

Prerequisite Skills (Q Skills) in Communication across the Curriculum

Progress is also demonstrated by decreasing levels of support from adults: with direction, with decreasing direction, without direction.

Requirements for Writing

Pupils should be enabled to:

- talk about, plan and edit work;

- communicate information, meaning, feelings, imaginings and ideas in a clear and organised way;

- develop, express and present ideas in a variety of forms and formats, using traditional and digital resources, for different audiences and purposes;

- write with increasing accuracy and proficiency.

Q1 Experience (experience/encounter)

In sensory activities and activity-based learning/play-based learning, pupils:

- experience writing activities;

For example:

- experience a range of multi-sensory stimuli, such as dough, soapy water, pasta;
- experience the teacher demonstrating writing or mark-making activities;

- experience writing activities;

For example:

- experience a range of activities with a variety of materials, such as splash in water; hands in shaving foam; or wet/dry sand;

- experience various forms of recordings;

For example:

- experience short digital clips and photographs of themselves and very familiar adults/peers, favourite characters on TV, DVD or in photographs, pictures, sound recordings including music, songs, rhymes, stories and recordings from their own environment;
- experience using a switch or a space bar on a computer keyboard to operate a cause/effect program on a computer;

- experience writing activities;

For example:

- experience making marks in unusual textures, such as gloop, jelly, porridge, semolina, sand (older learners may use clay, paint, wallpaper paste or other materials);
- experience making shapes in the air, wave ribbons etc. (develop gross motor skills).

Q2 Respond

(become aware, respond, interact intermittently)

In sensory activities and activity-based learning/play-based learning, pupils:

- respond intermittently to writing activities;

For example:

- respond intermittently to a range of multi-sensory stimuli;
- listen and look intermittently at an adult writing or making marks (using pictures/patterns/symbols and/or words);

- intermittently respond to information through feelings;

For example:

- demonstrate some response to an activity, such as splash in water; hands in wet or dry sand;

- begin to show awareness to various forms of recordings;

For example:

- respond for short periods of time to the creation of photographs and sound recordings taken within their environment, such as sounds played back on Easi Speak/Big Mac/MP3 Player;
- intermittently use a switch to operate cause/effect programs on a computer;

- respond intermittently to mark making in mixed media;

For example:

- make marks in various textures, such as gloop, jelly, porridge, semolina, sand (older learners may use clay, paint, wallpaper paste or other materials);
- intermittently cooperative to shapes being made in the air, wave ribbons etc. (develop gross motor skills);
- intermittently interact with throwing, catching, bouncing a ball (develop hand-eye co-ordination);
- intermittently interact with threading laces/beads, rolling, pinching and manipulating dough; placing pegs in pegboard (develop fine motor skills).

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<p style="text-align: center;">Q3 Engage (engage with, imitate modelled behaviour, direct attention, focus, recognise)</p>	<p style="text-align: center;">Q4 Actively Participate (interact, share, actively participate, collaborate, anticipate, recall)</p>	<p style="text-align: center;">Q5 Consolidate (begin to develop an understanding)</p>
<p style="text-align: center;">In structured activities, in familiar and accessible contexts within activity-based learning/play-based learning, pupils:</p>	<p style="text-align: center;">In structured activities, in familiar and accessible contexts within activity-based learning/play-based learning, pupils:</p>	<p style="text-align: center;">In structured activities, in familiar situations and contexts, pupils:</p>
<ul style="list-style-type: none"> engage in modelled writing activities; 	<ul style="list-style-type: none"> participate in modelled writing activities; 	<ul style="list-style-type: none"> begin to make contributions to shared writing activities;
<p>For example:</p> <ul style="list-style-type: none"> watch an adult write; imitate the use of writing tools and surfaces; 	<p>For example:</p> <ul style="list-style-type: none"> make decisions on what should be included in shared writing by answering/indicating 'yes' or 'no'; use computer programmes to participate in writing activities; 	<p>For example:</p> <ul style="list-style-type: none"> make some suggestions on what to write or draw in shared writing using signing, eye pointing, pointing at pictures; ask an adult to write words/draw pictures of personal interest (asking may be non-verbal);
<ul style="list-style-type: none"> engage in activities to communicate information and feelings; 	<ul style="list-style-type: none"> begin to communicate information, meaning and feelings; 	<ul style="list-style-type: none"> begin to understand and express information, meaning, feelings and ideas;
<p>For example:</p> <ul style="list-style-type: none"> use signs (Makaton) or symbols (pictures) to express needs or respond to a stimulus; 	<p>For example:</p> <ul style="list-style-type: none"> use speech, signs (Makaton), symbols (PECS) or other form of communication spontaneously to express some ideas or communicate needs/wants/feelings; 	<p>For example:</p> <ul style="list-style-type: none"> begin to express feelings and emotions through basic drawings/pictures; follow a familiar daily schedule or timetable; understand meaning of marks made with ink stampers, such as happy face, good work;
<ul style="list-style-type: none"> engage with and begin to use various forms of recordings; 	<ul style="list-style-type: none"> participate in using an increasing range of traditional and digital tools for different purposes; 	<ul style="list-style-type: none"> use a range of traditional and/or digital tools to develop, express and present their ideas for different purposes and audiences;
<p>For example:</p> <ul style="list-style-type: none"> engage in the use of a recording device, to take photos, digital clips and sound recordings of personal interest for fun; use a switch to operate cause/effect programs on a computer or interactive whiteboard; use a computer mouse/touch screen or interactive whiteboard to select and activate items on screen; 	<p>For example:</p> <ul style="list-style-type: none"> participate in using a range of drawing and painting implements for a variety of purposes, such as creating posters, illustrating stories etc; use photographs, video clips and objects of reference to record events and experiences; 	<p>For example:</p> <ul style="list-style-type: none"> use a recording device, take photos, digital clips and sound recordings and present to an audience; use a touch screen or interactive whiteboard to present ideas; produce a visual picture/representation to express and present an idea;
<ul style="list-style-type: none"> engage in mark making, using writing tools and mixed media; 	<ul style="list-style-type: none"> actively participate in mark making, using writing tools and mixed media; 	<ul style="list-style-type: none"> begin to write letter-like shapes with increasing accuracy and proficiency;
<p>For example:</p> <ul style="list-style-type: none"> make marks (scribbles) on paper using various writing tools; begin to make random marks when a writing tool is placed in their hand; model mark making; engage in hand printing and finger painting exercises; use computer to engage in mark making. 	<p>For example:</p> <ul style="list-style-type: none"> begin to produce meaningful marks and shapes; make lines of scribble with a variety of shapes included; make meaningful shapes on paper, in the air, in sand; copy horizontal/vertical/circular marks. 	<p>For example:</p> <ul style="list-style-type: none"> begin to produce meaningful marks and shapes some of which are approximations of letters and numbers; form geometric shapes/letter-like shapes on paper, in the air, in sand, in mixed media; trace over or copy under lines and shapes; patterns visible in writing, such as spaces between symbols; some letters are correctly formed; show understanding of the left-right orientation of writing.