

## Pre-Curriculum Writing Steps

	<u>Composition</u>	<u>Transcription</u>
<b><u>Step 3</u></b>	<ul style="list-style-type: none"> <li>- Verbally retells parts of familiar stories.</li> <li>- Works with adults to place events and pictures from stories in the correct order.</li> <li>- Joins whole class or group play and pretend situations.</li> </ul>	<ul style="list-style-type: none"> <li>- Begins to understand the cause and effect of their actions in mark making.</li> <li>- Knows that the marks they make are of value.</li> <li>- Enjoys the sensory experience of making marks.</li> <li>- Uses hands or tools to create marks on a range of materials, paint, play dough, etc.</li> <li>- Enjoy drawing freely.</li> <li>- Can trace a line or pattern with their finger.</li> <li>- Uses a pincer grip in order to pick items up.</li> </ul>
<b><u>Step 4</u></b>	<ul style="list-style-type: none"> <li>- Take part in simple pretend play, using an object to represent something else even though they are not similar.</li> <li>- Can identify the subject of a picture, e.g. the cat, the boy, etc.</li> <li>- Can discuss actions with an adult, e.g. kicking a ball, eating, etc.</li> <li>- Begins to say and recognise phrases.</li> <li>- Joins in whole class and group story development, e.g. taking turns to verbally build a story.</li> </ul>	<ul style="list-style-type: none"> <li>- Distinguishes between the different marks they make.</li> <li>- Shows an increased level of fine motor skills for given purposes.</li> <li>- Begins to use a range of tools in their mark making.</li> <li>- Shows greater control over the direction they want their marks to go.</li> <li>- Enjoys drawing and writing on paper, on screen and on different textures, such as in sand or playdough and through using touch-screen technology.</li> <li>- Begins to show dominance in one hand.</li> <li>- Marks have a meaning to the child, even though they may not resemble what they are intended to.</li> <li>- Understands the difference between drawing and writing.</li> <li>- Begin to show accuracy and care when drawing.</li> </ul>

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<b><u>Step 5</u></b>	<ul style="list-style-type: none"> <li>- Makes up stories, play scenarios, and drawings in response to experiences, such as outings.</li> <li>- Invent, adapt and recount narratives and stories with their peers and their teacher.</li> <li>- Begin to develop complex stories using small world equipment.</li> <li>- Organises words in order to create simple sentences.</li> </ul>	<ul style="list-style-type: none"> <li>- Sometimes gives meaning to their drawings and paintings.</li> <li>- Ascribes meanings to signs, symbols and words that they see in different places, including those they make themselves.</li> <li>- Includes mark making and early writing in their play.</li> <li>- Imitates adults' writing by making continuous lines of shapes and symbols (early writing) from left to right.</li> <li>- Attempts to write their own name, or other names and words, using combinations of lines, circles and curves, or letter-type shapes.</li> <li>- Begins to make letter-type shapes to represent the initial sound of their name and other familiar words.</li> <li>- Makes marks that show they are trying to write words.</li> <li>- Can spell some simple phonetically decodable words.</li> <li>- Writes some or all of their name.</li> <li>- Shows interest in letters on a keyboard, identifying the initial letter of their own name and other familiar words.</li> <li>- Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.</li> </ul>
<b><u>Step 6</u></b>	<ul style="list-style-type: none"> <li>- Enjoys creating texts to communicate meaning for an increasingly wide range of purposes, such as making greetings cards, tickets, lists, invitations.</li> <li>- Creating their own stories and books with images and sometimes with words, in print and digital formats.</li> <li>- Uses their developing phonic knowledge to write things such as labels and captions.</li> <li>- Write short sentences with words with known letter-sound correspondences using a capital letter and full stop.</li> <li>- Say a sentence that they would like to write.</li> <li>- Select word from support tools to construct increasingly complex sentences.</li> </ul>	<ul style="list-style-type: none"> <li>- Gives meaning to the marks they make as they draw, write, paint and type using a keyboard or touch-screen technology.</li> <li>- Starts to develop phonetic knowledge by linking sounds to letters, identifying letters and writing recognisable letters in sequence.</li> <li>- Write recognisable letters, most of which are correctly formed.</li> <li>- Begins to break the flow of speech into words, to hear and say the initial sound in words and may start to segment the sounds in words and blend them together.</li> <li>- Can write their own name.</li> <li>- Starts to show awareness of space between words.</li> <li>- Begins to show spatial awareness of position of writing in relation to the line.</li> <li>- Hear and says initial sounds for each word in their sentence.</li> </ul>

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<b><u>Step 7</u></b>	<ul style="list-style-type: none"> <li>- Write simple phrases and sentences that can be read by others.</li> <li>- Can identify the start and end of simple statements.</li> <li>- Re-read what they have written to check that it makes sense.</li> <li>- Verbalises describing words and begins to use these in their sentences.</li> <li>- Writing can be read and understood by others.</li> <li>- Orally rehearse multiple sentences on a given subject.</li> </ul>	<ul style="list-style-type: none"> <li>- Form lower case and upper case letters correctly.</li> <li>- Spell words by identifying sounds in them and representing the sounds with a letter or letters.</li> <li>- Make phonetically plausible attempts to spell unfamiliar words.</li> <li>- Uses space between words, although this may not be consistent.</li> <li>- Can use full stops to show when a sentence has finished.</li> <li>- Uses capital letters for the start of a sentence.</li> </ul>
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## Key Terminology

<b><u>Word</u></b>	<b><u>Definition</u></b>	<b><u>Example</u></b>
Phrase	A phrase is a collection of words that works together to express a single idea or concept, but it's not a complete sentence because it lacks a subject-verb combination.	<b><u>Noun Phrase:</u></b> "The big red car" (modifies the noun "car") <b><u>Adjective Phrase:</u></b> "Very happy" (describes a noun or pronoun) <b><u>Adverb Phrase:</u></b> "Too slowly" (modifies a verb, adjective, or another adverb) <b><u>Prepositional Phrase:</u></b> "On the table" (shows the relationship between words in a sentence) <b><u>Verb Phrase:</u></b> "watch TV" (the head is a verb)
Clause	A clause contains a subject <b>and</b> a verb, while a phrase does not. They can be dependent (can standalone) or dependent (cannot standalone).	"The cat sat on the mat" has the subject "cat" and the verb "sat". "Because I was hungry."
Sentence	A group of words that tells a complete thought, always starting with a capital letter and ending with a punctuation mark like a full stop, question mark, or exclamation point.	