

| Writing – Fine Motor, Mark Making & Handwriting | | | | | | | | |
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| Ongoing Writing Expectations: | | | | | | | | |
| End Points | Informal | Semi-Formal: | | | Formal 1 | | Formal 2 | |
| | P-Levels 1-3 0-11 Months Developmental Stage | P-Levels 4-5 8-20 Months 16-26 Months | P-Levels 5-6 22-36 Months FS1 | P-Levels 6-8 FS2 ELG's | NC Year 1 | NC Year 2 End of KS1 | NC Year 3&4 | Year 5&6 End of KS2 |
| | By the End of the Informal Pathway Pupil's should be able to; Summary statement taken from Development Matters Stage 1 | By the end of the Semi Formal Pathway Pupil's should be able to; <ul style="list-style-type: none"> Write recognisable letters, most of which are correctly formed. Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases. Taken from Early Learning Goals – end of Foundation 2 expectations. | | | By the end of Formal 1 Pathway Pupils should be able to; <ul style="list-style-type: none"> Form lower-case letters of the correct size relative to one another. Start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left un-joined. Write capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters. Use spacing between words that reflects the size of the letters. Taken from National Curriculum End of key stage 1 Expectations. | | By the end of Formal Pathway 2 should be able to; *Write legibly fluently and with increasing speed by: <ul style="list-style-type: none"> Choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters Choosing the writing implement that is best suited for a task. Taken from National Curriculum End of Key Stage 2 Expectations | |
| Phonics & Mark Making | | | | | | | | |
| Jabadao, Sensory mark making, Fuzzy Buzzy | | | | Teach correct letter formation alongside phonic graphemes through these stages. | | | | |
| Autumn Term | Hold something for a short time. Make marks by chance e.g. trailing fingers through spilt juice. Feel different materials with support. Use mark making tools with assistance. | Use my hands to deliberately knock objects over. Use my fingers or toes to spread or rake a sensory media across a surface. Pick up small objects by developing a pincer grasp. Pass an object from one hand to the other. | Point index or one finger as a part of communicating. Follow a route on a road map or track. Manipulate magnetic letters. Use a computer program to make marks. | Copy my name with physical help. Trace over lines and patterns with help. Trace over letters with support. Give meaning to the marks that I draw, paint or write. | Form the digits 0-9 Write the letter shapes from my own name. Handwrites letters which are recognisable. Use technology to 'write' / type simple words or text. 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. | Type using a computer/ipad to present my work. Make sure there are consistent spaces between letters and between words. | Type writing at speed. Use a variety of mark making tools with confidence. |
| Spring Term | Reach for an object leading with one hand. Use my whole hand to hold a mark making tool. | Explore objects intentionally with my hands. Hold a pen, brush or stick in palmer grasp to make marks. | Follow a route using a mark making tool. Make marks resembling letters from my name. Draw lines and circles. | Trace over lines and patterns independently. Trace over letters independently. | Write my own name and other things such as labels or captions. Write all lower-case letters. | Ascenders are consistent and clear. Descenders are consistent and clear. | Make sure my writing is easily read. | Increase the fluency and speed of writing. |

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| | | Begin to draw lines in vertical or horizontal. | Hold a pen, brush or stick in early tripod grasp to make marks. | Imitate an adults writing. Represent my own name with marks. | Ascenders and descenders are higher and lower than other letters. Move onto the next line down when there isn't enough space. | | | |
| Summer Term | Use different actions for different purposes e.g. stroking, waving, clapping. Reach for objects with both hands. Make marks on paper. | Use gross motor movement to make lines and circles. Use a mark making tool to make scribbles and dots. Use my index finger 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. Show an awareness that letters carry meaning. | Represent the first grapheme of my name. Use some clearly identifiable letters to communicate meaning. Begin to form a few recognisable letters. Make marks to represent 3 different familiar symbols/objects. | Attempt to write short sentences in meaningful context. Write most upper and lower cases correctly. Start my writing on the left side of the page and move to the right. | 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. | Develop my own writing style. Take pride in the appearance of my work. | Take the layout and font style into account. Choose the appropriate style of handwriting / font for the purpose. |

| Writing - Phonics – Graphemes – segmenting to spell | | | | | | | | |
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| Ongoing Writing Expectations | | | | | | | | |
| End Points | Informal | Semi-Formal | | | Formal 1 | | Formal 2 | |
| | P-Levels 1-3 0-11 Months Developmental Stage | P-Levels 4-5 8-20 Months 16-26 Months | P-Levels 5-6 22-36 Months FS1 | P-Levels 6-8 FS2 ELG's | NC Year 1 | NC Year 2 End of KS1 | NC Year 3&4 | Year 5&6 End of KS2 |
| | <p>By the End of the Informal Pathway Pupil's should be able to;</p> <p>Summary statement taken from Development Matters Stage 1</p> | <p>By the end of the Semi Formal Pathway Pupil's should be able to;</p> <ul style="list-style-type: none"> Write recognisable letters, most of which are correctly formed. Spell words by identifying sounds in them and representing the sounds with a letter or letters. <p>Taken from Early Learning Goals – end of Foundation 2 expectations.</p> | | | <p>By the end of Formal 1 Pathway Pupils should be able to;</p> <p>Spell by:</p> <ul style="list-style-type: none"> Segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly Learning new ways of spelling phonemes for which 1 or more spellings are already known, and learn some words with each spelling, including a few common homophones Learning to spell common exception words Learning to spell more words with contracted forms Learning the possessive apostrophe (singular) [for example, the girl's book] Distinguishing between homophones and near-homophones Add suffixes to spell longer words including -ment, -ness, -ful, -less, -ly Apply spelling rules and guidance. Write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation. <p>Taken from National Curriculum End of key stage 1 Expectations.</p> | | <p>By the end of Formal Pathway 2 should be able to;</p> <ul style="list-style-type: none"> Use further prefixes and suffixes and understand the guidance for adding them. Spell some words with 'silent' letters [for example, knight, psalm, solemn]. Continue to distinguish between homophones and other words which are often confused. Use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically. Use dictionaries to check the spelling and meaning of words. Use the first 3 or 4 letters of a word to check spelling, meaning or both of these in a dictionary. Use a thesaurus. <p>Taken from National Curriculum End of Key Stage 2 Expectations</p> | |
| | Phonics | | | | | | | |
| | Phase 1 | | Phase 2,3,4 <i>* Pupils to be taught oral segmenting at this band.</i> | | Phase 4, 5 | Phase 5, 6 | Phase 6 | |

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| <p>Autumn Term</p> | <p>Show awareness of the sounds in the environment.</p> <p>Show awareness of the differences between environmental sounds.</p> <p>Make marks by chance e.g. trailing fingers through spilt juice.</p> | <p>Begin to remember the differences in sounds.</p> <p>Use my fingers or toes to spread or rake a sensory media across a surface.</p> | <p>Remember the differences between sounds.</p> <p>Begin to recognise alliteration.</p> <p>Draw lines and circles.</p> | <p>Identify some letters on a keyboard.</p> <p>Write the letters from my name.</p> <p>Make links between the sound I hear and the grapheme.</p> <p>Recognise some CVC words by sight.</p> | <p>Show that I know all the letters of the alphabet and their most common sound.</p> <p>Spell words in a phonetically plausible way.</p> <p>Spell words with double consonant endings e.g. ff, zz, ll.</p> <p>Read the words I have spelt.</p> | <p>Use known words confidently.</p> <p>Spell contracted words e.g. can't, don't etc.</p> <p>Use the correct graphemes in the right order for the phonemes I have heard – single syllable words.</p> <p>Break down compound words to spell.</p> | <p>Show willingness to spell most words.</p> <p>Spell most words correctly adding a prefix.</p> <p>Spell most words correctly adding a suffix.</p> | <p>Convert nouns or adjectives into verbs by adding a suffix e.g. bright – brighten.</p> <p>Spell words ending with 'able', 'ible' 'cial' or tial</p> <p>Use and understand abbreviations.</p> |
| <p>Spring Term</p> | <p>Turn towards a familiar sound.</p> <p>Show awareness of the different sounds made by instruments and noise makers.</p> | <p>Hold a pen, brush or stick in palmer grasp to make marks.</p> <p>Begin to recognise familiar rhymes.</p> | <p>Make clear choices about the marks I use e.g. a combination of lines and circles.</p> <p>Listen to the sounds at the beginning of words and hear the differences between them.</p> <p>Recognise rhyming words.</p> <p>Begin to trace over some lines or simple shapes.</p> | <p>Recognise tricky words taught in phase 2 and 3.</p> <p>Attempt to write / type phonic based.</p> <p>Represent a word with an initial letter.</p> | <p>Add 'ing', 'ed' or 'er' endings to words which don't need to be changed e.g. buzzer.</p> <p>Add 'er' or 'est' to an adjective.</p> <p>Begin to spell using newly taught digraphs 'ph' and 'wh'.</p> <p>Begin to spell using pattern families – light, bright, sight.</p> | <p>Begin to spell words with silent initial letters e.g. gnaw, knight.</p> <p>Add 'es' to the end of a verb, where the word ends in 'y' and I can change the 'y' to and 'i'.</p> <p>Use my knowledge of the sound and spelling of one word to help with another.</p> <p>Begin to recognise the alternative graphemes for known phonemes e.g. play, gate, rain.</p> | <p>Spell words with alternative graphemes e.g. chef sounds like /sh/</p> <p>Spell words which sound like /i/ but are spelt 'y' e.g. mystery.</p> <p>Use a dictionary to check the spelling of a word.</p> | <p>Use and dictionary with confidence.</p> <p>Use a thesaurus to check the meaning of a word.</p> <p>Spell words with silent letters e.g. lamb, thistle</p> <p>Spell words that contain a hyphen.</p> |
| <p>Summer Term</p> | <p>Begins to show an awareness of rhythm and rhyme, through familiarity.</p> <p>Listen to sounds made using our bodies.</p> | <p>Begin to understand that marks have some meaning and begin to make some marks.</p> <p>Shows awareness of rhythm and rhyme e.g. moving body.</p> <p>Identifies the correct object by sound e.g. points to dog when 'woof' is said.</p> | <p>Make letter like marks in sensory media.</p> <p>Begin to listen to most sounds within words (CVC) and begin to remember the order.</p> <p>Listen as an adult models oral segmenting and can recognise the differences between them.</p> | <p>Record or write all graphemes and digraphs taught in phase 2.</p> <p>Write the final sounds of some words.</p> <p>Attempt more complex words, I may use my phonic knowledge.</p> | <p>Know all Consonant digraphs which have been taught and the sounds they represent.</p> <p>Know all Vowel digraphs which have been taught and the sounds they represent.</p> <p>Accurately spell most words containing the digraphs from phase 2 & 3.</p> <p>Begin to spell words with split digraphs e.g. ride, theme, woke.</p> | <p>Begin to spell common homophones correctly e.g. bare/bear, blue/blew.</p> <p>Spell following spelling patterns for phases 5 and 6 phonics.</p> <p>Use the correct graphemes in the right order for the phonemes I have heard – multi syllabic words.</p> | <p>Spell words with more complex endings e.g. ure but sounds like /zhur/</p> <p>Spell confidently following spelling patterns for phases 5 and 6 phonics.</p> <p>Spell words with a /shun/ phoneme ending spelt 'sion' and change the root word accordingly.</p> | <p>Spell complex homophones and near homophones e.g. who's and whose.</p> <p>Use my knowledge of adjective endings to spell a wide range of complex words.</p> <p>Spell words ending in 'tious' or 'ious'</p> |

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| | | | | | | Begin to self-correct misspellings or words. | Spell more complex homophones e.g. here/hear | |
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Writing- **Sentence Structure** – Grammar and Punctuation.
Sequencing, now and next, two step instructions.

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| E | U | Informal | Semi-Formal | | | Formal 1 | | Formal 2 | |
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| | P-Levels 1-3 0-11 Months Developmental Stage | P-Levels 4-5 8-20 Months 16-26 Months | P-Levels 5-6 22-36 Months FS1 | P-Levels 6-8 FS2 ELG's | NC Year 1 | NC Year 2 End of KS1 | NC Year 3&4 | Year 5&6 End of KS2 | |
| | <p>By the End of the Informal Pathway Pupil's should be able to;</p> <p>Summary statement taken from Development Matters Stage 1</p> | <p>By the end of the Semi Formal Pathway Pupil's should be able to;</p> <ul style="list-style-type: none"> Express their ideas and feelings about their experiences using full sentences, including the use of past, present and future tenses and making use of conjunctions with modelling and support from the teacher. Write simple phrases and sentences that can be read by others. <p>Taken from Early Learning Goals – end of Foundation 2 expectations.</p> | | | <p>By the end of Formal 1 Pathway Pupils should be able to;</p> <p>Develop their understanding of the concepts by:</p> <ul style="list-style-type: none"> Learning how to use both familiar and new punctuation correctly; including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive (singular). <p>Learn how to use:</p> <ul style="list-style-type: none"> Sentences with different forms: statement, question, exclamation, command. Expanded noun phrases to describe and specify [for example, the blue butterfly]. The present and past tenses correctly and consistently, including the progressive form. Subordination (using when, if, that, or because) and co-ordination (using or, and, or but). Some features of written Standard English Use and understand the grammatical terminology in discussing their writing. <p>Taken from National Curriculum End of key stage 1 Expectations.</p> | | <p>By the end of Formal Pathway 2 should be able to;</p> <ul style="list-style-type: none"> Recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms. Using passive verbs to affect the presentation of information in a sentence Using the perfect form of verbs to mark relationships of time and cause. Using expanded noun phrases to convey complicated information concisely. Using modal verbs or adverbs to indicate degrees of possibility. Using relative clauses beginning with who, which, where, when, whose, that or with an implied (ie omitted) relative pronoun <p>Indicate grammatical and other features by:</p> <ul style="list-style-type: none"> Using commas to clarify meaning or avoid ambiguity in writing. Using hyphens to avoid ambiguity. Using brackets, dashes or commas to indicate parenthesis. Using semicolons, colons or dashes to mark boundaries between independent clauses Using a colon to introduce a list. Punctuating bullet points consistently. <p>Taken from National Curriculum End of Key Stage 2 Expectations</p> | | |
| 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 | | | | |
| Autumn Term | <p>Hand over a PECS card with adult support.</p> <p>Spontaneously pick up a PECS card in front of me.</p> <p>Hold something for a short time.</p> | <p>Confidently make marks in different media.</p> <p>Pick up a PECS card if it falls from the adults hand and try again.</p> <p>Be persistent with my request.</p> | <p>Point to the parts of the sentence strip as an adult says the words. – PECS</p> <p>Make clear choices about the marks I am making.</p> <p>Show awareness that letters, symbols and pictures convey meaning.</p> | <p>Write / type a list.</p> <p>Write / type my full name with correct spacing.</p> <p>Experiment with full stops.</p> <p>Begin to form some recognisable letters.</p> | <p>Put regular spaces between words.</p> <p>Start my own name with a capital letter consistently.</p> <p>Use the capital 'I' for a pronoun.</p> <p>Add a few randomly placed full stops.</p> | <p>Use commas in a list.</p> <p>Make sure most letters are lower case.</p> <p>Use an apostrophe in a contracted word</p> | <p>Include commas in my writing / text.</p> <p>Use capital letters for proper nouns.</p> <p>Begin to use an apostrophe for possession.</p> <p>Use and show a range of adjectives.</p> | <p>Use commas accurately to clarify meaning.</p> <p>Use an apostrophe for possession consistently.</p> <p>Vary the structure of my sentences.</p> | |

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| <p>Spring Term</p> | <p>Understand some contextual cues e.g. bye bye when leaving. Pick up a PECS card independently.</p> | <p>Scribble and make dots. Travel with a PECS card to an adult or peer. Choose another card if I have given the wrong PECS card – 4 step error.</p> | <p>Distinguish between the marks that I make. Add quantities into my PECS sentence.</p> | <p>Use sentence builders to create different sentences e.g. 'I want', 'I see', 'I hear' . Write labels – with some recognisable letters.</p> | <p>Start my writing with a capital letter some of the time. End my writing with a full stop.</p> | <p>Show awareness of exclamation marks. Add a full stop each time I finish a sentence.</p> | <p>Experiment with using speech marks in my writing. Use and show a range of verbs and adverbs. Begin to vary the beginning of my sentences.</p> | <p>Use speech marks. Vary the beginning of my sentences. Write sentences that include subject verb agreement e.g. <i>they are not they was.</i></p> |
| <p>Summer Term</p> | <p>Reach and release a PECS card into the hand of an adult. – exchange. Communicates needs and feelings in a variety of ways. Show anticipation and recognition of objects of reference.</p> | <p>Construct a sentence and exchange the strip. – just adding the choice of PECS to an 'I want' strip. Make a choice between a preferred and non-preferred symbol/ picture. Choose between several cards to make a choice.</p> | <p>Add an extra card to my sentence to describe the object I want e.g. chocolate biscuit. – PECS Make individual marks that look like 'writing'.</p> | <p>Construct simple sentences. Attempt to use some types of punctuation. Write simple captions with some recognisable letters.</p> | <p>Construct simple sentences with a full stop and a capital letter. Notice question marks and may attempt them.</p> | <p>Begin to use question marks. Follow a full stop with a capital letter. Use a consistent tense.</p> | <p>Use full stops and capital letters consistently and accurately. Use question marks accurately. Group related sentences together.</p> | <p>Write different types of sentence e.g. simple, compound and complex. Be consistent with the tense I am writing in. Use brackets, colon and semi colon, mostly accurately.</p> |

| Writing- Writing for a Purpose | | | | | | | | |
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| End Points | Informal | Semi-Formal | | | Formal 1 | | Formal 2 | |
| | P-Levels 1-3 0-11 Months Developmental Stage | P-Levels 4-5 8-20 Months 16-26 Months | P-Levels 5-6 22-36 Months FS1 | P-Levels 6-8 FS2 ELG's | NC Year 1 | NC Year 2 End of KS1 | NC Year 3&4 | Year 5&6 End of KS2 |
| | <p>By the End of the Informal Pathway Pupil's should be able to;</p> <p>Summary statement taken from Development Matters Stage 1</p> | <p>By the end of the Semi Formal Pathway Pupil's should be able to;</p> <ul style="list-style-type: none"> Invent, adapt and recount narratives and stories with their peers and their teacher. Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play. Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. <p>Taken from Early Learning Goals – end of Foundation 2 expectations.</p> | | | <p>By the end of Formal 1 Pathway Pupils should be able to;</p> <p>Develop positive attitudes towards and stamina for writing by:</p> <ul style="list-style-type: none"> Writing narratives about personal experiences and those of others (real and fictional). Writing about real events. Writing poetry. Writing for different purposes <p>Consider what they are going to write before beginning by:</p> <ul style="list-style-type: none"> Planning or saying out loud what they are going to write about. Writing down ideas and/or key words, including new vocabulary. Encapsulating what they want to say, sentence by sentence. <p>Make simple additions, revisions and corrections to their own writing by:</p> <ul style="list-style-type: none"> Evaluating their writing with the teacher and other pupils. Rereading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form. Proofreading to check for errors in spelling, grammar and punctuation (for example, ends of sentences punctuated correctly). Read aloud what they have written with appropriate intonation to make the meaning clear. <p>Taken from National Curriculum End of key stage 1 Expectations.</p> | | <p>By the end of Formal Pathway 2 should be able to;</p> <p>Plan their writing by:</p> <ul style="list-style-type: none"> Identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own Noting and developing initial ideas, drawing on reading and research where necessary In writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed <p>Draft and write by:</p> <ul style="list-style-type: none"> Selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning In narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action Using a wide range of devices to build cohesion within and across paragraphs Using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining] <p>Evaluate and edit by:</p> <ul style="list-style-type: none"> Assessing the effectiveness of their own and others' writing Proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning Ensuring the consistent and correct use of tense throughout a piece of writing Ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register. Proofread for spelling and punctuation errors. Perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear. <p>Taken from National Curriculum End of Key Stage 2 Expectations</p> | |
| <p>Talk4Writing Colourful Semantics</p> | | | | | | | | |

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| | Use mark making tools with assistance. | Notices and is interested in the effect of making movements which leaves marks. | Give a picture they have made a name. Make marks using tools independently. Dictate a caption for a picture. | Choose to write independently. Communicate a caption for an adult to write. Write a simple list. | Understand what to write in a card. Write labels for others to read. Write a list for role play that others can read. Write captions and notes which can be read by a familiar adult. | Begin to plan my writing. Write a simple description of a place, object, animal or person. Write labels for a diagram. Write simple questions. Include essential information in my work. | Make notes to help me with my work. Show an awareness of writing for different audiences. Write a report or explanation. Make an information poster. | Write a non-chronological report. Write my own CV. Write for a particular audience. Summarise the information I have read in a book. |
| Spring Term | Make marks on paper. Turn towards a familiar sound. | Hold a pen, brush or stick in palmer grasp to make marks. Use gross motor movement to make lines and circles. | Use writing in play. Make my own marks in or about a piece of work. | Use writing to add meaning to pictures. Use writing in role play situations. Retell a simple story. Use words from my environment in my work. | Add pictures to my writing to help to explain it. Begin to use 'and' in my sentences. Write speech bubbles next to a picture. | Add a range of adjectives to my writing. Communicate a story from a story map. Use 'and' to join my ideas. Use familiar stories and rhymes as a basis for my writing. | Use paragraphs effectively. Write a diary entry. Read my own work to check that it makes sense. Write a letter. | Write an autobiography. Break my work down into manageable sections. |
| Summer Term | Use different actions for different purposes e.g. stroking, waving, clapping. Communicates needs and feelings in a variety of ways. Reach for objects with both hands. | Use a mark making tool to make scribbles and dots. Put marks and symbols alongside a picture or photo. | Seeks help from adults to read what they have written. Communicate about their marks. | Give some details in a story e.g. colour – may be dictated to an adult. Capture experiences through media, writing, pictures or symbols. Plan a story using pictures. | Write a caption related to a picture. Add simple adjectives in my writing. Write simple instructions next to pictures for someone to follow. | Add captions to a picture sequence. Use descriptive phrases. Add words other than 'and' to join my ideas. Put a beginning and ending in my writing. | Write stories with appropriate beginning, middle and endings. Include descriptive vocabulary. Write a set of instructions. Type an email. | Quickly and effectively write stories including appropriate structure. Write to persuade when making a point. |

Relevant Genre for English

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

