### 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.

### 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.

<table>
<thead>
<tr>
<th>Q1 Experience (experience/encounter)</th>
<th>Q2 Respond (become aware, respond, interact intermittently)</th>
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<tbody>
<tr>
<td>In sensory activities and activity-based learning/play-based learning, pupils:</td>
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<tr>
<td>• experience writing activities;</td>
<td>• respond intermittently to writing activities;</td>
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<td>For example:</td>
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<tr>
<td>• experience a range of multi-sensory stimuli, such as dough, soapy water, pasta;</td>
<td>• respond intermittently to a range of multi-sensory stimuli;</td>
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<td>• experience the teacher demonstrating writing or mark-making activities;</td>
<td>• listen and look intermittently at an adult writing or making marks (using pictures/patterns/symbols and/or words);</td>
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<td>• experience writing activities;</td>
<td>• intermittently respond to information through feelings;</td>
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<td>For example:</td>
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<td>• experience a range of activities with a variety of materials, such as splash in water;</td>
<td>• demonstrate some response to an activity, such as splash in water; hands in wet or dry sand;</td>
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<td>hands in shaving foam; or wet/dry sand;</td>
<td>• begin to show awareness to various forms of recordings;</td>
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<td>• experience various forms of recordings;</td>
<td>For example:</td>
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<td>• 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;</td>
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<td>• 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;</td>
<td>• intermittently use a switch to operate cause/effect programs on a computer;</td>
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<tr>
<td>• experience using a switch or a space bar on a computer keyboard to operate a cause/effect program on a computer;</td>
<td>• respond intermittently to marking in mixed media;</td>
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<td>• experience writing activities;</td>
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<td>• make marks in various textures, such as gloop, jelly, porridge, semolina, sand (older learners may use clay, paint, wallpaper paste or other materials);</td>
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<td>• experience making marks in unusual textures, such as gloop, jelly, porridge, semolina, sand (older learners may use clay, paint, wallpaper paste or other materials);</td>
<td>• intermittently cooperative to shapes being made in the air, wave ribbons etc. (develop gross motor skills);</td>
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<td>• experience making shapes in the air, wave ribbons etc. (develop gross motor skills).</td>
<td>• intermittently interact with throwing, catching, bouncing a ball (develop hand–eye co-ordination);</td>
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<td>• experience writing activities;</td>
<td>• intermittently interact with threading laces/beads, rolling, pinching and manipulating dough; placing pegs in pegboard (develop fine motor skills).</td>
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<tr>
<td>Q3 Engage</td>
<td>Q4 Actively Participate</td>
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| **Prerequisite Skills (Q Skills) in Communication across the Curriculum**

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<th>Q3 Engage</th>
<th>Q4 Actively Participate</th>
<th>Q5 Consolidate</th>
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| **Engage**
(engage with, imitate modelled behaviour, direct attention, focus, recognise)

**In structured activities, in familiar and accessible contexts within activity-based learning/play-based learning, pupils:**

- engage in modelled writing activities;
  - For example: • watch an adult write;
  • imitate the use of writing tools and surfaces;

- engage in activities to communicate information and feelings;
  - For example: • use signs (Makaton) or symbols (pictures) to express needs or respond to a stimulus;

- engage with and begin to use various forms of recordin;
  - For example: • 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;

- engage in mark making, using writing tools and mixed media;
  - For example: • 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.

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<th>Q4 Actively Participate</th>
<th>Q5 Consolidate</th>
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| **Actively Participate**
(interact, share, actively participate, collaborate, anticipate, recall)

**In structured activities, in familiar and accessible contexts within activity-based learning/play-based learning, pupils:**

- participate in modelled writing activities;
  - For example: • make decisions on what should be included in shared writing by answering/indicating 'yes' or 'no';
  • use computer programmes to participate in writing activities;

- begin to communicate information, meaning and feelings;
  - For example: • use speech, signs (Makaton), symbols (PECS) or other form of communication spontaneously to express some ideas or communicate needs/wants/feelings;

- begin to participate in using an increasing range of traditional and digital tools for different purposes;
  - For example: • 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;

- actively participate in mark making, using writing tools and mixed media;
  - For example: • 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.

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<th>Q5 Consolidate</th>
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</table>
| **Consolidate**
[begin to develop an understanding] |

**In structured activities, in familiar situations and contexts, pupils:**

- begin to make contributions to shared writing activities;
  - For example: • 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);

- begin to understand and express information, meaning, feelings and ideas;
  - For example: • 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;

- use a range of traditional and/or digital tools to develop, express and present their ideas for different purposes and audiences;
  - For example: • 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;
  • 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;

- begin to write letter-like shapes with increasing accuracy and proficiency;
  - For example: • 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.