

# Developmental Stages in Learning for Foundation Stage

## COMMUNICATION Continuum – WRITING

### Requirements for Communication

Across the curriculum, at a level appropriate to their ability, pupils should be enabled to develop skills in:

### 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.

Teachers should provide opportunities for pupils to use the skill of Communication across the curriculum in play, topic work and all Areas of Learning.

The statements that begin 'the teacher' and 'the pupils' are examples only. They describe **possible** teacher action and pupil behaviour to illustrate each stage.

| From   | To   | Expansion of the Levels of Progression: Level 1   |
|--|--|---|
| <p><b>Pupils can:</b></p> <ul style="list-style-type: none"> <li>• <b>understand that writing is a means of communication;</b><br/>The teacher demonstrates the connection between oral and written language through modelled and shared writing.</li> </ul> <p><i>Assessment opportunity:</i> The pupils become aware of the connection between oral and written language through experimenting with mark making.</p> | <p><b>Pupils can:</b></p> <ul style="list-style-type: none"> <li>• <b>understand that writing/printed text is recorded speech;</b><br/>The teacher talks about events, models the written recording of these and reads them to the pupils.</li> </ul> <p><i>Assessment opportunity:</i> The pupils demonstrate a desire to write by choosing to write without prompting.</p>   | <p><b>Pupils can:</b></p> <ul style="list-style-type: none"> <li>• <b>talk about what they are going to write;</b><br/>Pupils talk to the teacher or peers about what they wish to communicate in writing.</li> </ul>   |
| <ul style="list-style-type: none"> <li>• <b>distinguish between drawing and writing;</b><br/>The teacher demonstrates that writing has a purpose, for example writing a label for a painting or drawing.</li> </ul> <p><i>Assessment opportunity:</i> The pupils demonstrate their understanding of the difference between drawing and writing, either orally or through mark making.</p>                              | <ul style="list-style-type: none"> <li>• <b>see themselves as writers in a range of activities;</b><br/>The teacher provides and models contexts and purposes for different forms of writing.</li> </ul> <p><i>Assessment opportunity:</i> The pupils attempt to write for different purposes, for example cards, labels and lists.</p>  | <ul style="list-style-type: none"> <li>• <b>express thoughts, feelings and ideas from within their experience using symbols, pictures, words, phrases and simple sentences;</b><br/>Pupils use symbols, pictures, words, phrases or simple sentences to communicate their message.</li> </ul> |
| <p><b>The assessment of this strand begins at Level 2.</b></p>   |  |   |
| <ul style="list-style-type: none"> <li>• <b>show an awareness of directionality of print;<sup>1</sup></b><br/>The teacher models the way print works.</li> </ul> <p><i>Assessment opportunity:</i> The pupils attempt to write, in a range of situations, sometimes writing shapes that resemble letters and going from left to right.</p>   | <ul style="list-style-type: none"> <li>• <b>understand that writing is formed directionally, one word at a time;</b><br/>The teacher models how to generate and write a sentence, demonstrating one-to-one correspondence of the spoken word at every opportunity.</li> </ul> <p><i>Assessment opportunity:</i> The pupils show directionality when writing in a range of situations.</p>                            | <ul style="list-style-type: none"> <li>• <b>write words using sound-symbol correspondence;</b><br/>Pupils attempt to write words using their knowledge of the sounds letters represent.</li> </ul>  |
| <ul style="list-style-type: none"> <li>• <b>experiment with writing;</b><br/>The teacher models one-to-one correspondence when writing.</li> </ul> <p><i>Assessment opportunity:</i> The pupils understand that written text is recorded speech.</p>   | <ul style="list-style-type: none"> <li>• <b>explore how to write words;</b><br/>The teacher models how to spell or locate words.</li> </ul> <p><i>Assessment opportunity:</i> The pupils problem solve how to write words by beginning to apply sound-symbol correspondence or find words in the environment.</p>  | <ul style="list-style-type: none"> <li>• <b>write personal and familiar words;</b><br/>Pupils can write words which they frequently see and use, for example their own name, a pet's name and words in environmental print.</li> </ul>  |
| <ul style="list-style-type: none"> <li>• <b>hold pencils and other implements in an appropriate way.</b><br/>The teacher provides opportunities through activities for the development of gross/fine motor skills and hand preference.</li> </ul> <p><i>Assessment opportunity:</i> The pupils make marks and letter-like shapes using writing tools and other media.</p>  | <ul style="list-style-type: none"> <li>• <b>use a comfortable, efficient pencil grip and begin to form some letters correctly.</b><br/>The teacher gives specific guidance on correct letter formation as pupils' co-ordination develops.</li> </ul> <p><i>Assessment opportunity:</i> The pupils demonstrate an awareness of the correct directionality of letter formation, using writing tools appropriately.</p> | <ul style="list-style-type: none"> <li>• <b>form lower and upper case letters.</b><br/>Pupils can show some control over the size, shape and orientation of lower and upper case letters.</li> </ul>  |

This reference is to CCEA's *Language and Literacy in the Foundation Stage* series of booklets, available at [www.nicurriculum.org.uk](http://www.nicurriculum.org.uk):

<sup>1</sup> Writing page 4