



Guidance

Curriculum, Examination
and Assessment

The National Literacy Strategy

Towards the National Curriculum for English

**Examples of what pupils with
special educational needs
should be able to do at each P level**

**Headteachers,
SENCOs and
teachers of pupils
with special
educational needs
in KS1 and KS2**

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Towards the National Curriculum for English

Examples of what pupils with special educational needs should be able to do at each P level

The National Literacy Strategy *Framework for teaching* sets out the intended range and balance of work in the reading and writing elements of primary English to make sure that pupils become properly literate. The National Curriculum Order describes what must be taught in each key stage and the *Framework* provides more detailed guidance to supplement the Order.

The *Framework* defines a set of termly teaching objectives, illustrating how literacy can be planned and taught from Reception to Year 6. The yearly objectives for Reception link to the Early Learning Goals for the Foundation Stage and support the bridge to Key Stage 1.

The QCA guidance *Planning, teaching and assessing the curriculum for pupils with learning difficulties* outlines ways in which the English programmes of study can be modified for pupils who are working significantly below age-related expectations. It includes performance descriptions which outline early learning and attainment up to National Curriculum level 1, described as levels P1 to P8.

The performance descriptions for P1 to P3 are common across all subjects. They outline the types and range of general performance which pupils with learning difficulties might characteristically demonstrate. Descriptions of pupil performance at P4 to P8 indicate the emergence of skills, knowledge and understanding in specific subjects.

Purpose and structure of this document

This document should be used alongside the *Curriculum guidance for the Foundation Stage*, the National Literacy Strategy primary *Framework for teaching* and the QCA guidance *Planning, teaching and assessing the curriculum for pupils with learning difficulties*. It provides examples of what pupils should know, understand and be able to do at P levels 1 to 8. The examples are linked to both the Early Learning Goals and the NLS Reception objectives.

The examples are not intended as a 'scheme of work', nor are they intended to be used as a 'textbook'. They reflect the curriculum but should not determine it. Their purpose is to illustrate, for each P level, a selection of what pupils should be able to demonstrate. Over time, teachers might add to and replace the examples with

those that they find most useful and cross-reference them to other resources, including computerised assessment schemes, to form a working document.

The examples here should be seen as illustrative, rather than prescriptive. The boundaries between one P level and another are not always easy to determine; there will inevitably be differences of opinion among practitioners on the level to which a particular example of learning should be assigned. Over time, as moderation arrangements develop, a greater consensus is likely to be evident. This document represents one step in this process. It is hoped that practitioners will contribute feedback on the examples once they have worked with them for a while: a feedback form is provided on page 31 for this purpose.

The P level examples have been organised in this document into the English strands of the National Curriculum programmes of study: Speaking, Listening, Reading and Writing. The single QCA P scale for Speaking and Listening has been split into two separate strands. At levels P4 to P8, the Reading and Writing examples have been placed within a context of word, sentence and text level work. This will help teachers when they are planning for the inclusion of pupils working below level 1 in the literacy hour.

At the end of the Reading and Writing P level examples, links have been made with those of the Early Learning Goals and NLS Reception Target Statements which represent progress beyond P8. Year 1 Target Statements have also been identified to demonstrate further progression.

Using the examples in special and mainstream settings

In some schools and SEN resourced provision pupils with profound and multiple needs (often working at P level 1 to 3) are taught together in the same group. The examples in this document will help teachers to provide a communication and literacy context for these pupils, whose curriculum in all subjects will revolve around very early levels of development. Where pupils are in a mixed-ability group within a special setting, or are in an inclusive mainstream placement, these examples will help the teacher to differentiate their work in English in order to develop the communication and literacy skills of all pupils.

The QCA guidance on the curriculum for pupils with learning difficulties describes three types of progression in learning which pupils may demonstrate: vertical, lateral and maintenance of abilities. Vertical progression describes those occasions when children develop increasingly complex knowledge, skills and

understanding, in a linear fashion. Lateral progression describes the occasions when children widen and consolidate their understanding, applying a recently learned skill, for example, in a new situation. Maintenance of abilities describes those occasions when children who may have complex temporary difficulties or regressive conditions are able to retain knowledge, skills and understanding despite these adverse circumstances.

The organisation of examples for English around each P level illustrates vertical progression. It is essential, however, to recognise the achievement involved in the maintenance of abilities for some pupils. It is also essential to remember and plan for lateral progression, offering pupils opportunities to extend their experiences and understanding in a range of contexts. They may thus progress **within** a level, by gaining greater breadth in learning and applying it to diverse circumstances before progressing to higher levels, as well as **between** levels.

Use of terminology

The interpretation of the terms Speaking and Listening, Reading and Writing follows that given in QCA guidance. **Speaking** is used throughout to encompass **all** forms of communicative responses and intent, including gesture, signing, body movement and the use of communication aids as well as vocalisation and speech. **Listening** includes attention and auditory memory, group discussion and interaction.

Reading is interpreted as:

'any activity that leads to the derivation of meanings from visual or tactile representations, for example, objects, pictures, symbols or written words. These may be accessed visually, aurally or through touch, for example, looking at objects, pictures, symbols or words, feeling objects of reference, looking and listening to CD-ROMs or computer programs, listening to an adult reading aloud or an audio tape'. (QCA, 2001)

Writing is interpreted as:

'any activity that communicates and records events, experiences, information, thoughts and feeling'. (QCA, 2001)

It can be assumed throughout this P level exemplification that writing includes a range of responses appropriate to the needs of the pupil: the use of *'objects, pictures, photographs, symbols and text; own name, picture, letter and word stamps; working with an adult as a scribe or combination of these'* (QCA, 2001), along with the use of ICT and communication aids.

A particular approach has been taken here to the use of signs and symbols within a reading and writing context. The use of signs and symbols as an access strategy is seen as legitimate **at all P levels and National Curriculum levels**, where such signs or symbols enable children with communication difficulties to demonstrate what they know and can do. For example, children who cannot use the spoken word to communicate may not be able to 'say' a word when reading print, but may be able to sign the word or choose a symbol which represents it. Alternatively, children may sign to an adult scribe to show what they want them to write down. Here, the sign or symbol is a means of response.

Different considerations apply where the signs and symbols represent the text 'input', rather than the means of response. Here, up to level 1B of the National Curriculum, reading includes gaining meaning from a wide range of sources, rather than just print – for example environmental signs, and formal and informal symbol systems, or print supported by such symbols. At level 1B and above, however, the National Curriculum attainment target involves using knowledge of sound–symbol relationships in order to read words and establish meaning. To achieve this level, children must demonstrate that they are able to read conventional print unsupported by symbols.

The term **coactively** has been used here to indicate that the child has substantial help from an adult: for example, **coactively sign** means that the adult physically moves the child's hands to make a sign. In contrast, the term **proactively** implies that the child acts independently and with intentionality.

Children with sensory or physical impairments

Some of the examples used in this document contain words such as 'look', 'vocalise', 'listen', 'hold' which will not be appropriate for all children. **The use of signs, symbols, tactile cues, switches, communication aids and other means of curriculum access is assumed throughout this document as an appropriate way in which children can demonstrate what they know, understand and can do.** Teachers should focus, moreover, on those particular examples which use children's usual channels of communication and expression. There is no intention that children should demonstrate success in all the examples given at each P level, in order to achieve that level. As with all teacher assessments within the National Curriculum, teachers will use 'best fit' judgements when assigning a P level in a particular subject or subject strand. This means that they can select only those examples which are relevant, when assessing children who may have sensory or physical impairments, or both.

Links to other guidance

Planning, teaching and assessing the curriculum for pupils with learning difficulties (QCA, 2001), available on the QCA website at www.nc.uk.net/ld

Towards the National Curriculum for mathematics: examples of what pupils with special educational needs should be able to do at each P level (DfES, 2001). Ref: DfES 0637/2001

Speaking and Listening: Speaking

Pupils working at level P1:

P1i: Encounter shared activities and experiences. May be passive or resistant. May show simple reflex responses, for example startling at sudden noises or movements.

Any participation is fully prompted.

- Cry or make throaty sounds
- Show awareness of sounds by stilling, startling or smiling
- Be assisted to clap a rhythm during a rap session in literacy
- Experience other people speaking, e.g. on videos, in assembly, in the dining hall
- Sometimes lift head and open mouth to search for a spoonful of food to indicate "I want more"
- Be part of a group playing sound games, e.g. the adult makes a sound and the pupils imitate it

P1ii: Show emerging awareness of shared activities and experiences. May have periods when they appear alert and ready to focus attention on certain people, events or parts of objects, for example attending briefly to interactions with a familiar person. May give intermittent reactions, for example sometimes becoming excited in the midst of social activity.

- Indicate basic needs, for example by crying or vocalising when uncomfortable – though not yet with intent
- Coactively sign "hello"
- Show excitement when part of a group playing sound games, e.g. the adult makes a sound and the pupils imitate it
- Be assisted to give an object of reference to an adult to request something
- Be helped to activate a simple switch that delivers a message, e.g. "I like orange juice", though not yet with communicative intent

Pupils working at level P2:

P2i: Begin to respond consistently to familiar people, events and objects. React to new shared activities and experiences, for example, withholding their attention. Begin to show interest in people, events and objects, for example smiling at familiar people. Accept and engage in coactive exploration, for example focusing their attention on sensory aspects of stories or rhymes when prompted.

- Coactively clap or beat the rhythm of a poem, rap or rhyme, e.g. "Three blind mice" or "O-U-T spells out"
- Sometime vocalise (i.e. make sounds) or gesture to a familiar person
- Take turns to attempt babble with an adult (early sounds such as "ahhhhhhhhhhh", "oooooooooooooooo")
- Sometimes vocalise with an adult repetitive phrases like "Ready, steady, GO"

P2ii: Begin to be proactive in their interactions.

Communicate consistent preferences and affective responses, for example reaching out to a favourite person. Recognise familiar people, events and objects, for example vocalising or gesturing in a particular way in response to a favourite visitor. Perform actions, often by trial and improvement, and remember learned responses over short periods of time, for example showing pleasure each time a particular puppet character appears in a poem dramatised with sensory cues. Cooperate with shared exploration and supported participation, for example taking turns in interactions with a familiar person, imitating actions and facial expressions.

- Coactively and sometimes independently gesture or sign to request something, e.g. drink, music
- Sometimes vocalise, sign or gesture a greeting to a familiar person
- Sometimes attempt to imitate sounds, e.g. mmmm, sshhh
- Try to imitate lip shapes for some letters such as m, f, b, l
- Attempt to blow out a candle
- Sometimes vocalise (i.e. make sounds at the relevant time) while other children are adding the last word or sound in a familiar rhyme or song, e.g. "One, two, three, four, five, once I caught a fish ..." or "Bring me sunshine in your ..."

Speaking and Listening: Speaking

Pupils working at level P3:

P3i: Begin to communicate intentionally. Seek attention through eye contact, gesture or action. Request events or shared activities, for example pointing to key objects or people. Participate in shared activities with less support. Sustain concentration for short periods. Explore materials in increasingly complex ways, for example reaching out and feeling objects as tactile cues to events. Observe the results of their own actions with interest, for example listening to their own vocalisations. Remember learned responses over more extended periods, for example following the sequence of a familiar daily routine and responding appropriately.

- Anticipate repetitive phrases and vocalise or gesture at critical and appropriate moments
- Draw attention to self, e.g. vocalising, banging on tray
- Laugh, gesture or still during regular routine communication session with a familiar adult
- Choose an activity or food item by pointing or eye pointing (choice of two items)
- Make sounds linked to familiar associations, e.g. 'Vroom' for a car, 'Dooh-dah' for a siren
- Play lip games, e.g. kissing, blowing, sucking, smiling, screaming, attempting to move lips in imitation of an adult

P3ii: Use emerging conventional communication. Greet known people and may initiate interactions and shared activities, for example prompting another person to join in with an interactive sequence. Remember learned responses over increasing periods of time and may anticipate known events, for example pre-empting sounds or actions in familiar poems. Respond to options and choices with actions and gestures, for example by nodding or shaking their heads. Actively explore objects or events for more extended periods, for example turning the pages in a book shared with another person. Apply potential solutions systematically to problems, for example bringing an object to an adult in order to request a new activity.

- Take turns to make sounds during an intensive interaction session
- Play tongue games, e.g. stick your tongue out, up, down, round, sideways, attempting to move tongue in imitation of an adult
- Use sounds other than crying or laughing to communicate feelings
- Repeat own vocalisations, playing with the sounds
- Attempt to add the last word to a familiar rhyme or song, e.g. 'Three little speckled FROGS', 'She'll be coming round the MOUNTAIN', using signing, symbols or switches, or saying the word
- Use a Big Mac switch to say 'Hello' intentionally to the group during circle time

Pupils working at level P4:

P4: Repeat, copy and imitate between 10 and 20 single words, signs or phrases or use a repertoire of objects of reference or symbols. Use single words, signs or symbols for familiar objects, for example cup, biscuit, and to communicate about events and feelings, for example likes and dislikes.

- Communicate by making representational sounds such as noises made by familiar animals, or machine sounds
- Use a person's name to gain their attention
- Greet people and say goodbye
- Use a consistent word, sign or symbol for a particular object
- Reject an object or activity, e.g. "No!", turn away
- Request an object or action using words, symbols or signs, e.g. a push when swinging
- Join in hide/find, appear/disappear games, naming the objects used
- Comment on the position of something, e.g. "There", "In cupboard"
- Comment on the attributes of an object, e.g. "Big", "Yuck!"
- Indicate the relationship between an object and a person, e.g. in answer to the question "Whose coat is this?" point to self or another person
- Choose between objects or activities verbally or using signs or symbols, e.g. "Do you want to paint or use the play doh?"

Speaking and Listening: Speaking

Pupils working at level P5:

P5: Combine two key ideas or concepts. Combine single words, signs or symbols to communicate meaning to a range of listeners, for example 'Mummy gone', or 'more drink'. Respond to simple questions about familiar events or experiences by vocalising using gestures, symbols or signing, for example, 'Where is the ball?', 'What are you doing?', 'Is it yellow?'

- Say/indicate, by choosing symbols or using an access mode such as a switch or speech synthesiser, two key idea phrases such as: "No milk", "No coat", "David chair", "Want crisps", "Where's Jess?", "My coat/Ahmed coat"
- Use phrases with two key ideas to recount an event, e.g. "Dad car"
- Use simple adjectives such as dirty, broken, and verbs such as jump, play
- Use phrases with two key ideas for varying purposes: socialising, giving information, describing something, making a request, asking a question, giving a direction
- Use simple conversational skills, e.g. give and acknowledge greetings and goodbyes, initiate conversation, take turns in conversation

Pupils working at level P6:

P6: Use phrases with up to three key words, signs or symbols to communicate simple ideas, events or stories to others, for example 'I want a big chocolate ice cream'. Use facial expression and intonation to enhance meaning. Ask simple questions to obtain information, for example 'What is your name?'

- Say/indicate, by choosing symbols or using an access mode such as a switch or speech synthesiser, three key idea phrases such as: "Me go park", "Dad sit chair", "Little baby crying"
- Vary voice tone to express emotion
- Infer a question by the use of intonation, e.g. "Dog gone?"
- Use a range of adjectives including colour, size, quantity, quality (good/bad; like/don't like)
- Use a range of nouns, prepositions, adverbs: "Boy in bed", "Dan run fast", "That very big"
- Use phrases with up to three key words for varying purposes: socialising, giving information, describing something, making a request, asking a question, giving a direction, recounting events
- Respond to topics introduced by others in conversation

Speaking and Listening: Speaking

Pupils working at level P7:

P7 : Communicate ideas about present, past and future events and experiences, using simple phrases and statements, for example 'We are going to the cinema on Friday'. Use conjunctions, for example 'and', to link ideas or add new information beyond what is asked. Contribute appropriately one-to-one and in small group discussions and role-play.

- Communicate about present, past and future events, either vocally or through augmented communication: "I had beans on toast for breakfast", "Next week is my birthday", "I came to school on the bus", "I'm having new shoes tomorrow"
- Use vocabulary related to time, e.g. on Friday, yesterday, when is it playtime?
- Use more complex questions: when, why, how, which
- Use language (speech, signs or communication aids) to express feelings, express negatives, plan (for example, what they are going to do at the weekend, what to take to the cookery room or on a visit to the supermarket), predict and reason (what will happen if we...), give directions for a sequence of two to three actions
- Use language to offer explanation and solutions, e.g., "It fell over 'cos it was too big"
- Use conjunctions such as 'and': "My name is Peter, and I'm six", "I like sausages and ice-cream", "I can paint a bus and a car", "I want a truck and a bike"
- Contribute to discussions in small groups and role play
 - Listen and attend to stories, answering simple questions such as "What did you see at the farm?"
 - Play with others and join in with conversation
 - Take turns in discussion
 - Offer information about self and stories

Pupils working at level P8:

P8: Link up to four key words, signs or symbols in communicating about own experiences or in telling familiar stories, both in groups and one-to-one, for example 'the hairy giant shouted at Finn'. Use a growing vocabulary to convey meaning to the listener. Take part in role-play with confidence.

- Say/indicate, by choosing symbols or using an access mode such as a switch or speech synthesiser, four key idea sentences such as: "Daddy Bear ate his porridge", "The big red truck was stuck", "The Rainbow Fish wanted lots of friends"
- Use language to convey feelings and evaluations: "It's enormous", "This is difficult", "The play was very exciting", "It's very scary in the dark"
- Take part in sustained role-play: dress up in range of character clothes and portray the part, organise others in the role-play setting, play with others co-operatively
- Give instructions involving position and direction to a programmable floor robot

Beyond P8 pupils should be taught to:

Early learning goals :

- Make up own stories, songs, rhymes and poems
- Use language to imagine and recreate roles and experiences
- Use talk to organise, sequence and clarify thinking, ideas, feelings and events
- Interact with others, negotiating plans and activities and taking turns in conversation
- Extend vocabulary, exploring the meanings and sounds of new words

Speaking and Listening: Listening

Pupils working at level P1:

P1i: Encounter shared activities and experiences. May be passive or resistant. May show simple reflex responses. Any participation is fully prompted.

- Be tolerant of sounds, e.g. children playing
- Jump at an unexpected sound
- Be tolerant of others talking to them
- Respond to sound by startling
- Sometimes close eyes when listening to music or a story
- Hear own sounds played back using a recording device

P1ii: Show emerging awareness of shared activities and experiences. May have periods when they appear alert and ready to focus attention on certain people or events. May give intermittent reactions.

- Sometimes become excited when certain music is played
- Turn towards a familiar person when they speak
- Calm to voice of carer
- Show emerging awareness of the sounds in some favourite places, e.g. swimming pool, dining room, by becoming excited or anxious
- Turn towards a sound, e.g. music, when it starts or when it stops
- Smile in recognition of a familiar song
- Look at a person who is speaking or singing
- Hold gaze with an adult for a few seconds during a one-to-one interaction session

Pupils working at level P2:

P2i: Respond consistently to familiar people, events and objects. React to new shared activities and experiences. Begin to show interest in people, events and objects.

Accept and engage in coactive exploration.

- Become excited when the surrounding environment is noisy and still when it becomes quiet
- React when a familiar voice, song or sound stops
- Show enjoyment during a greeting session by smiling, making eye contact or waving when it is own turn
- React to situations around them, e.g. looking sad if someone is crying, joining in with laughter started by someone else
- Sustain gaze on a toy that makes a sound for more than a few seconds
- Be 'tuned in' to the most familiar people, following movements around the room, listening to their conversation and maintaining eye contact when it is offered

P2ii: Begin to be proactive in their interactions.

Communicate consistent preferences and affective responses. Recognise familiar people, events and objects. Perform actions, often by trial and improvement, and remember learned responses over short periods of time. Cooperate with shared exploration and supported participation.

- Listen to a range of musical toys, indicating pleasure or displeasure by smiling, frowning, clapping or turning head away
- Notice and search for environmental sounds by turning head towards them, e.g. emergency vehicle siren, other children playing
- Look at a person or object being pointed out and talked about
- Coactively join in with the game of 'Simon says'
- Respond consistently when own name is spoken

Speaking and Listening: Listening

Pupils working at level P3:

P3i: Begin to communicate intentionally. Seek attention through eye contact, gesture or action. Request events or shared activities. Participate in shared activities with less support. Sustain concentration for short periods. Explore materials in increasingly complex ways. Observe the results of their own actions with interest. Remember learned responses over more extended periods.

- Join a group listening to a tape of sounds, occasionally identifying the sound by pointing or eye pointing to a picture
- Sometimes anticipate an event during a song or rhyme, e.g. "Round and round the garden" or "Simply the best"
- Maintain eye contact during interaction indicating a desire to listen to another person speaking
- Follow the turn-taking elements of a conversation between two people
- Demonstrate understanding of routine events, e.g. looking towards the door when told "It's playtime now"
- Reach out for musical or noisy toys, showing interest in the sound and a desire to explore and manipulate the toy

P3ii: Use emerging conventional communication. Greet known people and may initiate interactions and shared activities. Remember learned responses over increasing periods of time and may anticipate known events. Respond to options and choices with actions and gestures. Actively explore objects or events for more extended periods. Apply potential solutions systematically to problems.

- Answer yes/no questions with nodding, shaking head or using a communication board
- Look at or point to a picture of an object when listening to a tape of familiar sounds
- Turn towards other pupils in the group when their names are mentioned
- Anticipate events from sounds, e.g. get excited when hearing the swimming pool, look around at the sound of a door opening
- Anticipate events from visual cues, demonstrating emerging response to objects of reference, e.g. link a swimming costume with going swimming

Pupils working at level P4:

P4: Respond appropriately to simple requests which contain one key word, sign or symbol in familiar situations, for example, Get your coat, Stand up, Clap your hands. Show an understanding of names of familiar objects.

- Show an understanding of words by responding in an appropriate way, e.g. going to coat pegs when asked to get coat, or walking to the dining hall when told it's time for dinner
- Understand some simple verbs and adjectives related to their own experience of the world, e.g. drink/eat, dirty, hot
- Play a game, e.g. snakes and ladders or a memory game, waiting to be told it is own turn
- Play 'Simon says' or 'What's the time Mr Wolf'
- Listen to an adult talk to a group sitting quietly and showing concentration for a few minutes
- Answer questions with one word answers, e.g. "What colour is this?" or "Who cooks your tea?"
- Correctly identify pictures or objects when listening to a tape of familiar sounds

Speaking and Listening: Listening

Pupils working at level P5:

P5: Follow requests and instructions containing two key words, signs or symbols, for example, 'Put the spoon in the dish', 'Give the book to Johnny'.

- Respond correctly to instructions with up to two key (information-carrying) words, such as "Put the cup on the table", "Give the ball to Ben", "Put the book in the cupboard"
- Respond to questions about familiar events or experiences by vocalising, signing or using symbols, or indicating in some way, such as: "Where's your book?" (pupil says or indicates), "Do you want a biscuit?" (pupil acknowledges and chooses), "Do you like bananas?" (pupil nods or answers or indicates), "Is that your coat?" (pupil nods or answers or indicates)
- Understand a range of adjectives and simple negative forms, e.g. indicate a picture of someone who is 'not happy'
- Select objects by function, e.g. when presented with an apple and a hat can indicate the right object through preferred method of communication when asked "Show me what you wear/eat"

Pupils working at level P6:

P6: Follow requests and instructions with three key words, signs or symbols, for example "Give me the little red book". Respond to others in group situations, for example taking turns appropriately and co-operating.

- Respond correctly to instructions with up to three key (information-carrying) words, such as: "Put your tape in the cupboard outside", "Can you draw a picture of the baby bear?"
- Respond appropriately to a range of questions asked by a familiar adult: who, what, when, which
- Respond appropriately to three key-word instructions containing prepositions, e.g. "Put the box under the table"
- Follow simple rules for group situations with minimal adult prompts, e.g. can take turns when playing a familiar game

Speaking and Listening: Listening

Pupils working at level P7:

P7: Contribute appropriately one-to-one and in small group discussions or role-play. Listen, attend to and follow stories for short stretches of time. With support, attend to and answer questions from adults and their peers about experiences, events and stories, for example, "Where has the boy gone?"

- Listen carefully to stories and rhymes. Show by body movement or facial expression, that they are attending to what is being said. Respond by looking at speaker, offering comments
- Play with others, looking towards them as they speak, and responding appropriately by undertaking simple requests
- Take turns in discussion, listening to others
- Answer questions such as "Where did we go on our trip?", "What did your Dad have to say about that?", "What happened to Handa in the story?"
- Understand more complex prepositions such as next to, behind, in front of, in between
- Understand comparisons: bigger, taller, longer, fatter, etc.

Pupils working at level P8:

P8: Take part in role-play with confidence. Listen attentively. Follow requests and instructions with up to four key-words/signs/symbols, for example "Get the big book about dinosaurs from the library".

- Sit quietly, show interest in extended stories, or short texts without pictures or props
- Listen to a piece of music quietly and offer comments
- Listen with enjoyment to stories, songs, poems
- Follow requests and instructions with up to four information-carrying words, e.g. "Put the big blue cup on the table", "Put the broken plate in the yellow bin", "Take the register and money to the senior school office"
- Give three objects in order, e.g. "Give me the pencil, the book and the scissors"
- Answer complex questions about situations that are familiar, such as "Why did we need to take our umbrellas?" ("Because the weatherman said it was going to rain"), "What will happen if we put the popcorn in the machine?"
- Respond to others in group activities: take turns, work cooperatively in twos and threes, share resources, agree with the opinions of others

Beyond P8 pupils should be taught to:

Early learning goals :

- Sustain attentive listening, responding with relevant comments, questions or actions
- Extend vocabulary, exploring the meanings and sounds of new words

Reading

Pupils working at level P1:

P1i: Encounter activities and experiences. May be passive or resistant. May show simple reflex responses, for example startling at sudden noises or movements.

Any participation is fully prompted.

- Be part of a group listening to an adult reading a story or non-fiction text
- Tolerate sensory experiences related to a story such as water or sand on feet or hands
- Be part of a group making a collection of objects related to a story or poem, e.g. types of food, toys, photos of class members
- Coactively explore a 'feely bag' or story sack containing objects related to a story
- Take part in a visit to a place related to a book that the class is reading together, e.g. the supermarket or a forest

P1ii: Show emerging awareness of activities and experiences. May have periods when they appear alert and ready to focus attention on certain people, events or parts of objects, for example attending briefly to interactions with a familiar person. May give intermittent reactions, for example sometimes becoming excited in the midst of social activity.

- Attend to an object related to a shared text if it is brought close to them
- React to a familiar rhyme, e.g. 'Pop goes the Weasel' or 'Double, Double, Toil and Trouble' by smiling or startling
- Turn towards an adult reading a story, looking and listening for a short while
- Look at pictures in a book
- Coactively make hand actions to action rhymes such as 'Heads, shoulders, knees and toes' or 'Wind the bobbin up'

Pupils working at level P2:

P2i: Begin to respond consistently to familiar people, events and objects. React to new activities and experiences, for example, withholding their attention. Begin to show interest in people, events and objects, for example smiling at familiar people. Accept and engage in coactive exploration, for example focusing their attention on sensory aspects of stories or rhymes when prompted.

- Occasionally look at a picture or photograph with interest
- Look with interest at a computer screen while a cause-and-effect programme is being used by somebody else
- Show interest and excitement when in a group of children who are using puppets or other props as part of a story
- Track an object which is moving fairly slowly, e.g. a remote-controlled car, a circle of light produced by a torch, a bird flying low
- Coactively operate a switch programmed to speak a repetitive refrain in a story
- Focus attention on sensory experiences provided to support the telling of stories, recounts or rhymes, e.g. feeling the 'wind' or a spray, holding an object of reference

P2ii: Begin to be proactive in their interactions.

Communicate consistent preferences and affective responses, for example reaching out to a favourite person. Recognise familiar people, events and objects, for example vocalising or gesturing in a particular way in response to a favourite visitor. Perform actions, often by trial and improvement, and remember learned responses over short periods of time, for example showing pleasure each time a particular puppet character appears in a poem dramatised with sensory cues. Cooperate with shared exploration and supported participation, for example taking turns in interactions with a familiar person, imitating actions and facial expressions.

- Demonstrate understanding of one or two objects of reference, for example, by looking towards the door at dinner time or the kitchen at drinks time
- Notice when things are different, e.g. respond to a new interactive wall display or new object in the classroom
- With help, choose a symbol or picture which relates to a person or object, e.g. book, teacher
- Operate a switch programmed to speak a repetitive refrain in a story, immediately after coactive demonstration
- With support, begin to join in by copying repeated actions when meeting familiar parts of stories or rhymes
- Reach out to hold a book

Reading

Pupils working at level P3:

P3i: Begin to communicate intentionally. Seek attention through eye contact, gesture or action. Request events or shared activities, for example pointing to key objects or people. Participate in shared activities with less support. Sustain concentration for short periods. Explore materials in increasingly complex ways, for example reaching out and feeling objects as tactile cues to events. Observe the results of their own actions with interest, for example listening to their own vocalisations. Remember learned responses over more extended periods, for example following the sequence of a familiar daily routine and responding appropriately.

- Recognise own photograph and those of familiar people and objects
- Point to or eye point to own belongings, e.g. coat, bag, or to object of reference associated with a familiar text
- Turn to face an adult reading a book, watching and moving body or vocalising to indicate interest and motivation
- Reach out to touch pictures, puppets and objects used to support the reading or telling of a rhyme, story, recount or instructional text (for example, instructions for making a jam sandwich)
- Find a named object by pointing, eye pointing, reaching or touching
- Choose a book, hold it carefully and with help, turn the pages at random
- Join in more independently by copying repeated actions when meeting familiar parts of stories or rhymes
- Sustain concentration for short periods when sharing stories or rhymes

P3ii: Use emerging conventional communication. Greet known people and may initiate interactions and shared activities, for example prompting another person to join in with an interactive sequence. Remember learned responses over increasing periods of time and may anticipate known events, for example pre-empting sounds or actions in familiar poems. Respond to options and choices with actions and gestures, for example by nodding or shaking their heads. Actively explore objects or events for more extended periods, for example turning the pages in a book shared with another person. Apply potential solutions systematically to problems, for example, bringing an object to an adult in order to request a new activity.

- Join in with repetitive words, sounds and phrases from a familiar book, e.g. "Mr Bear said, 'I can't stand that'"
- Indicate favourite stories, rhymes and recounts and ask for them by pointing or eye pointing at the book or objects related to it
- Turn the pages of a book shared with another person without help, when asked to at the appropriate point in the story or other text
- Participate in vocalising agreement or disagreement as a familiar story or recount unfolds, e.g. "The house has a red front door"
- Begin to show recognition of a familiar character, e.g. "Where's the big, bad wolf?", "Look at Mowgli" – for example, by joining in with the sound made by the character
- Begin to anticipate familiar events in a well-known text, for example by showing excitement or making a sound associated with the event
- With support, begin to look at and notice own name in a familiar setting, e.g. on coat-peg

Reading

Pupils working at level P4:

word

sentence

P4: Listen and respond to familiar rhymes and stories. Show some understanding of how books work, for example, turning pages and holding the book the right way up.

- Begin to remember one or two repeated words, e.g. names of people or objects, or key words in a repetitive phrase, in a familiar text when sharing a book with an adult
- Recognise own name card from a selection of two
- Begin to anticipate words which rhyme in familiar shared texts, e.g. "I'll huff and I'll PUFF" or "Mog thought 'I'll think about cats and RATS'"
- Imitate the sounds (phonemes) of some letters and sometimes remember one or two, e.g. phoneme associated with initial letter of own name

P4: Listen and respond to familiar rhymes and stories. Show some understanding of how books work, for example, turning pages and holding the book the right way up.

- With help move finger from left to right when following text in a shared reading session
- Understand and respond to some nouns, verbs and common adjectives in the context of the teacher demonstrating labelling a picture: for example, indicating 'cup' as the right one of two pictures to be labelled; indicating the picture for 'swim' or 'red'

text

P4: Listen and respond to familiar rhymes and stories. Show some understanding of how books work, for example, turning pages and holding the book the right way up.

- Hold a book the correct way up
- Turn pages from front to back
- Look at the left page before the right page
- Look carefully at the pictures in a book and point out details when asked
- With support, find a picture in an information text in the context of work on a class topic, activity or event
- Have a few favourite books and ask for them to be read regularly
- Regularly anticipate events in well-known texts by saying or signing a single word or phrase
- With support, join in role-play activities or participate in the dramatic reconstruction of a story
- Participate in the sequencing of objects related to a story, recount or instructional text, e.g. "Which house did the first little pig build?", "What was the first thing we did at the beach?", "What is the first thing we need when we make popcorn?"
- Demonstrate understanding, in role-play, of the link between people and actions in a familiar story or recount, e.g. by acting out Goldilocks eating porridge, or re-enacting what the group did on the trip to the post office

Reading

Pupils working at level P5:

word

P5: Select a few words, signs and symbols with which they are particularly familiar and derive some meaning from text, symbols or signs presented in a way familiar to them. Show curiosity about content at a simple level, for example answering basic two key-word questions about the story. Match objects to pictures and symbols.

- Read own name on a familiar card, by saying or signing all or part of it
- Recognise familiar captions (words or symbols) around classroom
- Recognise and point out the difference between 'long' and 'short' words
- Listen to, and repeat, initial or dominant sounds in familiar names and known words
- Begin to say single sounds (phonemes) in the context of listening to an adult share an alliterative phrase or rhyme with the group: for example, say 's' as group share "The sausage sat on a saucer", or 't' as they say "Terrible tiger tasted the tingly toothpaste"
- Recognise and read large-print words/symbols, such as character names, titles, for example 'Red Riding Hood'
- Match objects to pictures and symbols physically, by eye-pointing or indicating yes/no answers as adult supports:
 - play simple lotto game with objects and pictures or symbols
 - match on a computer screen, using appropriate software
 - match a cup to a picture of a cup
 - match own name to photograph
 - give out class name cards to a few other pupils

P5: Select a few words, signs and symbols with which they are particularly familiar and derive some meaning from text, symbols or signs presented in a way familiar to them. Show curiosity about content at a simple level, answering basic two key-word questions about the story. Match objects to pictures and symbols.

- Move finger left to right to follow text
- Join in with story language, e.g. "Once upon a time...happily ever after"
- Use nouns and adjectives to tell an adult how to label pictures or photographs, e.g. red cup, big bear

text

sentence

Reading

Pupils working at level P6:

word

P6: Select and recognise or read a small number of words or symbols linked to a familiar vocabulary, for example, name, people, objects or actions. Match letters and short words.

- Show signs of recognising some letters, for example Sukinder thinking that another word beginning with 's' says her name
- Read words in own photograph book or show recognition by body movements/vocalisation
- Read words/symbols linked to class jobs and routines or show recognition by body movements/vocalisation
- Read simple two-word phrases linked to familiar words/signs/symbols, such as "Carl walking", "Carl riding"
- Read own timetable words/symbols
- Match short words, such as 'cat', 'dog', 'ball', physically or by eye-pointing or access switch, or using a computer with appropriate software
- Recognise that familiar words are the same wherever they are seen and show this by indicating with appropriate access mode, e.g. switch, speech synthesiser
- Find familiar words around the classroom and recognise that they match the same word in shared texts
- Show some ability to continue a rhyming string orally

sentence

P6: Select and recognise or read a small number of words or symbols linked to a familiar vocabulary, for example, name, people, objects or actions. Match letters and short words.

- Point to, or eye-point to, words/symbols linked to familiar vocabulary left to right as words are read
- Point to first word in a phrase as reading begins, such as "Carl walking", pointing at each word in turn
- Adopt some 'book talk' in orally retelling a story, for example "Once upon a time...", "happily ever after"
- Begin to recognise when a significant word or symbol is omitted from a sentence in a familiar story or text
- Show understanding of some prepositions in the context of the teacher demonstrating labelling a picture or photograph, e.g. indicate which picture shows 'in the cave', 'under the table'

text

P6: Select and recognise or read a small number of words or symbols linked to a familiar vocabulary, for example, name, people, objects or actions. Match letters and short words.

- Can point to a picture of the main character
- Can point to a picture and talk or sign about that part of the story or text
- Turn the pages of a book, signing or telling the story from memory (with help), using the pictures as a prompt
- Begin to recognise and use simple book terminology; for example, can show the front/back of a book, or a picture, the writing, or the cover
- Understand simple story conventions such as title, characters, beginning and end
- Use a story or poem as a stimulus for play or drama
- Show that they know information can be retrieved from books, leaflets, computers, etc; for example, find a book relevant to the class topic, event or activity; ask what the instructions for making a kite say
- Choose a favourite book or magazine from a selection of three
- Ask for stories/rhymes/recounts to be read
- Can answer the question "Do I read this bit (picture) or this bit (print)?"
- 'Read' back own role-play writing, varying each time the spoken words used to correspond to the writing
- Pretend to read other forms of environmental print, e.g. cards and letters on a display, advertisements, newspapers, directions, forms, attendance register
- Show that they know that printed and handwritten words (supported by symbols as necessary) carry meaning; for example, use, repeat or point to the text of classroom signs and notices, such as 'Please wash your hands', or stick a label onto an interactive display

Reading

Pupils working at level P7:

word

P7: Show an interest in the activity of reading. Predict words, signs and symbols in narrative, for example, when the adult stops reading fill in the missing word. Distinguish between print and symbols and pictures in texts. Understand the conventions of reading, for example following text from left to right, top to bottom and page following page. Recognise some letters of the alphabet.

- Sound and name some letters of the alphabet in upper and lower case, or indicate recognition in some way
- Join in with saying or singing parts of the alphabet
- Show interest in alphabet books and recognise many letters
- Hear and identify initial sounds in familiar words, by pointing, saying or by using a pattern of body movements which the class or group have learned to associate with a particular phoneme
- Identify the difference between words and the spaces between them
- Read with one-to-one correspondence familiar printed and handwritten words in a variety of settings: stories, notes, registers, labels, signs, notices, letters, forms, lists, directions, advertisements, newspapers

sentence

P7: Show an interest in the activity of reading. Predict words, signs and symbols in narrative, for example, when the adult stops reading fill in the missing word. Distinguish between print and symbols and pictures in texts. Understand the conventions of reading, for example following text from left to right, top to bottom and page following page. Recognise some letters of the alphabet.

- Know that words are ordered from left to right in English and point to them as adult reads
- Predict words or symbols during shared reading, or when rereading familiar stories, for example, "Who's that knocking on my...?" (door), "Each, peach, pear ..." (plum)

text

P7: Show an interest in the activity of reading. Predict words, signs and symbols in narrative, for example, when the adult stops reading fill in the missing word. Distinguish between print and symbols and pictures in texts. Understand the conventions of reading, for example following text from left to right, top to bottom and page following page. Recognise some letters of the alphabet.

- Frequently look at and reread known words and phrases from a variety of familiar texts, e.g. big books, story books, taped stories with texts, poems, information books, wall stories, captions, own and other children's writing
- Point to words in a shared text as opposed to symbols and pictures
- Know the difference between print/symbols and drawings in own books and on white board
- Show an understanding of story structure, for example notice when a page is missed out from a familiar book
- Choose a favourite book and indicate they want an adult to read it
- Show awareness of events in a story, rhyme or recount they have heard, and be able to "Find me the picture/photo where..."
- Show understanding of events in a familiar rhyme or story by matching/indicating appropriate photographs or objects of reference
- Take on the persona of a familiar character in role-play or drama
- Link events in stories to own experience, for example point to a picture and say "I've got a dog like that"
- 'Read' back own role-play writing, showing evidence of understanding the one-to-one correspondence between spoken words and their written representation

Reading

Pupils working at level P8:

word

P8: Understand that words, signs, symbols and pictures convey meaning. Recognise and read a growing repertoire of familiar words or symbols, including their own names. Recognise the letters of the alphabet by shape, name and sound. Begin to associate sounds with patterns in rhymes, with syllables, and with words, signs, symbols and letters.

- Read names of children in the class and story characters in books
- Begin to read high frequency words from Year R from Appendix list 1 in the NLS Framework; begin to read other familiar and important words
- Sound and name each letter of the alphabet
- Read alphabet books, sounding each letter
- Begin to use knowledge of letter-sound correspondences to help predict words when reading
- Hear and say the initial or dominant sound in words and know which letters represent some of these sounds
- Continue a rhyming string
- Find words that rhyme with known words

sentence

P8: Understand that words, signs, symbols and pictures convey meaning. Recognise and read a growing repertoire of familiar words or symbols, including their own names. Recognise the letters of the alphabet by shape, name and sound. Begin to associate sounds with patterns in rhymes, with syllables, and with words, signs, symbols and letters.

- In context of shared or guided reading, point to/identify full stops and capital letters
- In the context of shared reading, put the words of a sentence in the correct order: for example, using ICT with switch access, or taking part in a group activity where children each hold a card for one word in the sentence and for the full stop and have to put themselves in the right order
- Use knowledge of language structure to predict what a word missing from a sentence might be, for example a word hidden under a sticky-note placed on top of the text in a big book
- Notice when a familiar phrase or sentence is muddled up or a word omitted, and be able to correct the 'mistake'
- Begin to show understanding of adverbs in a print context, for example talking loudly/softly, clapping quickly/slowly, when an adult holds up and reads the relevant word or phrase

text

P8: Understand that words, signs, symbols and pictures convey meaning. Recognise and read a growing repertoire of familiar words or symbols, including their own names. Recognise the letters of the alphabet by shape, name and sound. Begin to associate sounds with patterns in rhymes, with syllables, and with words, signs, symbols and letters.

- Identify the subject matter of a book by using titles and illustrations, for example "It's a book about..."
- Give information about the subject matter of a book: for example, say "Read me the book about dinosaurs"
- Expect written text to make sense; look at pictures to check for sense
- Read familiar repetitive phrases in familiar stories, for example "Who's that trip trapping on my bridge?"
- Recognise and indicate the main character or event in a familiar text
- Select objects to represent beginning/middle/end of a familiar text
- Place events in reasonable order, through oral recount or ordering pictures/objects of reference
- Read back own role-play writing showing understanding that writing remains constant, i.e. that it will always say the same thing
- Recognise/match a range of familiar print/symbols from everyday items such as packaging
- Point to and read labels, captions, class jobs
- Follow written instructions as part of a game

Reading

Beyond P8 pupils should be taught to:

Early learning goals :

- Hear and say initial and final sounds in words, and short vowel sounds within words
- Read a range of familiar and common words and simple sentences independently
- Show an understanding of the elements of stories, such as main character, sequence of events, and openings, and how information can be found in non-fiction texts to answer questions about where, who, why and how

NLS Reception target statements:

- Read, on sight, words for YR from Appendix list 1 in the NLS Framework and other familiar and important words
- Blend phonemes to read cvc words
- Use phonic knowledge to attempt unknown words
- Use knowledge of simple sentence structures and repeated patterns to make predictions and check reading
- Understand the structure of a simple story and use when re-enacting or retelling
- Locate and read significant parts of a recount and identify the main points in correct sequence

NLS Year 1 target statements:

- Blend phonemes to read words containing consonant clusters and long vowel phonemes
- Read familiar texts aloud with fluency and expression appropriate to the grammar, e.g. pausing at full stops and raising voice at questions
- Understand the difference between fiction and non-fiction and make predictions based on title, cover, blurb, etc
- Recognise ways to create emphasis in text, e.g. capitalisation, bold print
- Understand how simple diagrams and charts add information
- Identify and discuss the main events or key points in a text
- Compare stories, identifying common themes, characters and contribute to discussions
- Locate specific information in the text to find answers to simple questions
- Sustain independent reading to complete texts at appropriate level
- Make choices from a selection of texts and begin to justify preferences

Writing

Pupils working at level P1:

P1i: Encounter shared activities and experiences. May be passive or resistant. May show simple reflex responses, for example startling at sudden noises or movements.

Any participation is fully prompted.

- Be part of a group which is compiling a daily timetable, or making representations of the initial letters of their own names
- Join in with a group that is sequencing photographs taken with a digital camera
- Participate in a dramatisation of part of a story or poem, e.g. "The Rainbow Fish" or "A Christmas Carol"
- Experience the written word all around them, e.g. labels and captions, lists and tables
- Coactively explore a tactile representation of their own name or initial letter
- Feel sand trickled over their fingers
- Grip an object placed in their hand, where there is an instinctive reflex

P1ii: Show emerging awareness of shared activities and experiences. May have periods when they appear alert and ready to focus attention on certain people, events or parts of objects, for example attending briefly to interactions with a familiar person. May give intermittent reactions, for example sometimes becoming excited in the midst of social activity.

- Show emerging interest when joining a group which is writing a shopping list before a supermarket visit, or group making a picture of a familiar story
- Coactively sign a request for more of something
- Attend briefly when part of a group looking at, for example, familiar packaging or advertising posters
- Move hands momentarily on a sealed oil-and-water plastic mat

Pupils working at level P2:

P2i: Begin to respond consistently to familiar people, events and objects. React to new shared activities and experiences, for example, withholding their attention. Begin to show interest in people, events and objects, for example smiling at familiar people. Accept and engage in coactive exploration, for example focusing their attention on sensory aspects of stories or rhymes when prompted.

- Move fingers in a bowl or tray of some sensory material, e.g. soapy sand, shaving foam, jelly
- Explore a tactile representation of own initial letter, e.g. sandpaper, plasticine
- Actively manipulate objects: grasp and release, open and close hands
- Experience a range of mark-making materials including paint, flip chart pens, icing tubes, wax crayons
- With help, open an envelope and explore the contents
- Show consistent interest in a group writing a shopping list, recipe, menu or news book

P2ii: Begin to be proactive in their interactions.

Communicate consistent preferences and affective responses, for example reaching out to a favourite person. Recognise familiar people, events and objects, for example vocalising or gesturing in a particular way in response to a favourite visitor. Perform actions, often by trial and improvement, and remember learned responses over short periods of time, for example showing pleasure each time a particular puppet character appears in a poem dramatised with sensory cues. Cooperate with shared exploration and supported participation, for example taking turns in interactions with a familiar person, imitating actions and facial expressions.

- Coactively make marks on paper
- Watch an adult writing or drawing, e.g. completing register, writing a list of pupils' names
- With help use symbol cards to make a choice, e.g. biscuit or apple
- Be part of a group matching words to pictures, joining in occasionally with help
- Move hands from left to right across a table or tray with help, or track objects of reference from left to right with support

Writing

Pupils working at level P3:

P3i: Begin to communicate intentionally. Seek attention through eye contact, gesture or action. Request events or shared activities, for example pointing to key objects or people. Participate in shared activities with less support. Sustain concentration for short periods. Explore materials in increasingly complex ways, for example reaching out and feeling objects as tactile cues to events. Observe the results of their own actions with interest, for example listening to their own vocalisations. Remember learned responses over more extended periods, for example following the sequence of a familiar daily routine and responding appropriately.

- Hold and manipulate objects
- Transfer objects between hands and place them with increasing accuracy
- Move hands proactively in a range of tactile materials, showing awareness of different textures
- Feel for objects; use tactile cues
- Sometimes extend index finger (point) when reaching out towards an object
- Imitate scribbling marks on paper or other surface
- Take part in activities in which a wide range of shared writing is read together, showing awareness by following or vocalising
- Sometimes anticipate what comes next in a sequence of pictures, photographs or objects by gesturing, vocalising or making a choice between two
- Show interest in different forms of shared writing such as lists, names and timetables

Pupils working at level P3:

P3ii: Use emerging conventional communication. Greet known people and may initiate interactions and shared activities, for example prompting another person to join in with an interactive sequence. Remember learned responses over increasing periods of time and may anticipate known events, for example pre-empting sounds or actions in familiar poems. Respond to options and choices with actions and gestures, for example by nodding or shaking their heads. Actively explore objects or events for more extended periods, for example turning the pages in a book shared with another person. Apply potential solutions systematically to problems, for example, bringing an object to an adult in order to request a new activity.

- Help an adult to write in a home school diary by agreeing or disagreeing with what is written, e.g. "Did you like painting this afternoon?"
- Point to photos, pictures and written words to request an adult to interpret meaning
- Participate in activities such as registration, watching as an adult writes
- Begin to use symbols to indicate a need or want, e.g. drink, favourite toy
- Make marks on paper while participating in a session in the home area or 'post office'
- With support, track print from left to right
- Start to develop a pincer movement
- Hold a pencil or other implement using a palmar grasp or primitive tripod grip to make a mark
- Frequently point to objects or people using an extended index finger
- Make varied and random marks on a touch screen using an art programme

Writing

Pupils working at level P4:

P4: Begin to understand that marks and symbols convey meaning, for example scribble writing alongside a picture or placing photographs or symbols on a personal timetable. Make marks or symbols in their preferred mode of communication, for example using writing implements with a pincer grip, generating a symbol from a selection on a computer.

- Make marks on paper and indicate that it says their own name
- Watch the paper as they make marks
- Type a string of letters using a word processor programme
- Colour approximately within simple bold outlines
- Produce vertical, horizontal and circular scribble
- Track left to right using finger
- Use tripod grip when making marks on paper

P4: Begin to understand that marks and symbols convey meaning, for example scribble writing alongside a picture or placing photographs or symbols on a personal timetable. Make marks or symbols in their preferred mode of communication, for example using writing implements with a pincer grip, generating a symbol from a selection on a computer.

- Choose the correct picture from a choice of two when asked, for example "Did the dog carry the car or the newspaper?"
- With support, indicate activities by adding symbols to the class timetable

P4: Begin to understand that marks and symbols convey meaning, for example scribble writing alongside a picture or placing photographs or symbols on a personal timetable. Make marks or symbols in their preferred mode of communication, for example using writing implements with a pincer grip, generating a symbol from a selection on a computer.

- Choose the correct picture or object from a choice of two in shared retelling of a story or recount
- When asked can, with some prompting, point to 'words' and to 'pictures', showing awareness of the difference between them
- Through shared scribed writing, compose simple text, e.g. labelling objects, dictating captions
- Listen as an adult reads back what has been written
- Scribble write a message during play with a toy telephone
- Scribble under a picture (caption)
- Join in with a shared writing session, making marks appropriately
- Join in role-play or drama activities with support, e.g. giving a puppet a drink
- Use graphic representations such as photographs, pictures, own name in the context of messages, labels, captions, records of achievement

word

sentence

text

Writing

Pupils working at level P5:

word

P5: Produce some meaningful print, signs or symbols associated with their own name or familiar spoken words, actions, images or events, for example, contributing to records of their own achievements or to books about themselves, their families and interests. Trace, overwrite and copy under or over a model, making horizontal, vertical and circular lines. With support, make and complete patterns.

- Write letter-like shapes randomly on the page
- Make letter-like shapes and identify them as own name or other significant word on pictures, captions
- Trace/make shapes and pictures in sand with finger and simple tools, e.g. lines of zigzags
- Use a range of media, such as paint, pens, crayons, to copy adult pattern on large paper/card
- Complete simple regular pattern with pen, paint or crayon, using horizontal, vertical, circular lines
- Colour with more control, e.g. within thick black lines outlining simple shapes
- Trace over own name on model with finger/pen/appropriate mouse switch
- Copy own large initial letter with finger, in the air, with paint, pen or access switch
- Use tripod grip consistently

sentence

P5: Produce some meaningful print, signs or symbols associated with their own name or familiar spoken words, actions, images or events, for example, contributing to records of their own achievements or to books about themselves, their families and interests. Trace, overwrite and copy under or over a model, making horizontal, vertical and circular lines. With support, make and complete patterns.

- Through supported composition. combine words in composing text, e.g. 'black dog', 'I went home'
- Go from left to right when making regular patterns or marks to represent writing

text

P5: Produce some meaningful print, signs or symbols associated with their own name or familiar spoken words, actions, images or events, for example, contributing to records of their own achievements or to books about themselves, their families and interests. Trace, overwrite and copy under or over a model, making horizontal, vertical and circular lines. With support, make and complete patterns.

- Understand that own name belongs to them
- Make marks, identifying them as own name on pictures
- When asked, indicate where print starts
- Talk about and draw pictures of visits and interests, making marks to represent words, dictating or using access switch
- Talk into tape-recorder about visits and interests, or dictate
- Choose symbols to relate information about a visit to a place of interest
- With support, sequence three pictures to retell a story or event
- Through supported writing compose for a range of audiences and purposes, e.g. lists, invitations, cards

Writing

Pupils working at level P6:

word

P6: Differentiate between letters and symbols, for example producing a drawing to accompany writing. Copy writing with support, for example labels and/or captions for pictures and displays. Produce or write recognisable letters related to their name.

- Write random strings of symbols, which may include letters, numerals and invented letter shapes
- Produce a few conventional letter shapes, often based on letters from their own name
- Use name card to copy-write own name for a purpose, for example as a caption for a photograph
- Write own version of name in everyday play situations, for example 'writing' letters in a post office, or dictate
- Select some words/symbols when composing text, e.g. by choosing between two alternative words/symbols shown to them
- Make collections of objects beginning with initial letter of own name, such as things beginning with 'T' for Tommy, and write initial letter, or indicate it or use switch
- Recognise words beginning with own initial letter in different situations
- Produce visible patterns when writing, with occasional evidence of spaces between 'words'
- Hold writing implement at the point with some control

sentence

P6: Differentiate between letters and symbols, for example producing a drawing to accompany writing. Copy writing with support, for example labels and/or captions for pictures and displays. Produce or write recognisable letters related to their name.

- Produce a recognisable capital letter for start of own name, either with pen/paint/switch or by indicating it to adult

text

P6: Differentiate between letters and symbols, for example producing a drawing to accompany writing. Copy writing with support, for example labels and/or captions for pictures and displays. Produce or write recognisable letters related to their name.

- Talk to adult about own experiences; draw pictures. Adult scribes and child attempts to copy underneath, or child dictates to adult and adult scribes
- Write/draw simple captions to picture story, or dictate them, or select from an on-screen word grid using appropriate computer software
- Use role-play situations, such as post-office or doctor's surgery or office, to experiment with writing, for example lists, form filling, letters and postcards
- Role-play writing and 'read' it to an adult
- With help, retell a story/event through role-play
- Copy-write captions and labels for pictures, for example using a caption from a display to label a picture they have drawn or a photograph they have taken

Pupils working at level P7:

word

P7: Group letters and leave spaces between them as though they are writing separate words. Some letters are correctly formed. Aware of the sequence of letters, symbols and words, for example selecting and linking symbols together, writing their own name correctly from memory and one or two other simple words.

- Copy writing patterns
- Copy the correct sequence of movement for some letters in the main movement groups
- Write some letters in response to sounds, for example c, s, t
- Play-write a range of letters, grouping them so that they represent words
- Begin to leave spaces between groups of marks
- In role-play writing begin to write the letters for some dominant sounds, e.g. c-t for 'cat'
- Understand how letters are formed and used to spell simple words and begin to write them down 'Tm' (Tom), or dictate to adult or on computer with appropriate access
- Write own name correctly
- Draw a picture of their family and label, using some letters correctly
- Begin to break the flow of speech into words, for example dictate a story to an adult at a pace s/he can follow to write the dictation down

sentence

P7: Group letters and leave spaces between them as though they were writing separate words. Some letters are correctly formed. Aware of the sequence of letters, symbols and words, for example selecting and linking symbols together, writing their own name correctly from memory and one or two other simple words.

- Order words from left to right
- Rehearse then dictate a sentence for an adult to scribe, or select symbols to make a sentence by eye-pointing
- Begin to adopt some styles and conventions in shared writing, e.g. story language 'Once upon a time...', instructions 'First... next...finally...'
- Contribute words orally in shared work, filling a gap left by an adult in a sentence

text

P7: Group letters and leave spaces between them as though they were writing separate words. Some letters are correctly formed. Aware of the sequence of letters, symbols and words, for example selecting and linking symbols together, writing their own name correctly from memory and one or two other simple words.

- Predict words orally in narrative, filling a gap left by the adult
- In shared writing contribute ideas on what to write about: what happens next, story ending, instructions ("What do we need to write now?")
- Role-play writing, using one-to-one correspondence between spoken words and print
- Order steps in instructional text or sentences in story writing, using cards that children hold up, or using the computer
- State purpose for own writing, e.g. "This is my shopping list"
- Begin to use different layouts according to text type, e.g. list, birthday card, picture book
- Confidently act out and retell familiar stories in correct sequence
- Take on the persona of a story character through role-play

Writing

Pupils working at level P8:

word

P8: In writing and recording, use pictures, symbols, familiar words and letters in sequence to communicate meaning, showing awareness of different purposes, for example, letters, lists, stories or instructions. Write name with appropriate use of upper and lower case letters or appropriate symbols.

- Begin to use classroom display, word mat, simple picture dictionary to support independent writing
- Write simple familiar words when communicating in a variety of ways
- Write initial phoneme in spoken words either physically, by dictating or on the computer
- Write the letters for dominant sounds in an increasing number of words
- Position paper comfortably and appropriately
- Write some simple words for Year R from Appendix List 1 in the NLS Framework; write some other familiar and important words
- Form some commonly used letters using the correct sequence of movement
- Consistently separate pictures, letters and numbers
- Write own name with appropriate upper and lower case letters or symbols, or dictate or use computer switch

sentence

P8: In writing and recording, use pictures, symbols, familiar words and letters in sequence to communicate meaning, showing awareness of different purposes, for example, letters, lists, stories or instructions. Write name with appropriate use of upper and lower case letters or appropriate symbols.

- Dictate a simple sentence
- Begin to use some story language in own dictated writing, e.g. 'Once upon a time'
- Put the words of a sentence in the correct order, for example using ICT with switch access, or taking part in a group activity where children each hold a card for one word in the sentence and a full stop, and have to put themselves in the right order
- Experiment with some punctuation marks which they have encountered in shared reading and writing, for example begin to pepper their work with full stops

text

P8: In writing and recording, use pictures, symbols, familiar words and letters in sequence to communicate meaning, showing awareness of different purposes, for example, letters, lists, stories or instructions. Write name with appropriate use of upper and lower case letters or appropriate symbols.

- Experiment in role-play situations, writing letters, lists, signs, directions, memos, greeting cards, stories, instructions, labels, captions, accounts of own experiences
- Confidently record recounts in supported composition, using photographs, e.g. 'Our trip to the seaside'
- Through supported composition, confidently use a range of writing for a purpose, e.g. entries in a home-school diary, records of achievement, messages to the school office, items for a newsletter
- Think about and discuss what they intend to write ahead of writing it

Beyond P8 pupils should be taught to:

Early learning goals :

- Begin to form simple sentences, sometimes using punctuation
- Use phonic knowledge to write simple regular words and make phonetically plausible attempts at more complex words

NLS Reception target statements:

- Spell cvc words
- Attempt to spell unfamiliar words using a phonemic strategy, including analogy
- Spell some words in YR in Appendix List 1 in the NLS Framework
- Begin to write simple sentences
- Begin to use capital letters and full stops to punctuate a sentence
- Begin to write simple narratives and recounts
- Dictate and invent own compositions

NLS Year 1 target statements

- Spell words with adjacent consonants
- Know main spelling choices for each vowel phoneme
- Spell 50 words in Y1/2 list in Appendix List 1 in the NLS Framework
- Form lower case letters correctly in a script that will be easy to join later
- Begin to use words appropriate to different text forms, e.g. story, report or simple instructions
- Write simple sentences independently
- Write questions and statements appropriately
- Use capital letters and full stops when punctuating a single simple sentence
- Begin to use question marks
- Write a recount or narrative. Begin to break up the series of events with connectives other than 'and'
- Write simple instructions in the correct order
- Begin to rehearse sentences before writing and reread during and after writing

The National Literacy Strategy

Towards the National Curriculum for English

Examples of what pupils with special educational needs should be able to do at each P level

Feedback on this document would be welcome, as practitioners work with the examples given, identify aspects which need clarification and are able to offer suggestions for improvement.

- You may have some general issues to raise
- You may be able to suggest other examples
- You may want to improve on the present examples.

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