

## INTRODUCTION TO THE BOOKLET

This document has been produced through collaboration between the five English co-ordinators in Leicestershire LEA severe learning difficulties schools and the English co-ordinators in the two specialist nurseries. It has the support (financial and academic) of Leicestershire LEA. It has been developed partly in response to the evaluation of the Literacy Strategy, which highlighted the need to develop pupil's writing skills. It was an opportunity to share ideas and good practice. This project enabled the English co-ordinators to standardize the work we were already doing in schools through a process of moderation of pupils' work.

In this booklet "writing" is seen as an integral part of all curriculum areas. The skills of speaking, listening, reading and writing are seen as intertwined. As many of our pupils may not reach level 1 of the National Curriculum and begin to 'write' in the traditional sense many of the skills and activities can be seen as an end in themselves – to give pupils pleasure and a sense of achievement in the experiences. The ideas may also lead to a greater range of leisure activities available to them.

The pupils who we refer to and whose work we have reproduced here are working within P levels 1 to 8 (QCA English document for pupils with SLD and PMLD 2001). They have a variety of abilities and disabilities commonly found in specialist nurseries and SLD schools.

### ***Who and what is this booklet for?***

We aimed to publish the authors' wealth of ideas and expertise in the area of writing for colleagues – teachers and support staff - to use for teaching pupils working at levels P1 to P8. Within this document 'writing' is taken in its broadest sense and includes sensory activities, the development of mark making and use of symbols and ICT. The use of the word 'teacher' is used to include all adults working with pupils in the school environment.

The booklet is intended to be "dipped into," not read from cover to cover, in order to find useful ideas when teaching writing. We would anticipate it being used by colleagues in different settings – wherever pupils working at these levels may be taught. This is not an exhaustive list of activities and should be added to by individual schools.

It is not expected that pupils will work through this booklet in a linear way, as they may develop their skills unevenly. All the teaching strategies and activities can be extended and modified across the P levels according to the pupils' strengths and interests. Suggested activities used for earlier stages can be used at later stages to reinforce skills.

## ***How to use this booklet***

Each P level is introduced with the level descriptor for writing from the QCA English document. *The sections are then divided into three headings:*

- 1. Writing** - our interpretation of the level descriptor statement.
- 2. Teaching Strategies** – suggestions for what the staff can do to assist and facilitate the pupils in the development of their writing skills.
- 3 Activities** – descriptions of activities to promote learning.

*The suggested teaching sequence is as follows:*

- Concrete experience
- Talk for writing
- Reading for writing
- Shared writing
  - demonstration
  - scribing
  - supported
- Independent writing

This is followed up by a useful list of some books and resources we have used in our work.

## ***General points***

*It is assumed that before engaging a pupil in a writing activity staff will take account of individual needs including the following:*

1. That the pupil should be in the correct seating or standing position to access 'writing' activities. Staff may need to refer to advice from Occupational Therapists, Physiotherapists or Teachers for Pupils with Visual Impairments.
2. That poor gross and fine motor skills may affect the pupils ability to write and a programme to develop sensori-motor skills may be required.

3. That pupils should have access to a variety of writing tools and will have the opportunity to work on different surfaces and/or at different levels e.g. chalk board, white board, angled board, working on the floor and sitting at the table etc.
4. That pupils should not be 'pushed' into establishing a hand preference.
5. That writing activities should be fun and that pupils will be more willing to 'write' when they see a reason to do so.

We hope you find this booklet useful and would welcome any feedback from practitioners in the field.

## **ACKNOWLEDGEMENTS**

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Of most importance are our pupils who have been our greatest inspiration.

## DEVELOPMENT OF WRITING SKILLS – P SCALES

### *Performance Descriptions*

**P1(i)** Pupils encounter activities and experiences. They may be passive or resistant. They may show simple reflex responses, for example, startling at sudden noises or movements. Any participation is fully prompted.

<b>WRITING</b>	<b>TEACHING STRATEGIES</b>	<b>ACTIVITIES</b>
<p>Activities encountered during this stage are fully prompted.</p>	<p>Pupils are presented with a variety of multi- sensory stimuli to promote tolerance of touch and acceptance of physical prompts. Awareness of hands is heightened by draping, touching, massage, vibration.</p> <p>At this stage the stimuli will be taken to the child.</p> <p>Pupils are given opportunities to handle and explore materials.</p>	<p>Use of massage oils (scented oils to enhance the pupils sense of hand awareness), talcum powder, vaseline, toothpaste, sand, water/bubbles, corn flour with or without added colouring, play dough, compost, pasta cooked/uncooked, sandpaper, bubble wrap, space blanket, silk, carpet, textured wallpaper, flour, treacle, milkshake mixed with paint e.g. banana milkshake with yellow paint, crushed biscuits, gravel, ball pool, foot spa, mashed potato, slime-soap flakes mixed with warm water, custard, jelly, angel whip, paint, clay, koosh balls, vibro toys, jam, fluorescent gloves, bracelets, musical instruments e.g. bells, Indian bells, tambourines, electric nail buffer, tinsel, fluorescent gloves, fibre optics</p>

**P1(ii)** Pupils show emerging awareness of activities and experiences. They may have periods when they appear alert and ready to focus their attention on certain people, events, objects or parts of objects, for example, attending briefly to interactions with a familiar person. They may give intermittent reactions for example, sometimes becoming excited in the midst of social activity.

WRITING	TEACHING STRATEGIES	ACTIVITIES
<p>To demonstrate some awareness on occasions to stimuli presented. Pupils at this stage are more tolerant of</p> <ul style="list-style-type: none"> <li>• Physical intervention</li> <li>• Stimuli</li> </ul>	<p>The stimuli may still be taken to the pupils but as the pupil becomes more tolerant s/he should be encouraged to move towards the stimuli. The teacher at this stage should be continually evaluating the pupil's responses e.g. stilling, increased/decreased body movements, startle, enjoyment and pleasure. A pupil's responses should be interpreted as intentional and verbalised as appropriate.</p>	<p>Sand, water/bubbles, corn flour - with added food colouring on different surfaces e.g. metal tray, plastic tray. Play dough, compost, pasta cooked/uncooked, sandpaper, bubble wrap, space blanket, silk, carpet, textured wallpaper, flour, treacle, milkshake mixed with paint e.g. banana milkshake with yellow paint, broken biscuits, different grades of gravel, ball pool (different sizes &amp; textures of balls), foot spa, lumpy potato, slime-soap flakes, custard, jelly, blancmange, paint, clay, koosh balls, vibro toys, jam, fluorescent gloves, bracelets, musical instruments e.g. bells, Indian bells, tambourines, electric nail buffer, tinsel, fibre optics.</p>

**P2(i)** Pupils begin to respond consistently to familiar people, events and objects. They react to new activities and experiences, for example, withholding their attention. They begin to show interest in people, events and objects, for example, focusing their attention on sensory aspects of stories or rhymes when prompted.

<b>WRITING</b>	<b>TEACHING STRATEGIES</b>	<b>ACTIVITIES</b>
<p>Pupils demonstrate a more consistent awareness /response to familiar stimuli. Pupils may be engaged in an activity without full physical support for a very brief period i.e. seconds.</p>	<p>The teacher should continue to assess pupil performance over a period of time looking for any consistency in likes and dislikes. The teacher should gradually phase out prompts allowing pupils to show they want to continue the activity. The teacher should use consistent vocabulary and allow pupils time to process the information and act. Teachers should be alert to the fact that pupils need space and time to respond. The length of time will vary according to the individual pupil. Attention at this stage will be single channelled so any teaching approaches must take care not to overload the pupil with stimuli with too many senses at once</p>	<p>Sand, water/bubbles, cornflour - add colouring, play dough, compost, pasta cooked/uncooked, sandpaper, bubble wrap, space blanket, silk, carpet, textured wallpaper, flour, honey, milkshake mixed with paint e.g. strawberry milkshake with red paint, crushed biscuits, gravel, ping pong balls on black paper, foot spa, mashed potato, slime-soap flakes, custard, jelly, angel whip, paint, clay; koosh balls, vibro toys, marmite, fluorescent gloves, bracelets, musical instruments e.g. keyboard and drumsticks with paint on, electric nail buffer, tinsel, therapy ball – child’s hand on ball to move through paint etc; attach paint brush or roller to wheelchair so pupil can assist to push it across paper on the floor, mop and a wall, fibre optics, assisted use of switches e.g. switch it programme.</p>

**P2(ii)** Pupils begin to be proactive in their interactions. They communicate consistent preferences and affective responses, for example, reaching out for a favourite person. They recognise familiar people, events and objects, for example, vocalising or gesturing in a particular way in response to a favourite visitor. They perform actions, often by trial and improvement, and they remember learned responses over short periods of time, for example, showing pleasure each time a particular puppet character appears in a poem dramatised with sensory cues. They co-operate with shared exploration and supported participation, for example, taking turns in interactions with a familiar person, imitating actions and facial expressions.

<b>WRITING</b>	<b>TEACHING STRATEGIES</b>	<b>ACTIVITIES</b>
<p>Pupils at this stage may begin to demonstrate some consistent likes and dislikes to familiar stimuli. Pupils may begin to reach towards stimuli- they may make random movements to create changes to stimuli.</p>	<p>As pupils at this stage are beginning to show some consistency in responses to activities, teachers should provide opportunities and time for pupils to reach towards preferred stimuli by providing opportunities to repeat experiences. Teachers will model the activity and desired response from pupil. Opportunities should be created for the pupil to engage in co-active work. The pupils may reach and make random movements to create a change to the stimulus. They are given time to process and withdraw from or continue an activity.</p>	<p>Sand; water/bubbles; corn flour-with added food colouring, play dough, compost, pasta cooked/uncooked, sandpaper, bubble wrap, space blanket, silk, carpet, textured wallpaper, flour, treacle, milkshake mixed with paint e.g. chocolate milkshake with brown paint, different textured biscuits, soil/mud, ball pool, electronic massager, mashed potato; slime-soap flakes; custard; jelly; rice pudding, different textured paint – finger paints/paint with sawdust and sand, plasticine, vibrating snake, bumble ball, chocolate spread, fluorescent strands and beads, musical instruments e.g. windchimes, electric fingers/hand massager, shredded coloured paper, therapy ball – child’s hand on ball to move through paint etc; hanging bucket with holes in filled with paint/sand to swing between, fibre optics, pupils reach to operate single switch toys/multi-sensory room.</p>

**P3(i)** Pupils begin to communicate intentionally. They seek attention through eye contact, gesture or action. They request events or activities, for example, pointing to key objects or people. They participate in shared activities with less support. They sustain concentration for short periods. They explore materials in increasingly complex ways, for example, reaching out and feeling for objects as tactile cues to events. They observe the results of their own actions with interest, for example, listening to their own vocalisations. They remember learned responses over more extended periods, for example, following the sequence of a familiar daily routine and appropriately.

WRITING	TEACHING STRATEGIES	ACTIVITIES
<p>Pupils at this stage will begin to be aware that they have made marks.</p>	<ul style="list-style-type: none"> <li>• Teachers will model 'writing activities' in the broadest sense</li> <li>• Eye hand co-ordination should be emphasised.</li> <li>• Pupils should be encouraged to hold a variety of tools to make marks.</li> <li>• Key vocabulary/songs could be used to support actions.</li> <li>• Staff will provide different surfaces (coloured, shape, textured papers)</li> <li>• Staff will provide opportunities for pupils to work on different planes e.g. easel, VI writing tables, paper on wall, door etc.</li> </ul>	<p>Finger play/rhymes, finger puppets, gross and fine motor activities e.g. isolating finger movements, press ups against wall (part of graded motor skills programme, see resources), developing hand function-opening and closing hands-rotating wrists- isolating finger movements- squeezing paint from tubes, e.g. toothpaste/tomato paste - twisting toys-pop up toys-threading-building towers-scrunching and ripping activities, use of triangular pencils, white/ black board, different sizes crayons, hand/finger painting on table/paper, chalks, paintbrushes of different sizes, gluing, wax crayons, pens, scrapers, rollers, stamps, printing, dotted paints, sponges, washing up brushes, mixing with a spoon, straws, peg on a sponge paintbrush, cotton reel as a handle in dough or clay to support printing, tin with paper in and marble dipped in paint, magna doodle/etch a sketch, feather, cars- making tracks in paint, variety of tracking activities-pupils to work in different mediums-music or song may be used to cue pupil's movements.</p>

**P3 (ii)** Pupils use emerging conventional communication. They greet known people and may initiate interactions and activities, for example, prompting another person to join in with an interactive sequence. They can remember learned responses over increasing periods of time and may anticipate known events, for example, pre-empting sounds or actions in familiar poems. They may respond to options and choices with actions or gestures, for example, by nodding or shaking their heads. They actively explore objects and events for more extended periods, for example, turning the pages in a book shared with another person. They apply potential solutions systematically to problems, for example, bringing an object to an adult in order to request a new activity.

<b>WRITING</b>	<b>TEACHING STRATEGIES</b>	<b>ACTIVITIES</b>
<p>The pupils at this stage begin to initiate an activity and are aware of what is expected. They will join in with familiar writing activities, by making any marks on paper or other surfaces, including a computer screen.</p>	<p>Pupils should have the opportunity to observe teachers scribe in different situations and using a variety of materials.</p> <p>Teachers may create opportunities for pupils to write in different curriculum areas. To encourage pupils to write as a free choice activity.</p> <p>ICT activities can be modelled.</p>	<p>Refer to previous activities – pupils join in with greater independence</p> <p>Use a wide range of writing tools e.g. brushes, rollers, chalk, pens, e.g. icing pens to ice biscuits or cakes.</p> <p>To refine pincer grip- picking up small items (for a purpose e.g. collage, raisins into a pot, share out smarties, silver balls on to cakes).</p> <p>Puzzles with knobs on!</p> <p>ICT-Touch Screen</p> <p>Switches</p> <p>Programmes such as ‘Splatter’.</p> <p>Makes tracks in different mediums e.g. join two points in sand/water/finger painting e.g. pulls a cone through thick paint, uses water and large brush to ‘paint’ a shed/playground.</p> <p>Pupils can scribble and remain on the page.</p>

**P4** Pupils begin to understand that marks and symbols convey meaning, for example, scribble writing alongside a picture or placing photographs or symbols on a personal timetable. They make marks or symbols in their preferred mode of communication, for example, using writing implements with a pincer grip, generating a symbol from a selection on a computer.

WRITING	TEACHING STRATEGIES	ACTIVITIES
<p>Pupils at this stage will begin to make purposeful marks independently, although they may still require some prompting. They are beginning to show intention when making marks or using symbol in their preferred mode of communication.</p>	<ul style="list-style-type: none"> <li>• Teachers scribe in order to model methods of recording. They describe their actions as they write.</li> <li>• At this stage staff will heighten pupils awareness of writing in different situations, environments and to different audiences.</li>   <li>• Teachers interpret and record pupils' communications e.g. their eye point, gesture, sign, facial expression behaviour etc</li> <li>• Pupils observe teachers record lists of names, activities, shopping lists, keywords from text, displays etc. Pupils observe teachers marking the register. Teacher models the use of different writing implements e.g. pens, pencils, crayons, chalk, brushes, rollers etc. Teachers alert pupils to writing e.g. displays, carrier bags, T-shirts, transport, in buildings, cafes etc.</li> </ul>	<p>Staff record and display pupils' preferred choice e.g. at drink time, choice of play activity, meal chosen (recording may be by photograph, symbol, writing or mark) Pupils choose their preferred photograph/piece of work for their Record of Achievement or Progress file and observe as staff record.</p> <p>Pupils point to photograph, symbol preferred, character/event that pupils have been active in e.g. by sharing and displaying photographs, by showing pupils' work.</p> <p>Pupils record their presence for lunch by putting a ball in a tin and taking it to the office to be counted or by making a mark to represent their name on a class register. Tallying activities in Maths.</p> <p style="text-align: right;"><b>Continued/.</b></p>

	<p>To enable pupils to record events, experiences, information, thoughts and feelings teachers can provide a choice of:</p> <ul style="list-style-type: none"> <li>❖ Objects</li> <li>❖ Pictures</li> <li>❖ Photographs</li> <li>❖ Symbols</li> <li>❖ Word/symbol</li> </ul> <ul style="list-style-type: none"> <li>❖ Own name cards</li> </ul> <ul style="list-style-type: none"> <li>❖ Picture stamps</li> <li>❖ Letter stamps</li> <li>❖ Word stamps</li> </ul>	<p>Pupils use photograph to select activity and put on board.</p> <p>Use of Picture Exchange Communication System.</p> <p>Pupils are monitored to glue or stick a photograph to record text, own activity, what they have cooked etc.</p> <p>Pupils record their involvement in different curriculum areas. Pupils record likes/dislikes by selecting appropriate symbol/photograph from two cards, from a clicker grid, WWS grid. Use of interactive white board (MIMIO).</p> <p>Pupils record their presence by taking their name card and placing it on another board.</p> <p>Attempts to colour within 'own' letter outline with some accuracy.</p> <p>Use picture stamps in role-play situations e.g. pretending to be librarian, doctor, secretary, and teacher.</p> <p>Use a stamp to record characters from text, to demonstrate emotion etc.</p> <p>Use a stamp on a computer programme</p>
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	<ul style="list-style-type: none"> <li>Teacher will extend pupil's awareness of ICT as a means of recording</li> </ul> <p>Teacher creates opportunities to develop fine motor skills i.e. eye hand co-ordination</p> <p>Teacher provides a writing/drawing frame for pupils to record within.</p> <p>Teacher acknowledges 'scribble'/ drawing as writing – their marks are intentional and given meaning e.g. teacher can write a comment on pupils work to validate it</p>	<p>between pupil and teacher</p> <p>To use programmes such as First Paint, Dazzle, Doodle, Clicker' 'Writing with Symbols' and concept key board</p> <p>Assisted to operate digital camera.</p> <p>Join dots to make a simple picture/shape</p> <p>Use index finger to track a simple maze. Develops fine motor skills through involvement in a range of physical activities (refer to 'Graded Activities for Children with Motor Difficulties'), pegboards, posting activities, threading, elastic band games.</p> <p>To cut across pages with squeezezy scissors. Make nips in paper using ordinary scissors.</p> <p>Imitates some actions in 'Sky writing' e.g. drawing a line circular in the air.</p> <p>Makes a mark within a designate place within a structured context e.g. puts a stamp in space to make sense of a story or 'draws' to reflect text, work or idea.</p>
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**P5** Pupils produce some meaningful print, signs or symbols associated with their own name or familiar spoken words, actions, images, or events, for example, contributing to records of their own achievements or to books about themselves, their families, and interests. They trace, overwrite and copy under or over a model making horizontal, vertical and circular lines. With support, they make and complete patterns.

<b>WRITING</b>	<b>TEACHING STRATEGIES</b>	<b>ACTIVITIES</b>
<p>Pupils begin to produce print, symbols and signs, for example, emergent writing. Some recognisable letters are emerging. They apply this ability to make meaningful marks in various contexts.</p> <p>Fine motor skills involving writing continue to be developed. They are now able to complete a wide range of pathways, including changing direction.</p>	<p>Teachers to model writing skills i.e.</p> <ul style="list-style-type: none"> <li>• Overwriting</li> <li>• Tracing</li> <li>• Copying over or under</li> </ul> <p>Horizontal, vertical and circular lines.</p> <p>Teach correct letter formation in line with school policy and create opportunities to practise fine motor skills.</p>	<p>Offer multi-sensory activities to copy sound shapes, e.g. sand, paint etc (see P3).</p> <p>Tracing over using different writing tools e.g. highlighter pens.</p> <p>Continued use of tracking programmes.- emphasising left to right and different directions e.g. up and down, round and round. Pupils trace along sandpaper, tactile letters, car registration plates.</p> <p>Introduce published materials e.g. Jolly Phonics, and Oxford writing books</p> <p>Use of songs and rhymes to describe letter shapes e.g. Bingo Lingo.</p> <p>To relate writing to teaching of initial sounds in reading.</p> <p>To use various writing tools to practise letter formation e.g. skywriting, tracing, marble runs, drawing letters on a table with water and paintbrush.</p>

	<p>Teachers encourage pupils to take pride in the writing they produce by displaying work or showing to other members of staff or highlighting in plenary sessions</p>	<p>To reinforce letters written in pupil's own name. See activities to develop fine motor skills P4</p> <p>Select correct capital letter of their name</p> <p>Using pupil's writing in displays, record of achievements, progress files, pupils make books about themselves/activities.</p> <p>Use of computer e.g. WWS, clicker 4.</p> <p>Select a symbol from a small choice to print e.g. a birthday card.</p>
	<p>Teachers use symbols and pictures to encourage pupils to record.</p> <p>Teachers to offer opportunities for pupils to make and complete patterns.</p>	<p>Sticking symbols in correct place on the paper.</p> <p>Use of PECS-use of sentence strips</p> <p>To make books about themselves/activities.</p> <p>Use of simple jigsaws, brick patterns to create sequences, pegboards, make necklaces etc.</p> <p>Colour sequences using various writing tools.</p> <p>Finish patterns where pen stays on paper.</p>

	<p>Teacher to model the reading of their own writing and to encourage pupils to read their own attempts at writing.</p> <p>All attempts at writing are valued by teachers</p> <p>Teacher continues to model writing for different purposes.</p> <p>Teachers promote good posture and pencil grip for writing.</p>	<p>Completing unfinished pictures e.g. attempts to put features on face.</p> <p>Pupils can read back writing to other staff or wider audience.</p> <p>Praise, show work to peers or other teachers.</p> <p>Practice correct letter formation e.g. draw over letters with highlighter, dot to dot letters, cut out tactile letters.</p>
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**P6** Pupils differentiate between letters and symbols, for example, producing a drawing to accompany writing. They copy writing with support, for example, labels and/or captions for pictures or for displays. They produce or write recognizable letters or symbols related to their names.

<b>WRITING</b>	<b>TEACHING STRATEGIES</b>	<b>ACTIVITIES</b>
<p>Pupils can now copy from a model and write some letters of their own names correctly. Letter formation continues to be developed. At this stage pupils can demonstrate the difference between pictures and writing.</p>	<p>Teachers make a clear distinction between writing and pictures.            Examples of writing are around classroom/school in school script on displays and notices            Teacher emphasises the permanence of writing            Teacher provides opportunities for drawing and writing in separate areas of the page            Teacher uses the labels 'writing', 'picture' and 'drawing'</p> <p>Teacher promotes opportunities for pupils to copy their writing</p> <p>Teacher continues to model writing emphasising left to right</p>	<p>Use each page in the pupils writing books to differentiate a picture area and a writing area.</p> <p>Use of digital photographs/symbols. Printed words to glue into the appropriate area i.e. picture or writing areas.            Draw lines on the page to indicate where the writing goes.            Use of ICT as in P4 and 5.</p> <p>Copy captions for display.</p> <p>Copying letters using concept keyboard on computer.</p>

	<p>Teach letter formation to form pupil's own name.</p> <p>Teachers develop motor skills to enable pupils to form letters shapes.</p> <p>Teachers encourage pupils to take pride in the writing they produce by displaying work etc, and continue to promote good posture and pencil grip for handwriting</p> <p>Teacher models correct formation of pupil's name with pupil observing.</p>	<p>Magnetic board/floor puzzles/letters. (see activities in P5) and published programmes to develop letter formation in line with school policy.</p> <p>Use of pupil's writing in displays, records of achievement, progress file in pupil's books.</p> <p>Pupils record/evaluates their work using symbols or writing in different curriculum areas. Pupils writes/places symbol to record work under or next to picture</p> <p>Use of repetition to reinforce letter shapes for initial sound.</p> <p>Use Makaton finger spelling to reinforce letter shape and sound.</p> <p>Continue to provide a wide range of activities for handwriting practice</p> <p>Pupil's attempt to write name on all work.</p>
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**P7** Pupils group letters and leave spaces between them as though they are writing separate words. Some letters are correctly formed. They are aware of the sequence of letters, symbols and words, for example, selecting and linking symbols together, writing their own names and one or two other simple words correctly from memory.

WRITING	TEACHING STRATEGIES	ACTIVITIES
<p>“Word like” writing emerges. Uses known letters or approximations of letters to represent written language, sequencing their own ideas. Matching word, symbol and sentence to picture. Reinforcement of left to right</p>	<p>Teacher introduces concept of a group of letters being a word.</p> <p>Teacher provides opportunities to discuss pupil’s interests and experiences and to encourage pupils to write independently. Teachers create cross curricular opportunities to model writing for different purposes.</p> <p>Pupils to record and practice their writing skills in all curriculum areas.</p>	<p>Pupils write name on all their work.</p> <p>Pupils sign in, in the morning.</p> <p>Write about real experiences e.g. lists for cooking, shopping trips then writing about them afterwards.</p> <p>Use magnetic letters and boards, white boards and pens.</p> <p>Continue to provide a wide range of activities for handwriting practice</p> <p>To organise letters into words e.g. CVC words, own name.</p> <p>Cut up child’s name. CVC words, and order letters correctly. CVC words. Use YrR H F word list (N.L.S.) Letter soup, hangman etc., Play a variety of spelling games (see resource list)</p> <p>Write up Science experiments, pictograms in Maths.</p>

	<p>Teach individual letter formation (cross reference Developing Early Writing – Section 3 NLS).</p> <p>Create a rich writing environment e.g. displays, different types and styles of print.</p> <p>Teacher models how to make organisational decisions about writing e.g. to leave a finger space at the end of a word.</p> <p>Use of shared writing.</p>	<p>Practice fine motor skills using shape families to teach letter formation (see Developing Early Writing p159) Introduce individual word books</p> <p>Use a published scheme e.g. Jolly Phonics, Oxford writing books and Progression in Phonics NLS.</p> <p>Practise writing very short sentences with spaces between words</p> <p>Using clicker and WWS grids to complete sentences</p> <p>Writing words and labels alongside pictures or photographs</p> <p>Use simple writing frames e.g. selecting familiar symbol and or word from three to complete a sentence After demonstration complete a word symbol sequence related to text Pupils write data on the board.</p> <p>Pupils write own name label on work when it is displayed. As a small group develop ideas to create a short piece of writing</p> <p>Practise writing two key words consistently.</p>
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**P8** In their writing and recording, pupils use pictures, symbols, familiar words and letters in sequence to communicate meaning, showing awareness of different purposes, for example, letters, lists, stories or instructions. They write their names with appropriate use of upper and lower case letters or appropriate symbols.

<b>WRITING</b>	<b>TEACHING STRATEGIES</b>	<b>ACTIVITIES</b>
<p>Writing continues to develop and pupils show awareness of sequence. They show awareness of various audiences and different purposes for writing e.g. lists, recipes, recording events, imaginative writing.</p>	<p>Teacher models the structure of written language e.g. The red car, not the car red. Explains how to make sense of a sentence e.g. points to where words begin and end.</p> <p>Read different forms of text and encourage use of different types of language and structures from reading when writing.</p> <p>Teacher establishes some writing 'routines' e.g. using talk partners to share ideas orally before writing or create symbol boards as cues for pupils to extend sentences.</p> <p>Teachers encourage pupils to experiment on white boards before committing permanently to paper</p> <p>Teacher models how different forms of writing are used for different purposes e.g. lists, instructions, messages, stories.</p>	<p>Create a sentence from a range of symbols using a combination of words and symbols.</p> <p>Sequencing activities/act out simple charades, e.g. brushing teeth - pupils record using words or symbols in the correct sequence.</p> <p>Teacher cuts up a familiar sentence into separate words and pupil orders them into a sentence.</p> <p>Pupils talk with peers regarding the topic and rehearse a phrase or sentence before writing it.</p> <p>Sequences words/symbols to record key ideas from the text</p> <p>Pupils make decisions about which materials/format appropriate to the writing task</p> <p>Independently write, beginning at the left hand side of the page.</p> <p>Pupils to have opportunities to write for a range of purposes (at this stage the pupils writing will need to be mediated)</p>

	<p>Teacher scaffolds and shares the writing process, providing opportunities to write for different purposes with verbal prompts.</p> <p>Teach capital letters and model their use in a sentence e.g. sentences begin with a capital letter, we use capital letters for names.</p>	<p>Write out a range of high frequency words. Spin a letter game and write a word beginning with that letter. Write out a recipe for food technology to share in a class cookery book. Write a list for shopping. Write and take a message to another member of staff. Write instructions for making a cup of tea. Write a story with writing frames.</p> <p>Match capital to lower case letters and use appropriately in writing. Use capital letters appropriately when writing names.</p>
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## BOOKS/RESOURCES WE FOUND USEFUL

### 1) Available from DfES/QCA

The Framework for The National Literacy Strategy – DFES NLFTA

Developing Early Writing – DFES 0055/2001

Progression in Phonics – DFES 0178/2000

Grammar for Writing – DFES 0107/2000

Curriculum Guidance for the Foundation Stage – QCA/00/587

Planning, Teaching and Assessing the Curriculum for pupils with learning difficulties –English – QCA/01/738

### 2) Teacher resources

Bondy and Frost *Picture Exchange Communication System* Available from Pyramid Educational Consultants, 6 Old Steine, Brighton

*Effective Teaching and Learning in the Primary Classroom – a practical guide to brain compatible learning* by Sara Shaw & Trevor Hawes available from Optimal Learning, PO Box 12, Leicester, LE2 5AE

*Brain Compatible Classrooms* – Robin Fogarty – Hawker Brownlow Education

Domino publication ISBN 185772139X - *First Steps*

The following 3 books are available from Featherstone Education 44 –46 High St Husbands Bosworth Leics LE17 6LP

S Featherstone & H Campbell – *The Little Book of Writing* ISBN: 1 904187 02 2

A Roberts & S Featherstone – *The Little Book of Props for Writing* ISBN: 1 904187 06 4

Ros Bayley – *Let's Write – 50 Ideas for Writing*

Lear.R 1999 *Fingers and Thumbs*. Butterworth Heineman

Flo Longhorn 1988 *A sensory curriculum for very special people and Literacy for very special people* Souvenir press. Available from Catalyst Education Resources Ltd., 1 potters Cross, Wootton, Bedfordshire MK43 9JG

Dr Hannah Mortimer – *Physical and Co-ordination Difficulties* – Scholastic – ISBN 0-439-01981-8

Lili Nielson 1989 *Spatial Relationships in Congenitally Blind Infants*. Refnaeskolen, Kalundhborg, Denmark.

Portwood M – *Developmental Dyspraxia – Identification and Intervention* – David Fulton Publishers – ISMB 1-85346-9

James P Russel - *Graded activities for children with motor difficulties* - Cambridge University Press – ISMB 1-85346-573-4

Sherbourne Developmental Movement, Sherbourne Resource Centre at Heathermount, Devenish Road, Ascot, Berkshire, SL5 9PG

### **3) Available from Leicestershire Education Authority**

Website [www.leics.gov.uk/education/ngfl/literacy](http://www.leics.gov.uk/education/ngfl/literacy) - information from LEA Literacy Consultants with links to other useful sites

Reading and Spelling in KS1

## **RESOURCES FOR TEACHING**

### **Sensory:**

Koosh balls and other sensory resources available from ROMPA

### **ICT:**

Writing with Symbols2000, Boardmaker, Clicker, Mimio interactive whiteboard, v. Tech electronic alphabet games, all available from Inclusive Technology and [www.inclusive.co.uk](http://www.inclusive.co.uk)

### **General:**

Magnetic board, floor puzzles and letter soup available from Early Learning Centre and Argos  
Whote Boards available from Task Master Limited

**Useful books:**

*Three Tapping Teddies* and *Three Singing Pigs* both by Kay Umansky,  
*Bobby Shaftoe Clap Your Hands* and *Michael Finnegan Tap Your Chinnigan*, both by Sue Nicholls,  
*Bingo Lingo* by Helen MacGregor:  
all available from AC Black

*All Aboard Nursery Rhyme Pack* J. Garnett and J.Gross Ginn and co. Prebendal House, Parson's Fee, Aylesbury, Bucks

**and lots of imagination!**