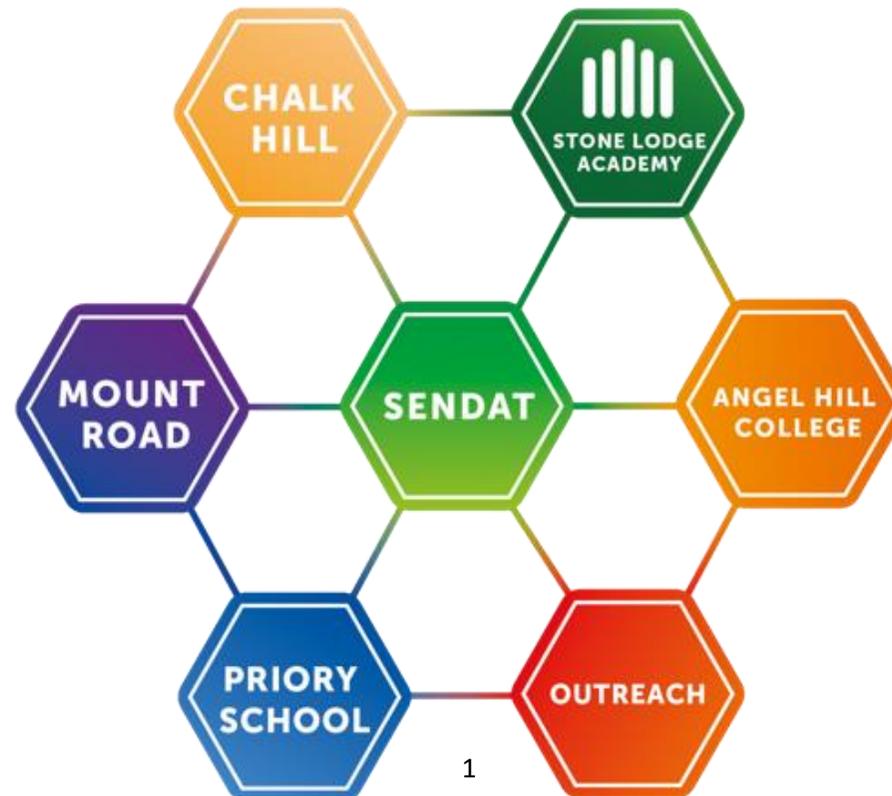




Guidance for planning, teaching and assessing Literacy skills in pupils working in the pre-key-stage Standards.

Primary Writing



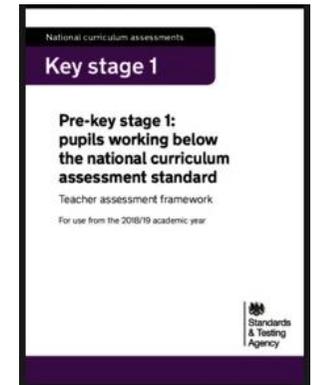


This free guidance is a combination of resources from the Suffolk Outreach team and up-to-date advice from the pre-key-stage-standards. The learning goals and activities suggested in this document, have been matched to the Pre key stage standards (PKSS). This booklet has been designed to help teaching staff to plan literacy activities for these pupils; enabling them to practise skills and giving you suggestions that inform your assessment of their progress.

<https://www.gov.uk/government/publications/pre-key-stage-1-standards>

<https://www.gov.uk/government/publications/pre-key-stage-2-standards>

This scheme in no way attempts to be comprehensive. Rather, it aims to offer some ideas of the different areas of early literacy development, the way literacy skills may progress, relevant objectives to support progress and a small range of possible teaching activities to promote the development of these skills, which can be used as starting points. It is intended that you use it as a springboard for ideas to adapt in your own settings.



P5	Standard 1
P6	Standard 2
P7	Standard 3
P8	Standard 4



Standard 1

Composition

The pupil can:

- say an appropriate word to complete a sentence when the adult pauses (e.g. 'We're going to the...zoo/park/shop/beach').

Transcription

The pupil can:

- draw lines or shapes on a small or a large scale (e.g. on paper, or in the air, or sand).

A student working towards standard 1 writing will typically ...

be beginning to respond consistently to familiar, repeated & scaffolded models

(in all cases with adult support).

Standard 1 Writing

AREA	LEARNING OBJECTIVES Based on previous levels P4 to P5	POSSIBLE TEACHING ACTIVITIES
Word Structure and Spelling	<p>Recognise own name from a selection of two</p> <p>Listen to, and repeat, initial sounds in familiar names and known words.</p> <p>Attempt to say single sounds while listening to another person repeating phrases or rhymes familiar to them, for example, 'f.. ire burn and cauldron bubble'.</p>	<p>Use 2 photos (child and a familiar friend) and clear name cards for a matching game. Reinforce by modelling correct name and photo. Ensure clear speech and facial expressions.</p> <p>Use 'My turn' & 'Your turn' to encourage child to participate.</p>



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AREA	LEARNING OBJECTIVES Based on previous levels P4 to P5	POSSIBLE TEACHING ACTIVITIES
Creating and Shaping Texts	<p>Use a variety of mark making implements, for example, pen, marker, paint</p> <p>Indicate that they recognise when a sentence, phrase or question has been completed by using eye contact, body language, or taking turns, for example, laughing at the end of a joke; smiling after interaction with an adult has ended.</p>	<p>Use mini whiteboards/paper and selection of different writing implements to encourage child to make different marks. Photograph and/or display results. Adult can model different examples. E.g. swirls, spiral, lines, dots etc.</p> <p>Practice/model a simple joke emphasising the punch line (and therefore the child's cue to respond. Be explicit about method of response e.g. thumbs up or thumbs down. Rehearse. Try different jokes but encourage same responses.</p>

AREA	LEARNING OBJECTIVES Based on previous levels P4 to P5	POSSIBLE TEACHING ACTIVITIES
Text Structure and Organisation	<p>With help, add symbols to a class timetable.</p> <p>Ask an adult to read back their own writing.</p> <p>Join in with a shared writing session, making marks appropriately.</p>	<p>Routine collaboration to create class /individual timetable using symbols.</p> <p>Adult writes/models writing simple story & reads to pupil (also home activity)</p> <p>Shared writing with rest of group, mark making and reading back.</p>

AREA	LEARNING OBJECTIVES Based on previous levels P4 to P5	POSSIBLE TEACHING ACTIVITIES
Sentence Structure and Punctuation	<p>Trace over own name from left to right on model with finger/pen/appropriate mouse switch.</p> <p>Select symbols to make a sentence by pointing or eye pointing.</p> <p>Use photographs to label own work.</p> <p>Dictate two or three words to an adult using words or signs to describe a picture, for example, 'Play football'.</p>	<p>Trace over own name using different textures experiences e.g. shaving foam, sand paper, computer program.</p> <p>Dictate to an adult whilst looking at pictures or retelling stories encouraging 2 key words - noun/verb. Link to kinaesthetic activity, take the pupil out to 'throw ball' and 'kick ball' before coming in for the dictation exercise.</p> <p>Look at simple pictures/scenes to encourage talk/completing a phrase or sentence with single words. You could make own resources or use paid for resources for example Twinkl's Finish My Sentence, Story Sentences or Silly Sentences.</p>



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AREA	LEARNING OBJECTIVES Based on previous levels P4 to P5	POSSIBLE TEACHING ACTIVITIES
Presentation	<p>Make marks on various surfaces, for example, paper, card, white board, black board.</p> <p>Use more than one mark-making implement on one piece of work, for example, pencil and felt tip pen; red and black crayons.</p> <p>With help, make regular writing patterns or scribble or marks to represent writing, moving hand and pens or pencils from left to right</p> <p>Copy over adult writing of own words.</p>	<p>Start with gross motor activities to develop drawing lines. This can include walking in a straight line forwards and backwards, moving arms up and down like a robot or throwing a ball or bean bag in a straight line.</p> <p>Mark making as part of play using different surfaces. Always give value to mark making and discuss what is says.</p> <p>Progress to drawing lines with a range of media for pupils to record with, including chalk, crayons or pencils. Alternatively, they can draw with twigs in mud or with their fingers in shaving foam, sand or a range of other sensory materials. Model and overwrite to begin with, before encouraging pupils to draw lines independently. Make own resources for drawing or extending straight lines. Alternatively use ready made resources e.g. Twinkl's Inclusion activities such as Drawing Straight Lines Pack, Drawing Shape Cards.</p> <p>Encourage the use of a range of mark makers on one piece of work, this can be in any lesson.</p> <p>Adult modelling of writing and practicing whilst pupil does the same.</p> <p>Copy over adult scribing of own words, use for reinforcing shared story telling, retelling. Ensure they start from the left and move to right when copying over, ensure words are large and sit on a clear line.</p>



Standard 2

Composition

The pupil can:

- say a clause to complete a sentence that is said aloud (e.g. 'When we went to the beach today,...we ate ice cream / I played in the sand / it was hot').

Transcription

The pupil can:

- form correctly most of the 10+ lower-case letters in Standard 2 of English language comprehension and reading
- identify or write these 10+ graphemes on hearing corresponding phonemes.

A student working towards standard 2 writing will typically ...

Continue to respond consistently to familiar, repeated & scaffolded extended phrases/sentences.

Will be beginning to form shapes and recognisable letters

*(s, a, t, p, i, n, m, d, g, o, c and k)
(In most cases with adult support).*

Standard 2 Writing

AREA	LEARNING OBJECTIVES Based on previous level P6	POSSIBLE TEACHING ACTIVITIES
Word Structure and Spelling	<p>Begin to anticipate endings to common rhymes, for example, 'Double, double toil and '.</p> <p>Recognise and point out the difference between 'long' and 'short' words.</p> <p>Write over and trace shapes and letters.</p> <p>Find words in a book that begin with a certain letter.</p> <p>Find words that rhyme with known words ('cat', 'mat', 'sat').</p>	<p>Work with an adult to teach and repeat simple fun rhymes. Model correct rhyme. Repeat as necessary. Then use 'My turn' & 'Your turn' to encourage child to participate.</p> <p>Sort names of chn in the class into long and short. Start with the obvious ones e.g. Joe & Francesca. Use made up names on cards. Can child sort with adult prompting? Make it obvious. Say name clearly emphasising initial sound e.g. <u>C</u> lare</p> <p>Use sand tray to imprint plastic letters. Child to run finger(s) in sand imprint while saying letter name/sound. Make playdough letters.</p>



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AREA	LEARNING OBJECTIVES Based on previous level P6	POSSIBLE TEACHING ACTIVITIES
Creating and Shaping Texts	<p>Talk into tape-recorder about visits and interests.</p> <p>Experiment in role-play situations, writing letters, lists, stories, instructions, labels, captions.</p>	<p>Adult to record (digital recorder/phone/tape-recorder) child talking about a visit or their interests.</p>

AREA	LEARNING OBJECTIVES Based on previous levels P6	POSSIBLE TEACHING ACTIVITIES
Text Structure and Organisation	<p>With help, sequence three pictures to show understanding about the order of events in a story, for example, illustrations from 'The Iron Man', pictures of the spirits in 'A Christmas Carol'.</p> <p>Combine nouns and verbs or nouns and adjectives when composing text for example, 'man running'; 'black car'.</p> <p>Experiment in role-play situations, writing letters, lists, stories, instructions, labels, captions.</p>	<p>Order 3 pictures from class shared reading e.g 'The Owl who was afraid of the dark' read their pictures to a peer as their friend reads their story.</p> <p>Combine nouns and verbs using flash cards and incorporate in descriptive work with a picture/photo.</p>

AREA	LEARNING OBJECTIVES Based on previous level P6	POSSIBLE TEACHING ACTIVITIES
Sentence Structure and Punctuation	<p>Choose the correct picture or symbol from a choice of two when asked for example, 'Did Macbeth have a dagger or a car?'.</p> <p>Use symbols to label own work.</p> <p>Talk about and draw pictures of visits and other things of personal interest making marks to represent words, dictating or using access switch.</p> <p>Attempt to write own name and usually get at least the first letter correct.</p>	<p>Use premade photographs or symbols to label own work, can be used in Science, Humanities. Be sure that the pupil understands the word and talks about the labels before setting the task.</p> <p>Create visit booklet where labelling and mark making is used for key words. (Can be done at home for favourite outing/activity).</p> <p>Dictate to an adult whilst looking at pictures or retelling stories encouraging 2 key words - noun/verb. Link to kinaesthetic activity, take the pupil out to 'throw ball' and 'kick ball' before coming in for the dictation exercise.</p> <p>Encourage completion of sentences by using pictures/repetitive or familiar stories or ready-made resources such as Twinkl's Inclusion resources such as, Complete the Sentence, Finish the Sentence or Finish the Story Sentence.</p>



Standard 3

Composition

The pupil can:

- make up their own phrases or short sentences to express their thoughts aloud about stories or their experiences
- write a caption or short phrase using the graphemes that they already know.

Transcription

The pupil can:

- form correctly most of the 20+ lower-case letters in Standard 3 of English language comprehension and reading
- identify or write these 20+ graphemes on hearing the corresponding phonemes
- spell words (with known graphemes) by identifying the phonemes and representing the phonemes with graphemes (e.g. in, cat, pot).

A student working towards standard 3 writing will typically ...

*Consolidate progress made working on standards 1 & 2 activities.
Increase number of recognisable words by composing phrases/short sentences based on their experiences.
Build knowledge of graphemes based on corresponding sounds.
e.g. write C-A-T in response to hearing the letter sounds
(In most cases with adult support).*

Standard 3 Writing

AREA	LEARNING OBJECTIVES Based on previous level P7	POSSIBLE TEACHING ACTIVITIES
<p>Word Structure and Spelling</p>	<p>Write some letters that are dictated to them, for example, c, s t.</p> <p>Ask how to write a word.</p>	<p>Warm up by forming a range of fine motor patterns. Pencil grip activities – e.g. use resources such as Twinkl’s Perfect Pencil Grip Resource Pack Pair-work game – Take turns to say a string/sequence of 3 (s,a,t,p,l,n) letters and partner to write the sequence. Check compare and praise. Swap roles. Increase number of letters in the sequence. Discuss any misconceptions.</p> <p>Play a range of sound bingo games to develop phoneme/grapheme correspondence and awareness. E.g. Use Twinkl’s Listening to Letter Sounds PowerPoint and Sound Bingo Boards.</p> <p>Model how to ask about a word. Use simple pictures. ‘What is this?’ ‘How do you write <i>tap pin sit?</i>’</p>



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AREA	LEARNING OBJECTIVES Based on previous level P7	POSSIBLE TEACHING ACTIVITIES
<p>Creating and Shaping Texts</p>	<p>Identify ways to communicate with other people, including writing, for example, 'How shall we let your parents know about this?'. Begin to draft writing work, showing an ability to think ahead and plan. Indicate the purpose of own writing, for example, 'A postcard for mum'. Orally complete sentences with gaps left by an adult during shared writing sessions.</p>	<p>Practise reading a range of two-letter and three-letter decodable words using own made up flashcards or readymade ones e.g. Twinkl's Decodable Words Flashcards. Model how to blend the sounds by 'pushing' the sound buttons on the cards. Once the pupil can orally blend and segment the sounds on the cards, encourage them to segment the words for spelling. Provide a variety of media for pupils to spell the decodable words, sounding them out as they write, such as sand, cornflour, chalk, twigs in mud, mini-whiteboards, magnetic letters, window markers and squeeze bottles of water. Use these along with tablet devices or keyboards.</p>

AREA	LEARNING OBJECTIVES Based on previous levels P7	POSSIBLE TEACHING ACTIVITIES
<p>Text Structure and Organisation</p>	<p>Order words from left to right Begin to leave spaces between scribble or letter strings so that there is some structure to the writing. Dictate more than one idea to an adult, for example, 'She is scared. She might run away'</p>	<p>Use things like coloured sticky arrows to show where to start, move on to pencil dots until pupil consistently starts on left and writes/mark makes towards right. Copy over adult scribing of own words, use for reinforcing shared story telling, retelling. Ensure they start from left and move to right when copying over, ensure words are large and sit on a clear line.</p>



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AREA	LEARNING OBJECTIVES Based on previous level P7	POSSIBLE TEACHING ACTIVITIES
<p>Sentence Structure and Punctuation</p>	<p>Dictate a short sentence that makes sense.</p> <p>Fill in missing words from the key word list in text that is familiar,</p>	<p>Use activities such as Twinkl's Read, Match and Spell (CVC) Words Activity for pupils to read a range of CVC words, match the word to the correct picture and then practise spelling the word independently using a range of media.</p> <p>Use CVC Matching Cards to see how many words pupils can read independently in a minute before progressing to writing the graphemes for the words.</p>

AREA	LEARNING OBJECTIVES Based on previous levels P7	POSSIBLE TEACHING ACTIVITIES
<p>Presentation</p>	<p>Experiment with writing more frequently, choosing to use pens and pencils in different situations.</p> <p>Produce a few letters including those from own name as a caption under a picture.</p> <p>Scribble from left to right with some recognisable letters or letter like shapes.</p> <p>Write strings of letters, letter like shapes or symbols.</p> <p>Sometimes leave spaces between strings of letters, letter like shapes or scribble.</p>	<p>Use pattern cards to develop fine motor skills, helping pupils to practise mark-making, tracing and overwriting. Use a range of sensory materials to encourage copy marks, such as sand, mud, cornflour, gloop, shaving foam on table, chalk on floor, air writing with an adult model or other materials preferred by the pupils.</p> <p>Ensure pupils have an appropriate pencil grip.</p> <p>Create practice activities/worksheet(s) that can be photocopied or repeated or use ready-made resources e.g. Twinkl Inclusion activities/resources such as Lovely Letter Formation.</p> <p>Provide a variety of media for pupils to spell the decodable words, sounding them out as they write, such as sand, cornflour, chalk, twigs in mud, mini-whiteboards, magnetic letters, window markers and squeeze bottles of water. Use these along with tablet devices or keyboards.</p>



Standard 4	
Composition	
The pupil can:	
<ul style="list-style-type: none"> • make up their own sentences and say them aloud, after discussion with the teacher • write down one of the sentences that they have rehearsed. 	
Transcription	
The pupil can:	
<ul style="list-style-type: none"> • form most lower-case letters correctly • identify or write the 40+ graphemes in Standard 4 of English language comprehension and reading on hearing the corresponding phonemes • spell words by identifying the phonemes and representing the phonemes with graphemes, including words with consonant clusters and simple digraphs (e.g. frog, hand, see, chop, storm, splash) • spell a few common exception words (e.g. I, the, he, said, of). 	

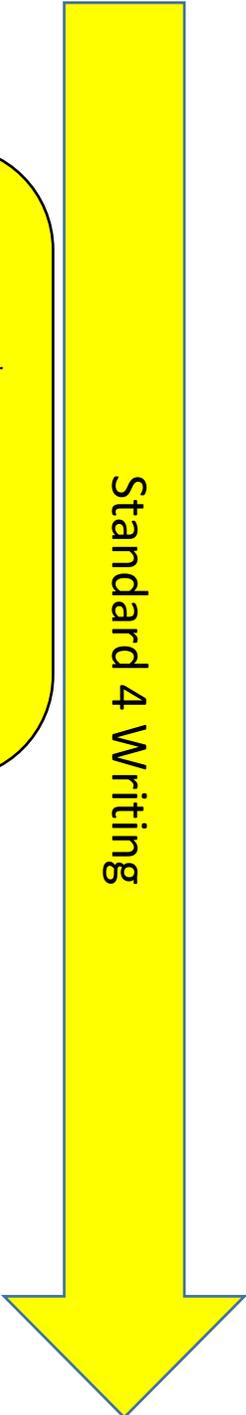
A student working towards standard 4 writing will typically ...

Consolidate progress made working on standards 1-3 activities.

Continue to increase knowledge of number of recognisable words by composing and saying short sentences based on their experiences.

Continue to build and increase knowledge of graphemes based on corresponding sounds. Write longer words in response to hearing the letter sounds e.g. F-R-O-G

Begin to write some shorter common exception words e.g 'he', 'the' (In some cases with adult support).



AREA	LEARNING OBJECTIVES Based on previous level P8	POSSIBLE TEACHING ACTIVITIES
Word Structure and Spelling	<p>Write lists of words beginning with the same letter.</p> <p>Understand how letters are formed and used to spell simple words and begin to write them down, for example, 'Tm' (Tom).</p> <p>Write simple well-known words in response to own drawings, to describe pictures, for example, face, hat house, car, tree. Write independently getting some initial and dominant letters correct, for example, 'sw' for swimming.</p>	<p>Practice counting number of letters in simple words.</p> <p>Spot the missing letter. Compare two 'versions' of a word. Can pupil see and say which letter is missing. E.g. 'pin' & 'pn' or 'stop' & 'stp'</p> <p>Have selection of pictures or drawings and the initial letter on a card for each picture. Can pupil match picture to letter and then attempt to complete the word. E.g. T–Tree picture H–House picture F–Face picture</p>



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AREA	LEARNING OBJECTIVES Based on previous level P8	POSSIBLE TEACHING ACTIVITIES
Word Structure and Spelling	Match short words, such as 'tea', 'TV', 'bag', physically or by eye-pointing or access switch or using a communication aid. Select a word from a choice of two during a shared writing session.	Have selection of pictures or drawings and the initial letter on a card for each picture. Can pupil match picture to letter and then attempt to complete the word. E.g. T–Tree picture H–House picture F–Face picture

AREA	LEARNING OBJECTIVES Based on previous level P8	POSSIBLE TEACHING ACTIVITIES
Creating and Shaping Texts	<p>Write words in correct sequence with list of ideas to communicate meaning.</p> <p>Sequence steps in instructional text, for example, when retelling a story or when explaining to another person how to make a birthday card.</p> <p>Attempt to write a caption for a picture, e.g. RSPCA leaflet, supermarket interior, newspaper and magazine photographs, advertisements.</p> <p>Dictate a sentence for an adult to scribe pausing at the end of sentences or where punctuation may be added within sentences.</p> <p>With help, select the correct preposition from a choice of two, for example, 'Is the dragon in the cave? Or under the cave?'</p>	<p>Help pupils generate sentences about familiar topics, such as themselves, their school, hobbies or a recent school event (a trip, sports day or assembly).</p> <p>Invite pupils to choose a photograph to stimulate discussion. Model appropriate sentences before pupils then make up their own sentences independently. Some pupils may need sentence starters to support them.</p> <p>Share a range of sensory stories, familiar stories, repetitive stories or favourite stories to encourage pupils to discuss the characters, setting, plot or key events. Model saying sentences, using appropriate language and grammar, before encouraging pupils to share their own ideas and thoughts independently.</p> <p>You could use a recording device such as a talking tin, tablet device or voice recording app for pupils to listen to their sentences. Encourage pupils to check that their sentence makes sense.</p>



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AREA	LEARNING OBJECTIVES Based on previous level P8	POSSIBLE TEACHING ACTIVITIES
Text Structure and Organisation	<p>Sometimes write capital letters after a full stop.</p> <p>Attempt to 'write' a story on the computer.</p> <p>Contribute ideas in a shared writing session in response to questions such as, 'What happened next?' 'What shall we write now?'.</p>	<p>After reading a familiar story and discussing it using the story prompt cards, pupils can record their sentences using their usual form of communication.</p> <p>Encourage pupils to segment words for spelling and record using known graphemes.</p>

AREA	LEARNING OBJECTIVES Based on previous level P8	POSSIBLE TEACHING ACTIVITIES
Sentence Structure and Punctuation	<p>Write own name in a variety of settings, for example, end of a letter, identification of own work, on a merit certificate.</p> <p>Select words from a clicker grid showing an understanding that when sentences are constructed words are added to the right of the previous words.</p> <p>Put article, noun, verb and adjective cards in order to make a sentence that makes sense.</p> <p>Occasionally use commas, question marks or exclamation marks though not usually in the correct places.</p> <p>Use symbols confidently to record events and express ideas as well as to communicate needs and desires.</p> <p>Begin to use different layouts for own emergent writing, for example, one word under another (list), several words on a line (prose).</p> <p>Dictate a phrase or sentence for an adult to scribe.</p>	<p>Using class alphabet chart with pictures, practise matching pictures to letters of the alphabet as a warm-up activity. E.g. A for Apple, B for Bus etc.</p> <p>Ask pupils to select an alphabet card at random and write the lower case letter shape.</p>



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AREA	LEARNING OBJECTIVES Based on previous levels P8	POSSIBLE TEACHING ACTIVITIES
Presentation	<p>Understand that letters must be formed correctly and attempts to begin letters in the correct place.</p> <p>Attempt to copy write below an adult's writing.</p> <p>Ask how to write a word.</p> <p>Produce a recognisable capital letter for start of own name, either with pen, paint or switch, or indicate it to an adult.</p> <p>Copy write patterns, for example, vvvvwwvvv, mmmmmmmmm.</p> <p>With help, choose different fonts when writing on the computer, for example, in writing parts of newspaper and magazine articles.</p> <p>Leave spaces between words or groups of letters when writing, indicating an understanding that words are made up of several letters.</p>	<p>Aim to make the letter formation activities as practical as possible by using a range of sensory materials and mediums.</p> <p>Teach the formation of lower case letters in letter families. Teach each type of formation, including: curly caterpillar letters; long ladder letters; one-armed robot letters; zigzag monster letters etc.</p> <p>Use flash cards for pupils to practise identifying all 40+ graphemes on hearing the corresponding phonemes. Call out a phoneme from the selection and ask them to select the appropriate grapheme card.</p> <p>Start with a few at a time until pupil is secure in identifying and matching.</p> <p>Once secure extend this activity by asking pupils to write down the grapheme with, and then without, the flashcard after hearing the phoneme.</p> <p>Use a range of media and sensory materials to engage pupils in the writing process.</p> <p>Use the flash cards distributing them throughout the classroom or outdoor area. Ask the pupils to find as many cards as they can within a given time period. Once the time is up, pupils can team up with a partner to write down their phonemes on a whiteboard or any other media chosen.</p>