other.  Hold a pen, brush or stick in palmer grasp to make marks.  Use gross motor movement to make lines and circles.  Use a mark making tool to make scribbles and dots.  Begin to draw lines in vertical or horizontal. | Show a preference for right or left hand holding and mark making.  Point index or one finger as a part of communicating.  Follow a route using a mark making tool.  Follow a route on a road map or track.  Show an awareness that letters carry meaning.  Draw lines and circles.  Hold a pen, brush or stick in early tripod grasp to make marks.  Begin to copy marks made by an adult.  Make clear choices about the marks I use e.g. a combination or lines and circles.  Manipulate magnetic letters.  Make marks resembling letters from my name.  Use a computer program to make marks. | Represent the first grapheme of my name.  Copy my name with physical help.  Trace over lines and patterns with help.  Trace over lines and patterns independently.  Trace over letters with support.  Trace over letters independently.  Give meaning to the marks that I draw, paint or write.  Imitate an adults writing.  Begin to form a few recognisable letters.  Make marks to represent 3 different familiar symbols/objects.  Represent my own name with marks.  Use some clearly identifiable letters to communicate meaning. | Write my own name and other things such as labels or captions.  Attempt to write short sentences in meaningful context.  Form the digits 0-9  Write the letter shapes from my own name.  Write all lower case letters.  Handwrites letters which are recognisable.  Write most upper and lower cases correctly.  Start my writing on the left side of the page and move to the right.  Move onto the next line down when there isn’t enough space.  Use technology to ‘write’/ type simple words or text.  Ascenders and descenders are higher and lower than other letters.  Make regular paces between letters and words. | Write letters with a consistent height.  Make sure all letters can be read.  Type letters to make words.  Ascenders are consistent and clear.  Descenders are consistent and clear.  Sit in order to write / type.  Adjust the size and style of my writing depending on the purpose.  Write all upper and lower cases consistently and accurately.  Make sure my writing is a consistent and appropriate size.  Look for information about PECS /TOUCH SCREEN  *May join writing.* | Make sure my writing is easily read.  Develop my own writing style.  Take pride in the appearance of my work.  Type using a computer/ipad to present my work.  Make sure there are consistent spaces between letters and between words. | Increase the fluency and speed of writing.  Type writing at speed.  Take the layout and font style into account.  Choose the appropriate style of handwriting / font for the purpose.  Use a variety of mark making tools with confidence. |
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| **Writing - *Phonics – Graphemes – segmenting to spell*** | | | | | | | | | |
| **Impact** | **Explorers:** develop auditory discrimination between everyday sounds, instrumental sounds and those of speech and vocal sounds. Begin to remember those differences and identify where they belong, matching objects & actions to sounds. | | | | **Independent Learners:** Become more accurate in distinguishing between the different sounds they hear, particularly letter and word sounds and become more accurate in matching these to a grapheme. | | | **Career Seekers:** Be able to write/type legible words, which follow spelling patterns or are phonetically plausible and make sense to others. | |
|  | | **Phonics** | | | | | | | |
| **Phase 1** | | | **Phase 2,3,4**  *\* Pupils to be taught oral segmenting at this band.* | **Phase 4, 5** | **Phase 5, 6** | **Phase 6** | |
| I can… | | Show awareness of the sounds in the environment.  Show awareness of the different sounds made by instruments and noise makers.  Begins to show an awareness of rhythm and rhyme, through familiarity.  Listen to sounds made using our bodies.  Show awareness of the differences between environmental sounds.  Make marks by chance e.g. trailing fingers through spilt juice.  Turn towards a familiar sound. | Begin to understand that marks have some meaning and begin to make some marks.  Begin to remember the differences in sounds.  Begin to recognise familiar rhymes.  Shows awareness of rhythm and rhyme e.g. moving body.  Use my fingers or toes to spread or rake a sensory media across a surface.  Hold a pen, brush or stick in palmer grasp to make marks.  Identifies the correct object by sound e.g. points to dog when ‘woof’ is said. | Remember the differences between sounds.  Recognise rhyming words.  Begin to trace over some lines or simple shapes.  Begin to recognise alliteration.  Listen to the sounds at the beginning of words and hear the differences between them.  Listen as an adult models oral segmenting and can recognise the differences between them.  MAY Explore and experiment with speech and vocal sounds.  Begin to listen to most sounds within words (CVC) and begin to remember the order.  Draw lines and circles.  Make clear choices about the marks I use e.g. a combination or lines and circles.  Make letter like marks in sensory media. | Identify some letters on a keyboard.  Represent a word with an initial letter.  Record or write all graphemes and digraphs taught in phase 2.  Write the letters from my name.  Write the final sounds of some words.  Attempt to write / type phonic based.  Make links between the sound I hear and the grapheme.  Recognise some CVC words by sight.  Recognise tricky words taught in phase 2 and 3.  Attempt more complex words, I may use my phonic knowledge. | Show that I know all the letters of the alphabet and their most common sound.  Know all Consonant digraphs which have been taught and the sounds they represent.  Know all Vowel digraphs which have been taught and the sounds they represent.  Accurately spell most words containing the digraphs from phase 2 & 3.  Spell words in a phonetically plausible way.  Add ‘ing’, ‘ed’ or ‘er’ endings to words which don’t need to be changed e.g. buzzer.  Spell words with double consonant endings e.g. ff, zz, ll.  Add ‘er’ or ‘est’ to an adjective.  Begin to spell words with split digraphs e.g. ride, theme, woke.  Begin to spell using newly taught digraphs ‘ph’ and ‘wh’.  Begin to spell using pattern families – light, bright, sight.  Read the words I have spelt. | Use my knowledge of the sound and spelling of one word to help with another.  Use known words confidently.  Begin to recognise the alternative graphemes for known phonemes e.g. play, gate, rain.  Begin to spell common homophones correctly e.g. bare/bear, blue/blew.  Begin to spell words with silent initial letters e.g. gnaw, knight.  Add ‘es’ to the end of a verb, where the word ends in ‘y’ and I can change the ‘y’ to and ‘I’.  Spell contracted words e.g. can’t, don’t etc.  Begin to self-correct misspellings or words.  Spell following spelling patterns for phases 5 and 6 phonics.  Use the correct graphemes in the right order for the phonemes I have heard – single syllable words.  Use the correct graphemes in the right order for the phonemes I have heard – multi syllabic words.  Break down compound words to spell. | Show willingness to spell most words.  Spell words with more complex endings e.g. ure but sounds like /zhur/  Spell words with alternative graphemes e.g. chef sounds like /sh/  Spell confidently following spelling patterns for phases 5 and 6 phonics.  Spell words which sound like /i/ but are spelt ‘y’ e.g. mystery.  Spell words with a /shun/ phoneme ending spelt ‘sion’ and change the root word accordingly.  Spell more complex homophones e.g. here/hear  Use a dictionary to check the spelling of a word.  Spell most words correctly adding a prefix.  Spell most words correctly adding a suffix. | Convert nouns or adjectives into verbs by adding a suffix e.g.  bright – brighten.  Spell complex homophones and near homophones e.g. who’s and whose.  Use and dictionary with confidence.  Use a thesaurus to check the meaning of a word.  Spell words with silent letters e.g. lamb, thistle  Spell words that contain a hyphen.  Spell words ending in ‘tious’ or ‘ious’  Spell words ending with ‘able’, ‘ible’ ‘cial’ or tial  Use my knowledge of adjective endings to spell a wide range of complex words.  Use and understand abbreviations. |
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| **Writing- *Sentence Structure – Grammar and Punctuation.***  ***Sequencing, now and next, two step instructions.***  *Colourful semantics?* | | | | | | | | | |
| **Impact** | **Explorers:** listen to the different sounds adults make in conversation, begin to understand the use of PECS to communicate and that writing, symbols and pictures carry meaning and can be used to communicate. Beginning to understand PECS in a sentence to pass to an adult. | | | | **Independent Learners:** develop further their understanding of sentences and that they can be structured differently to ask or convey different meanings. Use them more frequently and spontaneously to make their wants, needs, feelings and observations known. | | | **Career Seekers:** can construct and send sentences which make sense to others through a variety of means – emails, letters, text messages, forms and documents. | |
| **Colourful Semantics** | | | | | | | | | |
|  | | **PECS – Picture Exchange Communication System** | | | | | | | |
| **Pre PECS & Phase 1** | **Phase 2, 3, 4** | **Phase 4 & 5** | **Phase 5 & 6** | **Continue through Phase 6 to build vocabulary** | | | |
| I can… | | Hand over a PECS card with adult support.  Pick up a PECS card independently.  Reach and release a PECS card into the hand of an adult. – exchange.  Spontaneously pick up a PECS card in front of me.  Show anticipation and recognition of objects of reference.  Understand some contextual cues e.g. bye bye when leaving.  Hold something for a short time.  Communicates needs and feelings in a variety of ways. | Confidently make marks in different media.  Scribble and make dots.  Travel with a PECS card to an adult or peer.  Pick up a PECS card if it falls from the adults hand and try again.  Be persistant with my request.  Make a choice between a preferred and non-preferred symbol/ picture.  Choose between several cards to make a choice.  Choose another card if I have given the wrong PECS card – 4 step error.  Construct a sentence and exchange the strip. – just adding the choice of PECS to an ‘I want’ strip. | Point to the parts of the sentence strip as an adult says the words. –PECS  Add an extra card to my sentence to describe the object I want e.g. chocolate biscuit. – PECS  Begin to add action words to my sentences. – PECS  Add quantities into my PECS sentence.  Distinguish between the marks that I make.  Make clear choices about the marks I am making.  Show awareness that letters, symbols and pictures convey meaning.  Make individual marks that look like ‘writing’. | Use sentence builders to create different sentences e.g. ‘I want’, ‘I see’, ‘ I hear’ .  Construct simple sentences.  Attempt to use some types of punctuation.  Write / type a list.  Write / type my full name with correct spacing.  Write simple captions with some recognisable letters.  Write labels – with some recognisable letters.  Experiment with full stops.  Begin to form some recognisable letters. | Put regular spaces between words.  Start my own name with a capital letter consistently.  Start my writing with a capital letter some of the time.  End my writing with a full stop.  Notice question marks and may attempt them.  Use the capital ‘I’ for a pronoun.  Add a few randomly placed full stops.  Construct simple sentences with a full stop and a capital letter. | Begin to use question marks.  Show awareness of exclamation marks.  Use commas in a list.  Add a full stop each time I finish a sentence.  Follow a full stop with a capital letter.  Make sure most letters are lower case.  Use a consistent tense.  Use an apostrophe in a contracted word | Include commas in my writing / text.  Use full stops and capital letters consistently and accurately.  Use question marks accurately.  Experiment with using speech marks in my writing.  Use capital letters for proper nouns.  Begin to vary the beginning of my sentences.  Begin to use an apostrophe for possession  Use and show a range of adjectives.  Use and show a range of verbs and adverbs.  Group related sentences together. | Write different types of sentence e.g. simple, compound and complex.  Use commas accurately to clarify meaning.  Write sentences that include subject verb agreement e.g. *they are not they was.*  Use brackets, colon and semi colon, mostly accurately.  Use an apostrophe for possession consistently.  Be consistent with the tense I am writing in.  Vary the structure of my sentences.  Vary the beginning of my sentences.  Use speech marks. |
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| **Writing- *Writing for a Purpose*** | | | | | | | | | |
| **Impact** | | **Explorers**: Pupils develop an interest in mark making and begin to choose to do this independently, they become interested in different marks and experiment with media and materials to create different marks. These marks then become more refined as they notice and show differences in marks they have made. | | | **Independent Learners**: can create notes for themselves or to give to others, make and create shopping lists to use. They become more confident in using writing and typing as a means to communicate with others and develop an internal bank of stories and structures to help to form writing. | | | **Career Seekers**: use their writing/typing skills to apply for jobs, create their own CV’s, write statements or information pieces taking the reader in to account. | |
|  | | **Talk4Writing** | | | | | | | |
|  | | **Colourful Semantics** | | | | | | | |
| **I can …** | | Use different actions for different purposes e.g. stroking, waving, clapping.  Use mark making tools with assistance.  Make marks on paper.  Reach for objects with both hands.  Turn towards a familiar sound.  Communicates needs and feelings in a variety of ways. | Notices and is interested in the effect of making movements which leaves marks.  Put marks and symbols alongside a picture or photo.  Hold a pen, brush or stick in palmer grasp to make marks.  Use gross motor movement to make lines and circles.  Use a mark making tool to make scribbles and dots. | Communicate about their marks.  Give a picture they have made a name.  Make marks using tools independently.  Use writing in play.  Make my own marks in or about a piece of work.  Dictate a caption for a picture.  Seeks help from adults to read what they have written. | Use writing to add meaning to pictures.  Use writing in role play situations.  Choose to write independently.  Communicate a caption for an adult to write.  Use words from my environment in my work.  Plan a story using pictures.  Write a simple list.  Give some details in a story e.g. colour – may be dictated to an adult.  Retell a simple story.  Capture experiences through media, writing, pictures or symbols. | Write speech bubbles next to a picture.  Write a caption related to a picture.  Understand what to write in a card.  Write labels for others to read.  Add pictures to my writing to help to explain it.  Add simple adjectives in my writing.  Write simple instructions next to pictures for someone to follow.  Write a list for role play that others can read.  Write captions and notes which can be read by a familiar adult.  Begin to use ‘and’ in my sentences.  \* May write using imagination. | Add a range of adjectives to my writing.  Use descriptive phrases.  Put a beginning and ending in my writing.  Begin to plan my writing.  Communicate a story from a story map.  Use ‘and’ to join my ideas.  Add captions to a picture sequence.  Add words other than ‘and’ to join my ideas.  Write a simple description of a place, object, animal or person.  Write labels for a diagram.  Use familiar stories and rhymes as a basis for my writing.  Write simple questions.  Include essential information in my work. | Make notes to help me with my work.  Use paragraphs effectively.  Show an awareness of writing for different audiences.  Type an email  Write a letter.  Write a report or explanation.  Write a set of instructions.  Make an information poster.  Write a diary entry.  Read my own work to check that it makes sense.  Write stories with appropriate beginning,  middle and endings.  Include descriptive vocabulary. | Write an autobiography.  Write a non-chronological report.  Write my own CV.  Break my work down into manageable sections.  Write to persuade when making a point.  Write for a particular audience.  Quickly and effectively write stories including appropriate structure.  Summarise the information I have read in a book. |
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**Relevant Genre for English**

* *We are not prescribing particular genres per term/week etc. As the mechanics and skills of writing, phonics and composition are more important to the development of our pupils. However, they should be exposed to all forms of relevant genre throughout the year.*

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| **Pre Formal** | | | **Semi-Formal** | | | **Formal** | |
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| **Fiction**  Sensory Stories  Story massage  Picture Books  **Non-Fiction**  Sensory Stories  Names  Objects of reference  **Poetry**  Nursery Rhymes  Simple rhymes  Songs | **Fiction**  Sensory Stories  Story massage  Picture Books  **Non-Fiction**  Sensory Stories  Names  Objects of reference  Captions  **Poetry**  Nursery Rhymes  Simple rhymes  Songs | **Fiction**  Sensory Stories  Story massage  Picture Books  **Non-Fiction**  Sensory Stories  Names  Captions  List  **Poetry**  Nursery Rhymes  Simple rhymes  Songs  Rhyming word pairs  Alliteration | **Fiction**  Sensory Stories  Story massage  Picture Books  Stories with a familiar setting  **Non-Fiction**  Signs  Labels  Lists  Captions  Greetings cards  Names  **Poetry**  Rhymes with a predictable pattern  Rhyming word pairs  Alliteration | **Fiction**  Sensory Stories  Story massage  Picture stories  Stories with repetition  Stories with a familiar setting.  Fairy stories  Traditional Tales  **Non-Fiction**  Picture non-fiction  Lists  Letters  Labels  Greetings cards  Posters/adverts  Recount  **Poetry**  Rhymes  Action Rhymes  Simple poems | **Fiction**  Stories from a range of cultures  Traditional stories  A range of stories by the same author.  Stories by significant authors.  Fairy stories  **Non-Fiction**  Instructions  Non-chronological Reports.  Reports  Information books  Glossaries  Picture dictionaries  Diaries  Invitations  Recount  **Poetry**  Tongue twisters  Poems from other cultures  Riddles  Humorous / narrative poems | **Fiction**  Stories from a range of cultures  Legends / myths  Fables  Play scripts  Series / themed range  Story boards  Fairy / Fantasy stories  **Non-Fiction**  Recipes  Newspapers  Instructions  Dictionaries & thesaurus’  Flyers, pamphlets & brochures  Maps  Email  Recount  **Poetry**  Classical poetry | **Fiction**  *\* Be increasingly familiar with all previously mentioned genres.*  Stories from a range of cultures  Stories by the same author  Modern Fiction  British Literary heritage  Plays  **Non-Fiction**  Discussion  Recount  Persuasive Texts  Explanation Texts  Instructions  Dictionaries & Thesaurus’  Newspaper  Magazine  Reference books  Public Information Documents  **Poetry**  Range of poetry styles & genres. |