

English: Writing

Descriptor	Guidance
<p>P1(i) Pupils encounter activities and experiences. They may be passive or resistant. They may show simple reflex responses, <i>for example, startling at sudden noises or movements</i>. Any participation is fully prompted.</p>	
<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, <i>for example, attending briefly to interactions with a familiar person</i>. They may give intermittent reactions, <i>for example, sometimes becoming excited in the midst of social activity</i>.</p>	
<p>P2(i) Pupils begin to respond consistently to familiar people, events and objects. They react to new activities and experiences, <i>for example, withholding their attention</i>. They begin to show interest in people, events and objects, <i>for example, smiling at familiar people</i>. They accept and engage in coactive exploration, <i>for example, focusing their attention on sensory aspects of stories or rhymes when prompted</i></p>	
<p>P2(ii) Pupils begin to be proactive in their interactions. They communicate consistent preferences and affective responses, <i>for example, reaching out to a favourite person</i>. They recognise familiar people, events and objects, <i>for example, vocalising or gesturing in a particular way in response to a favourite visitor</i>. They perform actions, often by trial and improvement, and they remember learned responses over short periods of time, <i>for example, showing pleasure each time a particular puppet character appears in a poem dramatised with sensory cues</i>. They cooperate with shared exploration and supported participation, <i>for example, taking turns in interactions with a familiar person, imitating actions and facial expressions</i>.</p>	

<p>P3(i) Pupils begin to communicate intentionally. They seek attention through eye contact, gesture or action. They request events or activities, <i>for example, pointing to key objects or people</i>. They participate in shared activities with less support. They sustain concentration for short periods. They explore materials in increasingly complex ways, <i>for example, reaching out and feeling for objects as tactile cues to events</i>. They observe the results of their own actions with interest, <i>for example, listening to their own vocalisations</i>. They remember learned responses over more extended periods, <i>for example, following the sequence of a familiar daily routine and responding appropriately</i>.</p>	
<p>P3(ii) Pupils use emerging conventional communication. They greet known people and may initiate interactions and activities, <i>for example, prompting another person to join in with an interactive sequence</i>. They can remember learned responses over increasing periods of time and may anticipate known events, <i>for example, pre-empting sounds or actions in familiar poems</i>. They may respond to options and choices with actions or gestures, <i>for example, by nodding or shaking their heads</i>. They actively explore objects and events for more extended periods, <i>for example, turning the pages in a book shared with another person</i>. They apply potential solutions systematically to problems, <i>for example, bringing an object to an adult in order to request a new activity</i>.</p>	
<p>P4 Pupils show they understand that marks and symbols convey meaning, <i>for example, placing photographs or symbols on a timetable or in a sequence</i>. They make marks or symbols in their preferred mode of communication.</p>	Any sort of mark including scribble writing alongside a picture is appropriate.
<p>P5 Pupils produce meaningful marks or symbols associated with their own name or familiar spoken words, actions, images or events, <i>for example, contributing to records of their own achievements or to books about themselves, their families and interests</i>. They trace,</p>	‘Produce’ and ‘contributing’ are to be interpreted broadly, for example, keyboarding and handwriting are both appropriate.

<p>overwrite or copy shapes and straight line patterns.</p>	
<p>P6 Pupils produce or write their name in letters or symbols. They copy letter forms, <i>for example, labels and/or captions for pictures or for displays.</i></p>	<p>In the P-scales, teachers should ignore criteria that exclusively apply to handwriting when assessing those physically unable to handwrite at that time.</p>
<p>P7 Pupils group letters and leave spaces between them as though they are writing separate words. They are aware of the sequence of letters, symbols and words, <i>for example, selecting and linking symbols together, writing their names and one or two other simple words correctly from memory.</i></p>	
<p>P8 Pupils show awareness that writing can have a range of purposes, <i>for example, in relation to letters, lists or stories.</i> They show understanding of how text is arranged on the page, <i>for example, by writing or producing letter sequences going to left to right.</i> They write or use their preferred mode of communication to set down their names with appropriate use of upper- and lower-case letters or appropriate symbols.</p>	
<p>1C Pupils produce letters and words or symbols to convey meaning. Commonly used letters are correctly formed but may be inconsistent in their size and orientation.</p>	
<p>1B Pupils structure some phrases and simple statements using recognisable words to communicate ideas. At least half the letters of the alphabet are correctly formed and orientated.</p>	
<p>1A Pupils use phrases and simple statements to convey ideas, making some choices of appropriate vocabulary. Some words are spelt conventionally. Pupils make some use of full stops and capital letters. Letters are clearly formed, correctly orientated and sit on the line.</p>	<p>‘Some use’ means that the pupil attempts to use full stops and capital letters but may frequently need prompting to do so.</p>

