



Reading and Literacy Curriculum Overview and Sequencing

The key skills and knowledge we want to develop in Literacy, are:

- Speaking and listening skills
- Reading (including the foundations of reading skills)
- Writing both for functional purpose and creative writing.

Through the curriculum area of Reading, we aim to ensure that all children are provided with opportunities to develop their reading skills at their own personal level using differentiated approaches for pre readers, emerging readers and developing readers. The key skills and knowledge we want to develop in Reading are:

- Early tracking skills
- Early sound awareness using songs/rhymes/body percussion.
- Symbol discrimination.
- To recognise social sight words and Logos in the local environment.
- Phonemic and phonological awareness – to understand and develop their ability to manipulate different sounds in words.
- Phonics – to develop their awareness between phonemes and graphemes.
- Blending and decoding words.
- Comprehension – to show an understanding of what they are reading.
- Fluency – to be able to read whole words without blending.
- Functional reading.

Reading supports pupils' ability to be responsible, respectful, active citizens who contribute positively to society, developing their understanding of fundamental British values; developing their understanding and appreciation of diversity. celebrating what we have in common and promoting respect for the different protected characteristics as defined in law. By developing their reading skills, they can keep themselves safe by recognising environmental signs such as knowing the correct toilets to go in and keep themselves safe by recognising environmental signs and texts such as 'keep out' and 'fire exit' etc. Reading will give them a sense of autonomy and enable them to make informed decisions. It enables them to make choices such as choosing recipes to make meals or snacks or to see what they want to watch on television or navigate technology. It will also provide opportunities for them to read texts around different cultures/family groups and to develop their understanding of diversity.

The Reading curriculum has been carefully designed and sequenced to provide pupils with a secure, coherent knowledge of the pre-requisites of reading then developing their skills and knowledge to progress at their own pace.

At all stages, the curriculum links to previous content and concepts and identifies later links.

The Reading and Literacy curriculums are carefully planned to ensure concepts are taught in optimal order to support children's understanding. Plans are tailored to the needs of each individual and class, adapting the learning areas and opportunities to the interests, needs and level of learning required. They consist of basic mapping of concepts, resources, activities and content link to the termly curriculum topic. This is actioned at a pupil level through the use of highly personalised planning to set very small, stepped targets across a range of areas (including communication, interaction, emotional development and social skills) so that pupils make consistent progress towards their aspirational targets outlined in their Education Health and Care Plan (EHCP).

At the earliest stages, the sequence of learning begins with the pre readers focusing on objects of reference, sensory stories and massage, early sound awareness games, rhymes and songs, tracking activities and symbol discrimination.

As Reading becomes more developed it moves on to focusing more on social sight words, personalised high frequency word vocabulary, using functional lists, sharing and listening to stories, matching pictures, objects and words, joining in with familiar songs and rhymes, following instructions. See Phase 1 Phonics Overview for further details <https://primarysite-prod-sorted.s3.amazonaws.com/pictor-academy/UploadedDocument/6e7f3273-02fc-40a2-8d72-6f4f845cf2a2/phase-1-phonics-overview.pdf>

From there it leads to developing readers who learn to use phonics to decode words, individual decodable reading books, reading and writing sentences, comprehension – engaging and responding to text. See Floppy's Phonics Full Overview document for further details <https://primarysite-prod-sorted.s3.amazonaws.com/pictor-academy/UploadedDocument/a3fa182b-28ae-4a2f-9fcf-aebb6c4c12a0/floppys-phonics-full-overview.pdf>

As well as the reading curriculum the literacy curriculum has been carefully designed and sequenced to enable children to have opportunities to develop their language and literacy skills through all learning experiences. Literacy is taught across the curriculum rather than as a discreet subject area. At Pictor we are ambitious in our pursuit of excellence for our pupils and as such each child's literacy curriculum is personalised to them across the whole curriculum and

targets are set on an individual basis. At Pictor we strive to give children the necessary tools to be able to communicate effectively and creatively at their level.

Pupils will be beginning to build trust and relationships with familiar adults and be aware of the world/people around them. As skills become more developed pupils will develop a range of purposeful actions including movements, vocalisations, looking and reaching, behaviours which adults continue to assign meaning to. They will begin to anticipate when they recognise previous routines and experiences. They will fill in the gaps in turn taking interactions and become more consistent in indicating likes, wants, dislikes, rejections and awareness of the familiar and unfamiliar.

As pupils communication, language and literacy becomes more developed they will begin to follow simple instructions within routines. Develop their main communication method (including AAC). They will develop the ability to request comment or protest. They will be developing symbolic understanding and making purposeful choices.

As pupils develop their language and literacy further skills will also be developing. Pupils will be developing an understanding both in and out of context. They will be using appropriate language in play. They will begin to comment using single words. Pupils will be developing an understanding of narrative. Progression is from participation in storytelling to retelling personal narratives through to developing, elaborating and creating fictional stories.

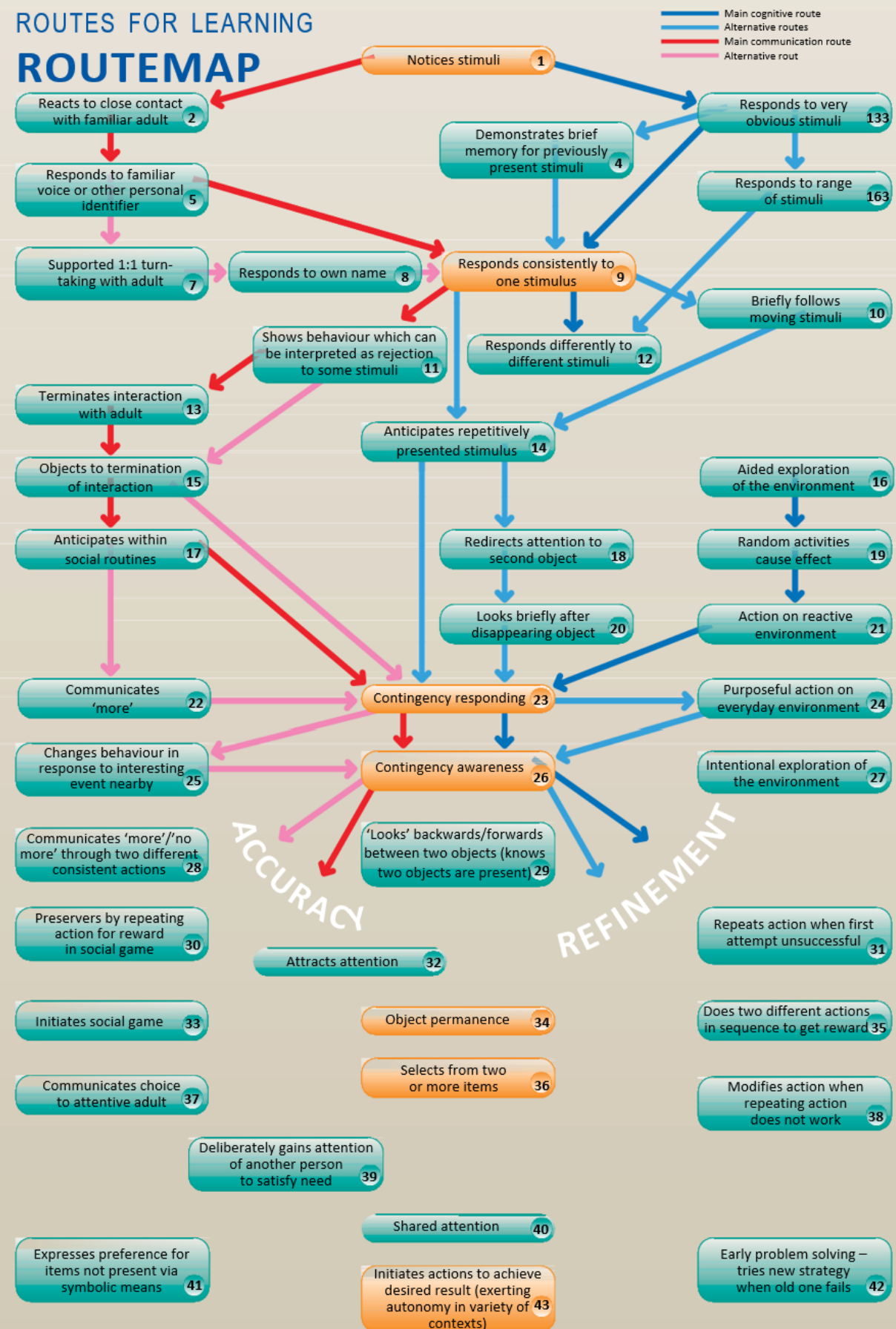
Literacy prepares pupils for future learning and transition to Key Stage 3 by giving a sound and secure understanding of the fundamentals of early literacy which serves as the foundation for further development. Pupils will all develop at their own rate and the curriculum supports pupils to apply their skills in the wider community to allow them to live fulfilling and independent lives, both now and in adulthood.

Sequence of Learning for Learners on our Informal Pathway

The Routes for Learning Routemap (diagram on next page) focuses on learners' early cognitive development, their communication and social interaction skills, and their interaction with the environment. The most important milestones are shown in orange boxes. The learning descriptors are numbered for ease of reference and do not show an expected sequence of learning. Likely next steps

are, instead, indicated with arrows. Some of our learners on the informal pathway also demonstrate learning at Band 1.

ROUTES FOR LEARNING ROUTEMAP



Sequencing of learning for Semi Formal learners

Phonics

Level 1

Aspect 1: Environmental Sounds

- I can listen to and identify a variety of outdoor sounds
- I can listen to and identify a variety of indoor sounds
- I can make the correct animal noise for a picture/object/set of clues
- I can guess what noisy item is inside a container/behind a screen by the sound it makes

Aspect 2: Instrumental Sounds

- I can stop/start playing my instrument at the signal
- I can play my instrument loudly/quietly as instructed
- I can identify a hidden instrument by its sound, from a selection of instruments/pictures
- I can identify and name some instruments
- I can copy a rhythm
- I can choose a suitable instrument to use to add a sound effect to a story/game/song
- I can play an instrument at the appropriate time within a story/song
- I can use words/symbols to describe instrumental sounds that I hear e.g. loud, squeaky, wobbly..

Aspect 3: Body Percussion

- I can copy a body percussion sound
- I can identify a body percussion sound
- I can perform sounds in the form of body percussion to a song, keeping in time with the beat
- I can perform a specified action when I hear a musical instrument played
- I can perform body percussion actions to a song with increasing/decreasing speed as necessary
- I can copy a sequence of body percussion sounds e.g. clap, stamp, clap
- I can suggest times/places when we need to be noisy/quiet
- I can identify hidden body sounds such as stamping feet, eating cornflakes, brushing teeth

Aspect 4: Rhythm and Rhyme

- I enjoy a variety of rhyming stories and songs
- I join in with repetitive story phrases
- I can move my body in time to different types/speeds of music e.g. marching, skipping
- I can continue a rhyming string
- I can identify when words rhyme and when they don't

- I can clap out syllables for words of different lengths
- I can complete sentences using appropriate rhyming words

Aspect 5: Alliteration

- I can suggest a person who has a name beginning with a given letter
- I can select a set of objects for alliterative games/collections/stories such as 'silly soup'
- I can suggest an object/animal that begins with the same sound as my name
- I can sort objects that begin with the same sound
- I can recall a short list of objects beginning with the same sound
- I recognise the initial spoken sound for a variety of objects
- I can make up an alliterative sentence for the names of my peers
- I can say a range of phonemes (letter sounds)

Aspect 6: Voice Sounds

- I can make slow/fast, quiet/loud, long/short sounds with my voice
- I can continue a sound pattern with my voice and vary the pitch
- I can add a target sound to a story when I hear a buzz word or character
- I can listen to a recorded voice and identify the speaker
- I can describe a voice sound using words like "long", "short", "loud", "quiet", "high", "low"
- I can use my voice to add sounds to a story by shouting, roaring etc
- I listen to and can sing a variety of songs

Aspect 7: Oral Blending and Segmenting

- I can sound out, and clap **CVC** words created from some of the letters from level 1+
- I understand sound-talk words that are segmented, like c-a-t
- I can identify objects from sound-talk words that contain three phonemes, like f-i-sh
- I can blend two or three phonemes from sound-talk to make a word
- I can copy sound-talk
- I can segment words into phonemes (i.e. speak in sound-talk)
- I can say/indicate how many phonemes I can hear within a range of words

Level 1+

- I can find the correct grapheme from a display when given the sound for s, a, t, p, i, n, m, d
- I can say the sound when shown the graphemes s, a, t, p, i, n, m, d
- I can find the correct grapheme from a display when given the sound for g, o, c, k, -ck, e, u, r

- I can say the sound when shown the graphemes g, o, c, k, -ck, e, u, r
- I can find the correct grapheme from a display when given the sound for h, b, f, ff, l, -ll, -le, -ss
- I can say the sound when shown the graphemes h, b, f, ff, l, -ll, -le, -ss
- I use my phonic knowledge to decode words with known graphemes and read them aloud accurately
- I can read the tricky words: I, no, to, go, into, oh no!, the

Level 2

- I can find the correct grapheme from a display when given the sound for j, v, w, -x, y, z, -zz, au
- I can say the sound when shown the graphemes j, v, w, -x, y, z, -zz, au
- I can find the correct grapheme from a display when given the sound for ch, sh, th, -ng
- I can say the sound when shown the graphemes ch, sh, th, -ng
- I can find the correct grapheme from a display when given the sound for dge, ve, wh, cks, tch, nk
- I can say the sound when shown the graphemes dge, ve, wh, cks, tch, nk
- I use my phonic knowledge to decode regular words and read them aloud accurately
- I can read some of the tricky words: we, he, she, me, be, was, you, they, all, are, her

Level 3

- I can find the correct grapheme from a display when given the sound for ai, ee, igh, oa, oo, oo (alternative sound)
- I can say the sound when shown the graphemes ai, ee, igh, oa, oo, oo (alternative sound)
- I can find the correct grapheme from a display when given the sound for ar, or, ur, ow, oi, ear
- I can say the sound when shown the graphemes ar, or, ur, ow, oi, ear
- I can find the correct grapheme from a display when given the sound for air, er, er (alternative sound), ue, ue (alternative sound), ure, ture
- I can say the sound when shown the graphemes air, er, er (alternative sound), ue, ue (alternative sound), ure, ture
- I use my phonic knowledge to decode words with known graphemes (from level 3 and below) and read them aloud accurately
- I use my phonic knowledge to write words in ways which match my spoken sounds

- I can read the tricky words: we, he, she, me, be, was, you, they, all, are, her

Level 4

- I can sound out and blend in order to read unfamiliar words containing the graphemes from Floppy's Phonics Level 1+, Level 2 and Level 3
- I can spell and write shorter/medium length/longer words using the sounds from Floppy's Phonics Level 1+, Level 2 and Level 3
- I can find both correct graphemes from a display when given the sound for -ay, oy, ea, -ie, ow, ew, -ew, ou,
- I can say the sound when shown the graphemes -ay, oy, ea, -ie, ow, ew, -ew, ou
- I can find both correct graphemes from a display when given the sound for ir, aw, eer, -are, -ce, -ea, o, -ed (/d/ sound), -ed (/t/ sound)
- I can say the sound when shown the graphemes ir, aw, eer, -are, -ce, -ea, o, -ed (/d/ sound), -ed (/t/ sound)
- I can sound out and blend in order to read unfamiliar words containing the graphemes from Floppy's Phonics Level 4, understanding that the same sound can be represented in different ways
- I can spell and write shorter/medium length/longer words using the sounds from Floppy's Phonics Level 4 understanding that the same sound can be represented in different way
- I can read some of the tricky words: said, have, like, so, do, some, come, were, there, little, one, when, out, what

Level 5

- I can sound out and blend in order to read unfamiliar words containing the graphemes from Floppy's Phonics Level 1+ to Level 4
- I can spell and write shorter/medium length/longer words using the sounds from Floppy's Phonics Level 1+ to Level 4
- I can find all the correct graphemes from a display when given the sound for the alternative spellings for /ai/, /ee/, /igh/, /oa/, /s/, /e/,
- I can say the sound when shown the graphemes for all the alternative spellings for /ai/, /ee/, /igh/, /oa/, /s/, /e/,
- I can find all the correct graphemes from a display when given the sound for the alternative spellings for /j/, /ul/, /yoo/, long /oo/, /oi/, /ou/, /or/,
- I can say the sound when shown the graphemes for all the alternative spellings for /j/, /ul/, /yoo/, long /oo/, /oi/, /ou/, /or/,

- I can find all the correct graphemes from a display when given the sound for the alternative spellings for /ur/, /ur/, /u/, /ar/, /zh/, /w/, /f/, /f/,
- I can say the sound when shown the graphemes for all the alternative spellings for /ur/, /ur/, /u/, /ar/, /zh/, /w/, /f/, /f/,
- I can find all the correct graphemes from a display when given the sound for the alternative pronunciations – ‘ch’ as code for /ch/, /sh/, /k/; ‘ie’ as code for /igh/, /ee/; ‘ow’ as code for /ou/, /oa/; ‘a’ as code for /a/, /o/, /ai/
- I can say the sound when shown the graphemes for the alternative pronunciations for ‘ch’ as code for /ch/, /sh/, /k/; ‘ie’ as code for /igh/, /ee/; ‘ow’ as code for /ou/, /oa/; ‘a’ as code for /a/, /o/, /ai/
- I can find all the correct graphemes from a display when given the sound for the alternative spellings for /ch/, /chu/, /sh/, /sh/, /g/, /ear/, /air/, /n/, /r/, /m/, /k/, /or/, /or/
- I can say the sound when shown the graphemes for all the alternative spellings for /ch/, /chu/, /sh/, /sh/, /g/, /ear/, /air/, /n/, /r/, /m/, /k/, /or/, /or/
- I can sound out and blend in order to read unfamiliar words containing the graphemes from Floppy’s Phonics Level 5, understanding that the same sound can be represented in different ways
- I can spell and write shorter/medium length/longer words using the sounds from Floppy’s Phonics Level 5, understanding that the same sound can be represented in different way
- I can read the tricky words: said, have, like, so, do, some, come, were, there, little, one, when, out, what
- I can read the tricky words: oh, their, people, Mr, Mrs, looked, called, asked, could

-Reading

--Band 1

---[] I can recognise and identify pictures of everyday objects when they are partly covered

---[] I can repeat phrases from familiar stories, or fill in missing words e.g. "I'll huff and I'll..."

---[] I can match pictures, objects, photos, signs or symbols to a particular book e.g. kipper doll to "kipper's toy box" pineapple to "handa's surprise"

- [] I can match photos of personal significance – family, friends, and favourite characters
- [] When given a small set of objects which support a story, I can select one of the objects on request
- [] I can imitate the sound of some phonemes
- [] With help, I can begin to move my finger from left to right, following a shared text
- [] I can understand and respond to some nouns, verbs and common adjectives e.g. indicating "cup" as the correct one of two pictures
- [] I can show an interest in books
- [] When looking at a picture book I can hold the book the correct way up
- [] I can turn several pages at a time when looking at a picture book
- [] I can recognise some books by their covers
- [] I can look at the left page before the right page when looking at a picture book
- [] I can listen and respond to a familiar story
- [] I can look carefully at the pictures in a book and point out details when asked
- [] With support, I can find a picture in an information text in the context of work on a class topic, activity or event
- [] I have a few favourite books and ask for them to be read regularly
- [] I regularly anticipate events in well-known texts by saying or signing a single word or phrase
- [] I participate in the sequence of objects relating to a story, recount of an activity, or instructional text e.g. the first little pig built a house of...; We went to the beach and...; we are going to make popcorn. We need...

--*Band 2*

- [] I can match objects to pictures
- [] I can match picture to picture
- [] I can match symbol to symbol, (colour symbols, black and white symbols)
- [] I can match objects to symbols (both colour and black and white)
- [] I can find a specific picture in a book on request
- [] I can recognise the initial letter of my own name
- [] I can match my written name to a photograph
- [] I can make sounds of/sign the initial letter of my name (sound of letter must be taught before letter name)
- [] I can make sound of letter/sign of initial sounds of other pupil's/staff names

- [] I can recognise the initial letter of other pupil's/staff names e.g. can find the letter for named pupil
- [] I can listen to and repeat initial of dominant sounds in familiar names and known words e.g. c for cat
- [] I can recognise familiar captions (symbols or words) around the classroom e.g. labels on cupboards, boxes, doors
- [] I can recognise and read symbols/large print words such as character names, book titles e.g. red riding hood
- [] I can imitate an adult pointing to words as they share a book together
- [] I can point my finger left to right to follow text
- [] I can join in with story language e.g. once upon a time, happily ever after
- [] I can repeat familiar repetitive phrases such as "fe fi fo fum", "huff and puff and blow the house down"
- [] I can hold a book correctly and pretend to read
- [] I can turn pages in a book singly from front to back
- [] I can turn page(s) to look at pictures to see what happens next
- [] I can choose and share a book 1:1 with another adult
- [] I can show someone something I have found in a book
- [] I can look for a specific object/picture in a book
- [] I can find a specific book from a given choice
- [] I can look at pictures to find answers to simple questions such as "where's the dog"
- [] I can answer simple questions, recall parts of story or recounts an event with two key-word utterances/signs/symbols such as "it's the hairy giant!"
- [] I can join in with actions in familiar stories/rhymes e.g. knocking on the door of the little pig's house at the appropriate time
- [] I can comment on stories e.g. say "it's funny" or points out one or two familiar key words
- [] I am aware a story has finished

--*Band 3*

- [] I can identify my own name
- [] I can recognise that familiar symbols/words mean the same wherever they are seen
- [] I can match written names of pupils in class/group
- [] I am beginning to identify names of pupils in class/group by using initial letters
- [] I can match symbols/words in personalised reading book
- [] I can match the letter of my own name, starting with the initial letter and working left to right

- [] I can point to names/words beginning with the same letter as my own name
- [] I can identify and read symbols/words linked to class jobs and routines
- [] I can identify and read timetable symbols/words (10 familiar words)
- [] I can match lower case letters on the alphabet
- [] I can match words with symbols/short words e.g., cat, dog, ball
- [] I can point to symbols/words, linked to a familiar vocabulary, left to right as I read
- [] I am beginning to recognise when a significant word or symbol is omitted from a sentence in a familiar story or text
- [] I can point to the first word in a phrase as I start to read, then point to each word in turn
- [] I can read a range of simple two word phrases linked to familiar signs/symbols/words e.g. carl walking, carl eating
- [] I can demonstrate an understanding of the prepositions in, on and under e.g. labelling a photograph or picture with symbols
- [] I can enjoy reading a personal book with text/symbols
- [] I can recognise and identify characters in familiar books/stories
- [] I can notice when an adult misreads a familiar story e.g. "goldilocks ate roast beef" - I will indicate "no"
- [] I can point to a picture and comment (through speech or sign) on that part of the story/text
- [] I am beginning to recognise and use simple book terminology e.g. identifies the front/back cover, can point to the title
- [] I can demonstrate and understand that print carries meaning e.g. can answer the question "Do I read this bit (adult pointing to the picture) or this bit (adult pointing to the print)?"
- [] I can ask for stories/rhymes/recounts to be read

--*Band 4*

- [] I can recognise and identify the letters in my first name
- [] I can identify 10 letters by the sound
- [] I can identify 10 letters by the shape (upper and lower case)
- [] I can identify a few letters by their name
- [] I can read 10 words by sight e.g. topic related, high frequency, social
- [] I can say the sound, and sign (if appropriate), the initial letters of familiar words
- [] I can read with 1:1 correspondence 10 familiar printed and handwritten words in a variety of settings e.g. stories, notes, registers, labels

- [] I can read longer sentences (i.e. three, four key words), with symbol support e.g. in personalised books, to describe photos
- [] I know that words are ordered from left to right and can point to them as an adult reads
- [] I can predict words/symbols during shared reading or when re-reading familiar stories e.g. "who's that knocking on my..."
- [] I can join in with repetitive passages/chorus in a story
- [] I can finish the line in a repetitive phrase within a story
- [] I know some verses by heart
- [] I can follow a sequence of a simple picture story
- [] I can predict what will happen in a repetitive story
- [] I can show an understanding of story structure e.g. notice when a page is missed out from a familiar book
- [] I am beginning to retell a story e.g. turn the pages of a book and sign/tell the story (by commenting on pictures) from memory
- [] I am beginning to recognise and use simple book terminology e.g. can show the cover of a book, picture, words
- [] I can answer who?, what?, where? Questions about a story
- [] I can link events in stories to my own experience e.g. point to a picture and say "I have a dog the same"
- [] I frequently look at and "reread" known words and phrases from a variety of familiar texts e.g. big books, story books, recorded stories with text to follow, poems, information books, wall stories, captions
- [] I can pretend to read other forms of environmental print e.g. cards, letters on display boards, adverts

--*Band 5*

- [] I can identify 15 letters of the alphabet by their sound e.g. find me "a"
- [] I can identify all letters of the alphabet by their sound e.g. find me "a"
- [] I can identify 15 letters of the alphabet by their name e.g. where's "ay"
- [] I can identify all letters of the alphabet by their name e.g. where's "aitch?"
- [] I can identify 15 letters of the alphabet by their shape e.g. adult points to a letter and I say its sound or name
- [] I can identify all the letters of the alphabet by their shape e.g. adult points to a letter and pupil says its sound/letter name
- [] I can hear and say the initial dominant sound in words, and know which letter represents some of these sounds
- [] I can identify the initial sound of familiar words

---[] I can hear and say the final sound in short words, and know which letter represents these sounds

---[] I am beginning to use my knowledge of letter-sound correspondences to help predict words when reading

---[] I understand that words are made up of separate sounds

---[] I use phonic knowledge to decode regular words and read them aloud accurately

---[] I can read the names of children in class

---[] I can read 20 words e.g. topic related

---[] I can read 15 high frequency words from the 45 reception key words list

---[] I can read all 45 high frequency words from the reception key words list

---[] I can match corresponding upper- and lower-case letters

---[] I can join in with saying or signing part of the alphabet

---[] I can continue a rhyming string

---[] I can find words that rhyme with known words

---[] I can identify odd words out in a rhyming string e.g. cat, fat, dog, rat

---[] I can read phrases (words) in personal reading books

---[] I can use my knowledge of language structure to predict what word is missing from a sentence e.g. use a sticky note to hide a word in a big book

---[] I can notice when a familiar phrase or sentence is muddled up, or a word omitted, and is able to correct the "mistake"

---[] I can point to, and read labels, captions, class jobs list

---[] I can read some common irregular words

---[] I can identify the subject matter of a book by using the title and illustrations e.g. "it's a book about..."

---[] I show my understanding of what has been read by telling others about it

---[] I can track text page by page, left to right, top to bottom, pointing when reading, telling a story, and demonstrating 1:1 correspondence between written and spoken words

---[] I can read and understand simple sentences

---[] I can respond to situations in a story e.g. laugh

---[] I can use learnt repetitive phrases when "reading" independently, e.g. "who's that trip trapping over my bridge"

---[] I can place 2 events in reasonable order through oral recount or ordering pictures/objects

---[] I can create my own stories from pictures (orally or by signing)

---[] I can read back role play writing showing understanding that writing remains constant i.e. that it will always say the same thing

---[] I can match/recognise a range of familiar print/symbols from everyday items such as packaging

---[] I can show that I know that information can be retrieved from books, leaflets, computers etc. e.g. find a book about dogs

---[] I can answer a range of factual questions about a familiar story that has been read to me (Who...? What...? Why...? How...?)

-Writing

--Mark making

---*Band 1 (exploring what happens with hands, feet; marks are simply a record of an enjoyable kinaesthetic experience)*

----[] I use a dagger/palmar grip, using my whole arm and pivoting from shoulder, to hold tools when mark making

----[] I engage with the sensory experience of making marks in damp sand, paste, paint etc.

----[] I can produce uncontrolled scribble, with either hand, with a variety of media and surfaces

----[] I am aware that an input device causes a change on screen

---*Band 2 (is beginning to make purposeful marks and understand the cause and effect of tools)*

----[] I use a palmar supinate grasp (fisted grasp, thumb over fingers, bent elbow) to hold tools when mark making

----[] I make connections between my movement and the marks I am making (i.e. purposeful marks)

----[] I can make large, gross motor circular, vertical and horizontal movements

----[] I can make circular marks with a variety of media and surfaces.

----[] I can make zigzag/wavy lines across a page

----[] I attempt to imitate o and vertical lines with a variety of media and surfaces.

----[] I give meaning to the marks I make

----[] I can match symbols to photos

----[] I can put marks/single symbols alongside a picture to caption/label it

----[] I am beginning to combine two symbols together to convey meaning

--Transcription

---*Band 3 (Beginning to make deliberate marks to convey meaning)*

----[] I use a digital pronate grasp (fingers pointed down to end of utensil, all fingers used) when holding tools for mark making

----[] I am showing increasing control of my writing tools

----[] My mark making remains within the confines of the page

----[] I include circles, dots and small vertical and horizontal lines in my mark making etc.

----[] I can add eyes, nose, hair, and smile to a drawn face

----[] I am beginning to attempt simple drawings of people i.e. head (with features) and legs/arms

----[] I can imitate - | +

----[] I can make the diagonal mark /

---*Band 4 (Gives meaning to both their own marks and those seen in other places; symbolic writing emerges; circle-based drawing emerges first)*

----[] I use a modified tripod grasp (uses pads of all fingers), pivoting from wrist, when holding tools for making

----[] I hold a pencil between my thumb and two fingers when drawing/writing

----[] I hold a pencil near point between first two fingers and thumb, with good control

----[] I can create controlled dash and dot marks

----[] I can copy + c x

----[] I can copy the simple shapes - circle, square, crossing the midline

----[] I produce meaningful marks related to my name

----[] I can make zigzag marks with distinct 'points'

----[] I can copy v and ^ shapes, keeping my pen (or other) on the surface as I change pen direction

----[] Patterns are visible in my writing e.g. spaces between shapes/marks

----[] I can draw a simple figure when asked i.e. head with legs and arms

----[] I can draw a face with features

----[] I am beginning to imitate some letter shapes in gross motor movements

----[] I can copy some letters e.g. from my name

---*Band 5*

----[] I am showing a preference for a dominant hand

----[] I am beginning to use a dynamic tripod grip with good control

----[] I can draw square, / \ triangle + x

----[] I am beginning to use anticlockwise movement and retrace vertical lines e.g. to form n, h, a

----[] I am beginning to write recognisable letters, most of which are correctly formed

----[] I form most letters correctly

----[] I can write my own name

----[] I can copy write single familiar words underneath a model

----[] I can copy write longer captions under a model

----[] I consistently copy write short sentences from a separate sheet/whiteboard

----[] I can write labels (e.g. when playing shop) and captions

----[] I attempt to write short sentences in meaningful contexts

----[] I use some clearly identifiable letters to communicate meaning in my writing, representing some sounds correctly and in sequence

----[] I am beginning to form capital letters

--*additional Band 5*

----[] When I write I spell some words correctly, and some words are spelt in a phonetically plausible way

----[] I use my phonic knowledge to write words in ways which match my spoken sounds

----[] I can spell some irregular common words e.g. said, the, of

--Composition

---Band 3

- [] I sometimes give meaning to the marks I make
- [] I can use graphic representation (i.e. photos, pictures, symbols..) to create labels/captions
- [] I can match short, symbolised phrases (2/3 symbols) to pictures/photos
- [] I write my own version of my name in everyday situations e.g. labelling my painting with a series of distinct shapes
- [] I am beginning to draw simple recognisable pictures e.g. sun, tree
- [] I can talk about/draw pictures related to visits/my own interests, making marks to represent words/using symbols to convey meaning

---Band 4

- [] I talk about/draw picture, with an adult, about an experience/story/visit etc and attempt to trace the adult's writing
- [] I make and give meaning to marks/use symbols as a label/caption for my own picture, photo or about a familiar story
- [] I make and give meaning to marks/use symbols as a message e.g. postcard, greetings card
- [] I remember to start writing on the left side of the page
- [] I can match longer symbolised phrases (3/4 symbols) to pictures/photos
- [] I can sequence up to 4 symbols/words to describe a familiar event
- [] I put out some letters for my name/type some letters of my name
- [] I can make marks for my name with some recognisable letters
- [] I give meaning to the marks I see in different places e.g. 'pretend' read a shopping list

---Band 5

- [] My writing has a range of purposes and layout e.g. letters, lists, stories, which I do with support
- [] I leave spaces between groups of letters as though I am writing separate words
- [] I produce the letters for dominant sounds in an increasing number of words e.g. ct for cat
- [] I produce some recognisable words in my writing
- [] I produce one or two familiar words correctly from memory
- [] I orientate writing correctly i.e. works from left to right, top to bottom
- [] I can order steps in instructional text/sentences in story writing
- [] I can put the words of a short sentence in the correct order

----[] I am beginning to use classroom displays, word mats.. to support my independent writing

----[] I attempt to write short sentences in meaningful contexts

----[] I use upper- and lower-case letters appropriately when writing their name

----[] I use space between words when writing a short sentence

----[] I draw recognisable people with a head, body, limbs and features

----[] I can draw simple images e.g. house

----[] I write simple sentences which I can read and can be read by others