

**Writing Planner** - **Early- Incorporating Milestones AND Benchmarks**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Organisers** | **E's and O's** | **Planned Learning Activities** | **Benchmarks to support judgements** | **Milestones to support judgements** |
| **Enjoyment and Choice**within a motivating and challenging environment developing and awareness of the relevance of texts in my life | I enjoy exploring and playing with the patterns and sounds of language and can use what I learn. ***LIT 0-0la/LIT 0-******lla/LIT 0-20a*** |  | * I can explore sounds, rhymes and letters.
* I can identify some sounds and objects that begin with that sound.
* I can tell stories about my drawings / mark making.
* I know people write for different reasons and can demonstrate this in my play. (imaginary notes, lists, letters,

cards in the writing formation | * Shows a simple reflex response to an individual stimulus
* Shows a simple reflex response to a range of sensory stimuli, objects, people and/or activities.
* Shows awareness of something happening:
	+ Gives a quick and fleeting response
	+ Gives inconsistent response
	+ Gives more consistent attention and response.
* Gives shared attention to a range of sensory stimuli, objects, people and/or activities.
* Anticipates within familiar routines and situations
* Shares a consistent response in familiar routines and situations.
* Shows understanding of a sequence of activities within a familiar routine.
* Demonstrates extended attention within familiar settings.
* Demonstrates extended attention within unfamiliar settings.
* Uses hands, fingers or feet to explore objects
* Grasps and releases a range of objects
* Holds and stabilises a range of

objects |
|  |  | box). |
|  |  | * I can identify missing rhyming
 |
|  |  | words. |
|  |  | * I can identify sounds and
 |
|  |  | where the sound is in a word. |
|  |  | * I can write to convey meaning.
 |
|  |  | * I can talk about my writing.
 |
|  |  | * I write daily for a range of
 |
|  |  | purposes. |



|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Organisers** | **E's and O's** | **Planned Learning Activities** | **Benchmarks to support judgements** | **Milestones to support judgements** |
|  |  |  |  | * Uses hands to manipulate an object for a range of functions (for example, push, pull, open, close)
* Starts to coordinate actions (for example, walking and holding an object, reaching for an object etc.)
* Interacts with a range of objects using different senses
* Shows an interest in print through exploring different ways that print is presented, e.g., shopping lists, cards, posters
* Shows an interest in making marks
* Experiments with mark making through different media
* Produces specific mark making such as scribbles
* Recognises that the function of

writing is to convey meaning |
| **Tools for writing**using knowledge of technical aspects to help my writing communicate effectively within and beyond my place of learning | I explore sounds, letters and words, discovering how they worktogether , and I can use what I learn to help me as I read or write.***ENG 0-12a/LIT 0- 13a/LIT 0-21a***As I play and learn, I enjoy exploringinteresting |  | * I am learning that symbols and letters can convey meaning.
* I am exploring sounds and words.
* I am beginning to link sounds to letters.
* I can recognise some symbols and icons in the environment.
* I can make marks other than drawing.
* I can begin to form my name using letters.
 | * Notices stimuli.
* Follows/tracks a stimulus when it moves.
* Looks around for disappearing stimuli.
* Explores toys and objects using one or two senses
* Explores toys and objects with a wide range of senses
* Demonstrates an interest in environment
* Shows preference for toys and objects
 |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Organisers** | **E's and O's** | **Planned Learning Activities** | **Benchmarks to support judgements** | **Milestones to support judgements** |
|  | materials for writing and different ways of recording my experiences and feelings, ideas and information.***LIT 0-21b*** |  | * I can draw to create a text and talk about it.
* I understand that words are written from left to right and top to bottom.
* I am beginning to order the

alphabet using the letter | * Recognises that repeated actions leads to particular effects (cause and effect).
* Responds differently to familiar and unfamiliar sensory stimuli, objects, people and/or activities
* Seeks a preferred or favourite toy or object in a familiar place
* Returns a familiar toy or object to a familiar place
* Demonstrates an awareness of their own possessions through behavioural, physical, facial and vocal expression.
* Demonstrates an awareness that a specific toy or object has a purpose,

e.g. pours from a watering can, feeds a doll using a bottle* Shows awareness of a change or difference in a familiar activity or routine
* Follows steps within a familiar routine (for example, transitions between activities, daily hygiene activities
* Begins to initiate or complete a familiar routine (for example,

transitions between activities, daily hygiene activities)* Shows basic emotions (happy, sad, angry, scared, surprised and disgust) through behavioural, physical, facial and vocal

expression. |
|  | names. |
|  | * I can print using both upper
 |
|  | and lowercase correctly and |
|  | legibly. |
|  | * I understand the relationship
 |
|  | between lowercase and |
|  | uppercase letters. |
|  | * I use say, make/break, blend,
 |
|  | read and write to help my |
|  | understanding of how words |
|  | are made. |
|  | * I use the sounds / phonemes I
 |
|  | hear in words to spell. |
|  | * I am aware that some common
 |
|  | words do not look how they |
|  | sound and I can read and write |
|  | some of these words. |
|  | * I am beginning to use
 |
|  | strategies (Elkonin boxes, |
|  | word shape, syllabification, |
|  | tricky letters, and compound |
|  | words) to help me to |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Organisers** | **E's and O's** | **Planned Learning Activities** | **Benchmarks to support judgements** | **Milestones to support judgements** |
|  |  |  | remember how to recogniseand spell common words. | * Reacts in some way to the emotions of others.
* Demonstrates a consistent emotional response to indicate displeasure to a range of sensory stimuli, objects, people and/or activities
* Demonstrates a consistent emotional response to indicate pleasure to a range of sensory stimuli, objects, people and/or activities
* Shows emotional responses to a range of sensory stimuli, objects, people and/or activities
* Copies the emotional responses of others in their facial expression and body gestures
* Recognises different facial expressions that demonstrate basic emotions (real people, photos, symbols)
* Demonstrates pleasure in response to feedback from others
* Demonstrates a sense of achievement through behavioural, physical, facial and/or vocal expression
* Demonstrates arm and/or hand movements and/or alternative method e.g. Assistive Technology during tactile, digital and/or multi­

sensory activities |
| * I can space out my words

when I am writing. |
| * I am beginning to write

sentences while creating text. |
| * I can start sentences using

capital letters |
| * I can finish sentences with a

full stop |
| * I can join simple sentences with simple connectives e.g.

and, but, because |
| * I can record knowledge, experiences and feelings in different written forms
 |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Organisers** | **E's and O's** | **Planned Learning Activities** | **Benchmarks to support judgements** | **Milestones to support judgements** |
|  |  |  |  | * Demonstrates ability to hold, grasp and release tools for writing
* Demonstrates control of preferred tool for writing in order to create patterns and sequences that convey meaning
* Uses fingers, hands and other media
 |
| Organising and using Information - considering texts to help create short and extended texts for different purposes. | Within real and imaginary situations, I share experiences and feelings, ideas and information in a way that communicates my messages.***Lit0-26a*** |  | * I can make marks during play and talk about them to convey information, thoughts, ideas and feelings.
* I can use talk, pictures or role­ play to explore my ideas for creating text.
* I am beginning to label or add

words to my pictures. | * Shows pleasure/displeasure through:
	+ Non-verbal or physical response
	+ Verbal response.
* Accepts or rejects in response to sensory stimuli, objects, people and/or activities
* Indicates preferences in response to sensory stimuli, objects, people and/or activities
* Consistently shows and expresses preference to sensory stimuli, objects, people and/or activities.
* Communicates basic needs that enables them to be understood by others (for example, more/again/finished/enough/stop)
* Makes a choice using:
	+ Real objects
	+ Photos
	+ Symbols.
* Produces marks/drawings that they are able to share as having a

meaning |
|  |  | * I can write my name.
 |
|  |  | * I am beginning to write to
 |
|  |  | convey messages or |
|  |  | information during play. |
|  |  | * I can use talk, pictures or role­
 |
|  |  | play to develop my ideas for |
|  |  | writing. |
|  |  | * I am beginning to write
 |
|  |  | sentences using some of my |
|  |  | ideas. |
|  |  | * I can talk about the text I have
 |
|  |  | created. |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Organisers** | **E's and O's** | **Planned Learning Activities** | **Benchmarks to support judgements** | **Milestones to support judgements** |
|  |  |  | * I can write for different purposes (Narrative, Reports, Recounts, Instructions/directions, Persuasive writing).
 | * Produce meaningful marks that convey their own name
* Looks at/explores objects, photos or pictures from a personal/shared experience.
* Uses objects, photos, pictures or other media to share feelings, ideas and information about a recent experience
* Uses objects, photos, pictures or symbols in sequence to create a story or a message.
* Uses photograph/name card to label their own work
* Conveys a message/idea/ information using their preferred

mode of communication |
| Creating texts applying theelements which writer uses to create different types of short or extended texts with increasingly complex ideas, structures and vocabulary. | I enjoy exploring events and characters in stories and other texts and I use what I learn to invent my own, sharing these with others in imaginative ways. ***LIT 0-9b/LIT0-31a*** |  | * I can describe an event / character from a story.
* I can tell a story about a character or picture I have created.
* I can create a story by drawing pictures and add some letters / words.
* I can share my feelings and ideas in pictures and print.
* I can create a story by drawing pictures and can add some

simple text. | * Groups letters and leaves spaces between words
* Uses familiar stories/characters to invent/create a story stories objects, photos, pictures or symbols in sequence - doesn't

make sense.* Begins to create a short piece of

functional writing using objects, photos, pictures or symbols |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Organisers** | **E's and** O's | **Planned Learning Activities** | **Benchmarks to support judgements** | **Milestones to support judgements** |
|  |  |  | * I am beginning to write about characters I have created and can share my ideas.
 |  |