

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

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| **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. |



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|  |  |  |  | * 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 work  together , 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 exploring  interesting |  | * 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 |

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|  | 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 |

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|  |  |  | remember how to recognise  and 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 |

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|  |  |  |  | * 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. |

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|  |  |  | * 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 the  elements 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 |

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|  |  |  | * I am beginning to write about characters I have created and can share my ideas. |  |