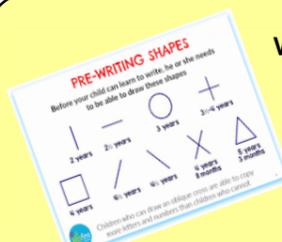


# Writing ~ Learning Continuum – Pre National Curriculum

	Engagement (EW)	Pre- Entry (EW1a)	Entry (EW1b)	Emerging (EW2a)	Emerging (EW2b)	Foundations(EW3a)	Foundations(EW3b)
COMPOSITION	<ul style="list-style-type: none"> <li>Makes marks and symbols as a means of communication</li> <li>Can sequence/ order familiar pictures or symbols e.g. wash hands-&gt; lunch</li> <li>Sign, say or gesture a word they would like written</li> <li>Makes a variety of strokes with a variety of tools</li> <li>Uses dagger/ pincer grip</li> <li>Watches the paper as they make marks.</li> <li>Demonstrates pleasure in efforts; shows "writing" to carer</li> </ul>	<ul style="list-style-type: none"> <li>Observes adults using writing for a variety of purposes.</li> <li>Knows where to find writing implements</li> <li>Chooses to use writing tools to make marks on a piece of work</li> <li>Uses writing in play</li> <li>Listens as an adult reads what they have written.</li> </ul>	<ul style="list-style-type: none"> <li>Observes written material in use and talks about why they might be used</li> <li>'Reads' own writing and will add simple illustrations</li> <li>Separates pictures and writing</li> <li>Points to text in the environment</li> <li>Is able to identify their own name within the environment</li> <li>Requests suitable/different implement</li> </ul>	<ul style="list-style-type: none"> <li>Use picture as an aid to writing</li> <li>Is beginning to talk about the things they can write and suggest words to include.</li> <li>Use writing in role-play</li> <li>Attempts to write simple words other than names</li> <li>Starts writing words from the left side of the page.</li> <li>With support will answer simple questions about their writing</li> </ul>	<ul style="list-style-type: none"> <li>To begin to show an understanding of how text is arranged on a page e.g. using different layouts depending on purpose</li> <li>Shows awareness of the different uses of writing; a range of purposes</li> <li>Can say what they like and don't like about their writing.</li> <li>Dictate extended text for a picture or diagram</li> <li>Write a simple list</li> </ul>	<ul style="list-style-type: none"> <li>Writing may need to be mediated to be understood.</li> <li>Compose a short sentence and communicate it orally, or using the preferred method of communication to convey meaning with support from the teacher (e.g. teacher helps pupil to build sentence through questioning).</li> <li>Writing is orientated correctly, (top to bottom, left to right).</li> <li>Begin to write in different forms; e.g. lists, captions, simple stories.</li> <li>Recognisable letters and simple words and phrases are used to convey meaning</li> <li>Writes own name in correct sequence ; first name and surname correctly</li> </ul>	<ul style="list-style-type: none"> <li>Write the correct letter in response to hearing each sound of the alphabet</li> <li>Segment spoken words into sounds and write the letters corresponding to those sounds</li> <li>Ideas are sequenced appropriately, with a beginning, middle and an end or instructions in the correct order.</li> <li>Begin to use some interesting and appropriate vocabulary linked to the context.</li> <li>Writing can be read without mediation.</li> <li>Some ideas may be linked by 'and'</li> <li>Can say what they like about their writing.</li> </ul>
SPELLING, PUNCTUATION AND GRAMMAR	<ul style="list-style-type: none"> <li>Understands that marks and symbols convey meaning</li> <li>Choses to use a writing tool</li> <li>Watches the paper or surface as they makes marks</li> <li>Puts marks or symbols alongside a picture</li> <li>Demonstrates pleasure in 'writing' efforts making marks</li> <li>Moves to area where 'writing' takes place.</li> </ul>	<ul style="list-style-type: none"> <li>Produces meaningful marks associated with a name or familiar spoken word.</li> <li>Traces, overwrites or copies straight lines patterns</li> <li>Sometimes gives meaning to marks as they draw or paint.</li> <li>Picks up and puts down writing implements with care and control</li> <li>Attempts to copy simple writing patterns</li> </ul>	<ul style="list-style-type: none"> <li>Hold a pencil with sufficient grip and pressure to make marks.</li> <li>Copies letters and words from the environment</li> <li>Traces and copies simple letter shapes, left to right</li> <li>Writes first letter of own name and is beginning to write their first name with recognisable letters/marks.</li> <li>Make marks, including some letters, with the intention of conveying meaning</li> <li>Is developing a preferred hand</li> </ul>	<ul style="list-style-type: none"> <li>Groups letters, leaving spaces as through writing separate words</li> <li>Begin to form recognisable letters</li> <li>With assistance, begins letters in the correct place.</li> <li>Writes first and last name correctly most of the time</li> </ul>	<ul style="list-style-type: none"> <li>Write the correct letter for most of the letters of the alphabet in response to hearing the sound or a single letter sign</li> <li>To copy with at least 80% awareness and accuracy</li> <li>Can use capital letters to begin first names</li> <li>Consistently holds writing tools correctly.</li> <li>Use clearly identifiable letters to represent sounds/words correctly</li> </ul>	<ul style="list-style-type: none"> <li>Use spacing between words with support from the teacher (e.g. to remind pupil to do this)</li> <li>Begin to be aware of how full stops are used in writing or reading.</li> <li>Punctuation may be used to mark the end of a line rather than a sentence.</li> <li>Can segment adjacent consonants in words and apply this in spelling.</li> <li>Simple words and phrases are written.</li> </ul>	<ul style="list-style-type: none"> <li>Can write a simple sentence that makes sense.</li> <li>Uses full stops and capital letters more consistently.</li> <li>Recognise and use alternative ways of spelling the phonemes.</li> <li>Form most lower-case letters in the correct direction, starting and finishing in the right place</li> </ul>



**Websites, Apps and Resources**

- Fine motor support
- Messy play
- Pre-writing shapes
- OT input





**Forest School**

- Sensory / large scale mark-making
- Fine motor – threading, working with clay etc.
- Mud kitchen