

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)	Q2 Respond (become aware, respond, interact intermittently)
In sensory activities and activity-based learning/play-based learning, pupils:	In sensory activities and activity-based learning/play-based learning, pupils:
<ul style="list-style-type: none"> • experience writing activities; For example: <ul style="list-style-type: none"> • experience a range of multi-sensory stimuli, such as dough, soapy water, pasta; • experience the teacher demonstrating writing or mark-making activities; 	<ul style="list-style-type: none"> • respond intermittently to writing activities; For example: <ul style="list-style-type: none"> • 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);
<ul style="list-style-type: none"> • experience writing activities; For example: <ul style="list-style-type: none"> • experience a range of activities with a variety of materials, such as splash in water; hands in shaving foam; or wet/dry sand; 	<ul style="list-style-type: none"> • intermittently respond to information through feelings; For example: <ul style="list-style-type: none"> • demonstrate some response to an activity, such as splash in water; hands in wet or dry sand;
<ul style="list-style-type: none"> • experience various forms of recordings; For example: <ul style="list-style-type: none"> • 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; 	<ul style="list-style-type: none"> • begin to show awareness to various forms of recordings; For example: <ul style="list-style-type: none"> • 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;
<ul style="list-style-type: none"> • experience writing activities; For example: <ul style="list-style-type: none"> • 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). 	<ul style="list-style-type: none"> • respond intermittently to mark making in mixed media; For example: <ul style="list-style-type: none"> • 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>Q3 Engage (engage with, imitate modelled behaviour, direct attention, focus, recognise)</p>	<p>Q4 Actively Participate (interact, share, actively participate, collaborate, anticipate, recall)</p>	<p>Q5 Consolidate (begin to develop an understanding)</p>
<p>In structured activities, in familiar and accessible contexts within activity-based learning/play-based learning, pupils:</p>	<p>In structured activities, in familiar and accessible contexts within activity-based learning/play-based learning, pupils:</p>	<p>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.