**Writing Planner-Early- Incorporating Milestones**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Organisers** | **E's and O's** | **Planned learning Activities** | **Milestones to support judgements** | **Evaluation** |
| **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 0-01a/LIT 0- 11a/LIT 0-20a*** |   | * 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 |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Organisers** | **E's and O's** | **Planned learning Activities** | **Milestones to support judgements** | **Evaluation** |
|  |  |  | * Holds and stabilises a range of objects
* 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 | 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 |  | * 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
 |  |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Organisers** | **E's and O's** | **Planned learning Activities** | **Milestones to support judgements** | **Evaluation** |
| beyond my place of learning | interesting materials for writing and different ways of recording my experiences and feelings, ideas and information.***LIT 0-21b*** |  | * Shows preference for toys and objects
* Recognises that repeated actions lead 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) |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Organisers** | **E's and O's** | **Planned learning Activities** | **Milestones to support judgements** | **Evaluation** |
|  |  |  | * Shows basic emotions (happy, sad, angry, scared, surprised and disgust) through behavioural, physical, facial and vocal expression.
* 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 |  |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Organisers** | **E's and O's** | **Planned learning Activities** | **Milestones to support judgements** | **Evaluation** |
|  |  |  | * Demonstrates arm and/or hand movements and/or alternative method e.g., Assistive Technology during tactile, digital and/or multi-sensory activities
* 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*** |  | * 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) |  |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Organisers** | **E's and O's** | **Planned learning Activities** | **Milestones to support judgements** | **Evaluation** |
|  |  |  | * Makes a choice using:

0 Real objects0 Photos0 Symbols.* Produces marks/drawings that they are able to share as having a meaning.
* 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 textswith | I enjoy exploring events and characters in stories and other texts and I use what I learn to invent my own, sharing these with |  | * 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. |  |



|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Organisers** | **E's and O's** | **Planned learning Activities** | **Milestones to support judgements** | **Evaluation** |
| increasingly complex ideas, structures andvocabulary. | others in imaginative ways. ***LIT 0-9b/LIT0-31a*** |  | * Begins to create a short piece of functional writing using objects, photos, pictures or symbols
 |  |

