

# WRITING: WORKING TOWARDS LEVEL 1 - P SCALES FOCUS

ALL WRITING	P4 & P5	P6	P7	P8	1C – Low 1
Sentence Structure AF5	<b>Oral Sentence Structure</b> <ul style="list-style-type: none"> <li>Uses single words, signs or symbols for familiar objects, e.g. <i>cup, biscuit</i>, and to communicate about events and feelings, e.g. <i>likes and dislikes</i> (Sp - P4)</li> <li>Repeats, copies and imitates single words, signs or phrases. (Sp – P4)</li> <li>Scribble writes alongside a picture or placing photographs or symbols on a personal timetable.</li> <li>Combines words in oral composition of text, e.g. <i>'big book', 'I went home'</i></li> </ul>	<b>Oral Sentence Structure</b> <ul style="list-style-type: none"> <li>Uses simple three key idea phrases, e.g. <i>"Me go park", "Dad sit chair"</i>.</li> <li>Uses a range of nouns, verbs, adjectives, prepositions and adverbs in speech.</li> <li>Infers a question by the use of intonation, e.g. <i>"Dog gone?"</i></li> <li>Writes random strings of symbols, which may include letters, numerals and invented letter shapes.</li> <li>Produces a recognisable capital letter for start of own name, either with pen or paint.</li> </ul>	<b>Oral Sentence Structure</b> <ul style="list-style-type: none"> <li>Rehearses then dictates a sentence for an adult to scribe.</li> <li>Contributes words orally in shared work, filling a gap left by an adult in a sentence.</li> <li>Begins to break the flow of speech into words, e.g. <i>dictates a story to an adult at a pace s/he can follow to write down the dictation.</i></li> <li>Groups letters &amp; leaves spaces between them as though writing separate words (W-P7)</li> <li>Play-writes a range of letters, grouping them so that they represent words.</li> <li>In role-play writing, uses one-to-one correspondence between spoken words and print.</li> </ul>	<b>Oral Sentence Structure</b> <ul style="list-style-type: none"> <li>Dictates a simple sentence.</li> <li>Begins to use some story language in own dictated writing, e.g. <i>'Once upon a time...'</i></li> <li>Puts words of a sentence into correct order using ICT or ordering cards.</li> </ul>	<ul style="list-style-type: none"> <li>Beginning to express ideas in recognisable words or phrases.</li> </ul>
Punctuation AF6				<ul style="list-style-type: none"> <li>Experiments with using some punctuation marks in writing, e.g. <i>random over-use of full-stops.</i></li> </ul>	<ul style="list-style-type: none"> <li>Some evidence of awareness of the use of full-stops, but often at the end of a line instead of a sentence, or random usage.</li> </ul>
Text Structure and Organisation AF3  AF4	<ul style="list-style-type: none"> <li>Begins to understand that marks &amp; symbols convey meaning (W-P4)</li> <li>Scribble writes a message during play with a toy telephone.</li> <li>Joins in with a shared writing session, making marks appropriately.</li> <li>Uses graphic representations, such as photographs, pictures, own name in the context of messages, labels, captions, records of achievement.</li> <li>Produces some meaningful print, signs or symbols associated with their own name or familiar spoken words, actions, images or events. (W-P5)</li> </ul>	<b>Oral Composition</b> <ul style="list-style-type: none"> <li>Attempts to write or dictates simple captions to a picture story.</li> <li>Differentiates between letters &amp; symbols (W-P6)</li> <li>Copy writes captions and labels for pictures or displays, e.g. <i>uses name card to copy-write own name for a caption.</i></li> <li>Writes own version of name in role-play situations</li> </ul>	<b>Oral Composition</b> <ul style="list-style-type: none"> <li>Orders steps in instructional text or sentences in story writing, e.g. <i>using cards or computer.</i></li> <li>Begins to use different layouts according to text type, e.g. <i>list, birthday card, picture book.</i></li> <li>Retells familiar stories in correct sequence.</li> </ul>	<b>Oral Composition</b> <ul style="list-style-type: none"> <li>Plans and talks about what s/he intends to write before writing it.</li> <li>In writing and recording, uses pictures, symbols &amp; familiar words &amp; letters to communicate meaning. (W-P8)</li> </ul>	<ul style="list-style-type: none"> <li>Uses recognisable letters and words to convey meaning.</li> <li>Writing may need some mediation.</li> </ul>
Creating & Shaping Texts - AF1	AF2	<b>Oral Composition</b> <ul style="list-style-type: none"> <li>Through shared scribed writing, compose simple text, e.g. <i>labelling objects, dictating captions.</i></li> </ul>	<b>Oral Composition</b> <ul style="list-style-type: none"> <li>States purpose for own writing, e.g. <i>"This is my shopping list"</i>.</li> <li>Contributes ideas orally on what to write about, e.g. <i>what happens next, story ending, instructions.</i></li> <li>Takes on persona of a story character through role play.</li> </ul>	<ul style="list-style-type: none"> <li>In their writing shows awareness of different purposes, e.g. <i>letters, lists, stories or instructions.</i> (W-P8)</li> </ul>	<ul style="list-style-type: none"> <li>Usually makes simple statements about ideas or events.</li> </ul>
	AF7	<b>Oral use of language</b> <ul style="list-style-type: none"> <li>Uses a consistent word, sign or symbol for a particular object.</li> </ul>	<b>Oral use of language</b> <ul style="list-style-type: none"> <li>Selects some words/symbols when composing text, e.g. <i>selecting between two alternative words/symbols which are shown to them.</i></li> </ul>	<b>Oral use of language</b> <ul style="list-style-type: none"> <li>Uses vocabulary related to time, e.g. <i>yesterday, at playtime.</i></li> <li>Uses 'and' to link phrases and simple sentences.</li> </ul>	<ul style="list-style-type: none"> <li>Beginning to use story language in oral retelling of familiar stories.</li> </ul>
Word Structure & Spelling AF8	<ul style="list-style-type: none"> <li>Listens and responds to familiar rhymes and stories. (R–P4)</li> </ul>	<ul style="list-style-type: none"> <li>Makes a collection of objects beginning with initial letter of own name and attempts to write.</li> <li>Recognises words beginning with initial letter of own name in different situations.</li> </ul>	<ul style="list-style-type: none"> <li>Aware of the sequence of letters, symbols and words, for example, selecting and linking symbols together, writing their own name correctly from memory and one or two other simple words. (W-P7)</li> <li>Writes some letters in response to sounds, e.g. <i>c, s, t.</i></li> <li>In role-play writing, begins to write the letters for some dominant sounds.</li> </ul>	<ul style="list-style-type: none"> <li>Writes letters for dominant sounds in an increasing number of words.</li> <li>Uses phonic knowledge to write simple high frequency (YR) words and other simple regular words.</li> </ul>	<ul style="list-style-type: none"> <li>Beginning to spell some simple high frequency words correctly, e.g. <i>and, it, the, to.</i></li> <li>Some evidence of making plausible attempts using knowledge of initial and final phonemes.</li> </ul>
Presentation & Handwriting	<ul style="list-style-type: none"> <li>Makes marks or symbols in preferred mode of communication, e.g. <i>using writing implements with a pincer grip, generating a symbol from a selection on a computer.</i> (W-P4)</li> <li>Produces vertical, horizontal and circular scribble.</li> <li>Colours approximately within bold lines.</li> <li>Use a tripod grip when making marks on paper.</li> <li>Some evidence of awareness that using an input device causes changes on the screen.</li> <li>Traces, overwrites and copies, under or over a model making horizontal, vertical and circular lines. (W-P5)</li> <li>Uses a range of media, such as paint, pens, crayons, to copy adult pattern on large paper/card.</li> <li>Traces over own name on model with finger/pen/appropriate mouse switch.</li> <li>Uses tripod grip consistently.</li> <li>With support, makes and completes patterns. (W-P5)</li> <li>Completes simple regular pattern with pen, paint or crayon, using vertical, horizontal, circular lines.</li> <li>Colours with more control, e.g. within thick black lines outlining simple shapes.</li> <li>Inputs random letters on computer.</li> </ul>	<ul style="list-style-type: none"> <li>Copies writing with support, e.g. <i>labels and/or captions for pictures or displays.</i> (W-P6)</li> <li>Produces or writes recognisable letters or symbols related to their names. (W-P6)</li> <li>Holds writing implement at the point with some control.</li> <li>Produces patterns when 'writing', with occasional evidence of leaving spaces between words.</li> <li>Produces some recognisable letter shapes, often based on letters from own name.</li> <li>Recognises own name on screen.</li> </ul>	<ul style="list-style-type: none"> <li>Some letters are correctly formed. (W-P7)</li> <li>Copies writing patterns.</li> <li>Produces recognisable letters more frequently.</li> <li>Has a preferred hand for writing.</li> </ul>	<ul style="list-style-type: none"> <li>Writes name with appropriate use of upper- and lower-case letters or appropriate symbols. (W-P8)</li> <li>Beginning to develop some control over shape, size &amp; orientation of letters.</li> <li>Usually forms commonly used letters using the correct sequence of movements.</li> <li>Copies from black/whiteboard.</li> <li>Uses space bar to put spaces between words on screen.</li> <li>Beginning to use a keyboard effectively.</li> </ul>	<ul style="list-style-type: none"> <li>Some frequently used letters are correctly shaped, but may be inconsistent in size and orientation.</li> <li>Beginning to use space bar and keyboard to type name and simple text.</li> </ul>