## 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</th>
<th>Q2 Respond</th>
</tr>
</thead>
<tbody>
<tr>
<td>(experience/encounter)</td>
<td>(become aware, respond, interact intermittently)</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Experience</th>
<th>Respond</th>
</tr>
</thead>
<tbody>
<tr>
<td>- experience writing activities;</td>
<td>- respond intermittently to writing activities;</td>
</tr>
</tbody>
</table>

**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 various forms of recordings;
- 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).  

**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;
- make marks in various textures, such as gloop, jelly, porridge, semolina, sand (older learners may use clay, paint, wallpaper paste or other materials);
- intermittently interact with throwing, catching, bouncing a ball (develop hand–eye co-ordination);
- intermittently interact with threading lace/beads, rolling, pinching and manipulating dough; placing pegs in pegboard (develop fine motor skills).
### 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.

#### Q3 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 recordings;
    - engage in mark making, using writing tools and mixed media;
    - 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.

- 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.

#### Q4 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;
    - use computer programmes to participate in writing activities;
    - follow a familiar daily schedule or timetable;
    - use a range of traditional and/or digital tools to develop, express and present their ideas for different purposes and audiences;
    - 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;

- 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.

#### Q5 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;
    - 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;

- 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.