

Stage 1 – Pre-requisites to writing

Pre-requisites to Writing	<p>Assessment: Foundation pre-writing skills assessment – baseline and outcomes. Repeat termly.</p>
	<p>Aims: To develop the foundation skills for fine motor skills:</p> <ul style="list-style-type: none"> • hip and trunk stability, • shoulder girdle stability, • body awareness, • dissociation of upper limb movements, • visual tracking, • hand awareness/movement • crossing midline, • motor planning, • sensory skills, • visual-motor integration, • balance.
	<p>Functional outcomes: Moving around the classroom, being able to sit ready for writing, getting changed for PE, pre-writing readiness.</p>

Follow the Warwickshire Occupational Therapy programme for 20 minutes at least three times per week. This can be carried out in small groups.



Stage 2: Hand Skills

Hand Skills	<p>Assessment: Baseline and outcomes hand skill assessment. Repeat termly to measure progress.</p>
	<p>Aims: To develop fine motor skills.</p> <ul style="list-style-type: none"> • Pincer grip, • Hand strength, • Visual motor integration, • Bilateral integration, • Memory and perception, • Spatial awareness and planning.
	<p>Functional outcomes: Using a pencil and scissors, starting to do fastenings and use cutlery.</p>

Pupils may need repeated sessions on the same skill before they show improvement and move on. We are aiming for pupils to master each skill for this stage.

Stage 3: Skilled Hand Use

Skilled hand use	Assessment: Skilled hand use baseline and outcome assessment.
	Aims: To further develop fine motor skills and refined pencil control. <ul style="list-style-type: none"> • pencil grip and control, • pressure, aiming/accuracy/placement, • scissor skills, • precision, • fluency
	Functional outcomes: Using a pencil and scissors, cutlery use, managing fastenings, pre-writing skills.

This stage is suitable for children who are already writing and will work on their sense of shape, form constancy and accuracy.



Stage 4: Visual – Perceptual Skills

Visual perceptual skills	Assessment: Baseline and outcomes Visual Perceptual skills assessment. Repeat termly to measure progress.
	Aims: To develop visual-perceptual skills. <ul style="list-style-type: none"> • Spatial relations • Figure-ground perception • Form constancy • Visual memory
	Functional outcomes: Handwriting skills and functional fine motor activities.

Visual perception is the ability to recognise, recall, discriminate and make sense of what we see. For example, recognising a letter 'b' and understanding how it is different from a letter 'd' or 'p'; being able to find a pair of scissors in a drawer full of different items, or completing a jigsaw. A child with visual-perceptual difficulties may be slow in recognising letters or numbers and may have trouble with the spatial demands of letter formation. He may commonly reverse letters or be unable to self-correct his work because he is unable to discriminate visual information well enough to detect problems.

At this stage depending on the skills developed teachers need to make an informed decision if pupils will be able to be write by hand or use assistive technology.

1. Pupils need to be able to say it, sign it or order symbols before they can write.
2. Pupils need to be able to read in symbols or print.

3. Pupils demonstrate good comprehension and language skills in order to decide on the best way forward with their writing.

Colourful semantics activities can run alongside the development of physical skills for pupils based on their language level. Pupils need to be intentional communicators learning to combine symbols in their responses. [Refer to the Willoughby communication progression document.](#)

Colourful semantics provides a scaffold to enable pupils to begin to form structured sentences.

1. Orange – who
2. Yellow – what doing (verb)
3. Green - object (noun)
4. Blue – place
5. Purple – adjectives
6. Brown – when (adverbs)
7. Conjunctions
8. Negatives

Pupils can use the visual scaffold to support ordering symbols to form a coherent sentence. Pupils with pencil control can also write their sentences out after ordering the vocabulary.

If pupils have the understanding but do not have the physical skill then use Clicker as a means to produce written output. Clicker is software to support pupils with working memory difficulties.

Clicker Progression:

1. Pupils can start with matching activities such as pictures to written words.
2. Pupils can progress to ordering words following a model.
3. Pupils can form sentences using the words provided but without a model.
4. Pupils can order words using a word bank.
5. Pupils can type and use predict text. Clicker can read sentences back to pupils or read every word as a means of aiding self-checking skills.

Colourful semantics can be incorporated into Clicker by colouring the cells of word banks.

If assistive technology is needed to supporting writing outcomes this needs to be fully integrated into their learning.

Alternative Assistive Technology

If pupils are at a matching stage in their learning and cognitively are developing faster than their physical skills [refer to Willoughby Computing Progression document.](#) Pupils at the end of the switch progression road map will be able to access software that enables them to scan using one or two switches. This can progress to ordering pictures / symbols.

Pupils with good verbal articulation but have processing difficulties, including working memory, will have access to notes and use the speech to text function. This will allow pupils to articulate their ideas and then print a copy off to edit and expand.

Stage 5: Handwriting

Letter Formation	Assessment: Letter formation baseline and outcome assessment.
	Aims: To form letters correctly.
	Functional outcomes: Handwriting accuracy.

Pupils at this stage will require 15 minutes handwriting practice daily, modelled by the class teacher.

Ensure visual scaffolds available for pupils struggling with a particular letter.



Stage 6: Handwriting legibility and fluency.

Legibility and fluency	Assessment: Baseline and outcomes assessment for legibility and fluency. Repeat termly to measure progress.
	Aims: To improve legibility and fluency of handwriting.
	Functional outcomes: Legible and fluent handwriting.

Complete the intervention and include 15 minutes handwriting daily modelled by the teacher.

Pupils secure in the six stages of the Willoughby writing progression document will be needing to follow Willoughby's semi-formal or formal learning pathway. These pupils will progress onto National Curriculum outcomes. The breadth of the Willoughby English Curriculum will enable our students to show skills in thirteen different areas. Achievement in writing links to communication skills, reading and for some of our pupils computing.

National Curriculum Outcomes Yr1 – 3

Skill	NC Year 1	NC Year 2	NC Year 3
Phonic & Whole word spelling pupils should:	spell words containing each of the 40+ phonemes taught spell common exception words spell the days of the week name the letters of the alphabet in order use letter names to distinguish between alternative spellings of the same sound spell words with simple phoneme/grapheme correspondence accurately e.g. cat, dog, red make phonetically plausible attempts at writing longer words using dominant phonemes and common grapheme representations	segment spoken words into phonemes and represent these by graphemes, spelling many correctly learn new ways of spelling phonemes for which 1 or more spellings are already known, and learn some words with each spelling, including a few common homophones learn to spell common exception words distinguish between homophones and near-homophones	spell further homophones spell words that are often misspelt
Other word building spelling pupils should:	Other word building spelling-use the spelling rule for adding –s or –es as the plural marker for nouns and the third person singular marker for verbs	learning the possessive apostrophe (singular) learn to spell more words with contracted forms add suffixes to spell longer words,	use further prefixes and suffixes and understand how to add them place the possessive apostrophe accurately in words with regular plurals and in words with irregular plurals

	<p>use the prefix un–</p> <p>use –ing, –ed, –er and –est where no change is needed in the spelling of root words</p> <p>apply simple spelling rules and guidance</p>	<p>including –ment, –ness, –ful, –less, –ly</p> <p>show awareness of silent letters in spelling e.g. knight, write use –le ending as the most common spelling for this sound at the end of words</p> <p>apply spelling rules and guidelines</p>	<p>use the first 2 or 3 letters of a word to check its spelling in a dictionary</p>
Transcription pupils should:	<p>write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far.</p>	<p>write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far.</p>	<p>write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.</p>
Handwriting pupils should:	<p>sit correctly at a table, holding a pencil comfortably and correctly</p> <p>begin to form lower-case letters in the correct direction, starting and finishing in the right place</p> <p>form capital letters</p> <p>form digits 0-9</p> <p>understand which letters belong to which handwriting ‘families’ and to practise these</p> <p>produce recognisable letters and words to convey meaning</p>	<p>form lower-case letters of the correct size relative to one another</p> <p>start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined</p> <p>write capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters</p> <p>use spacing between words that reflects the size of the letters.</p>	<p>use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined</p> <p>increase the legibility, consistency and quality of their handwriting.</p>

	another person can read writing with some mediation.		
Contexts for Writing pupils should:	<p>write narratives about personal experiences and those of others (real and fictional) write about real events</p> <p>write poetry</p> <p>write for different purpose.</p>	<p>write narratives about personal experiences and those of others (real and fictional) write about real events</p> <p>write poetry</p> <p>write for different purposes.</p>	<p>discuss writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar.</p>
Planning Writing pupils should:	<p>say out loud what they are going to write about</p> <p>compose a sentence orally before writing it</p>	<p>plan or say out loud what they are going to write about.</p>	<p>discuss and record ideas</p> <p>compose and rehearse sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures</p>
Drafting Writing pupils should:	<p>sequence sentences to form short narratives.</p>	<p>write down ideas and/or key words, including new vocabulary</p> <p>encapsulate what they want to say, sentence by sentence.</p>	<p>organise paragraphs around a theme</p> <p>in narratives, create settings, characters and plot</p> <p>in non-narrative material, use simple organisational devices (headings & subheadings).</p>
Editing Writing pupils should:	<p>re-read what they have written to check that it makes sense</p> <p>discuss what they have written with the teacher or other pupils.</p>	<p>evaluate their writing with the teacher and other pupils</p> <p>re-read to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form</p>	<p>assess the effectiveness of their own and others' writing and suggest improvements</p> <p>propose changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences</p>

		proofread to check for errors in spelling, grammar and punctuation.	proofread for spelling and punctuation errors.
Performing Writing pupils should:	read their writing aloud clearly enough to be heard by their peers and the teacher.	read aloud what they have written with appropriate intonation to make the meaning clear.	read their own writing aloud, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.
Vocabulary pupils should:	<p>leave spaces between words</p> <p>join words and joining clauses using "and"</p> <p>use familiar adjectives to add detail e.g. red apple, bad wolf</p>	<p>use expanded noun phrases to describe and specify</p> <p>attempt some varied vocab and use some varied sentence openings e.g. time connectives</p>	<p>extend the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although</p> <p>choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition.</p>
Grammar pupils should:	<p>use regular plural noun suffixes (-s, -es)</p> <p>use verb suffixes where root word is unchanged (-ing, -ed, -er)</p> <p>use the un- prefix to change meaning of adjectives/adverbs</p> <p>combine words to make sentences, including using and sequence sentences to form short narratives</p> <p>separate words with spaces</p> <p>use sentence demarcation (. ! ?)</p>	<p>use coordination (using or, and, or but)</p> <p>use commas in lists</p> <p>use sentences with different forms: statement, question, exclamation, command use subordination (using when, if, that, or because)</p> <p>use apostrophes for omission & singular possession</p> <p>use the present and past tenses correctly and consistently including the progressive form</p> <p>use extended simple sentences e.g.</p>	<p>use the present perfect form of verbs in contrast to the past tense</p> <p>form nouns using prefixes use the correct form of 'a' or 'an'</p> <p>use word families based on common words (solve, solution, dissolve, insoluble)</p> <p>use fronted adverbials</p> <p>use conjunctions, adverbs and prepositions to express time and cause</p> <p>learn, use and understand the grammatical terminology in English.</p>

	<p>use capital letters for names and pronoun 'I'</p>	<p>including adverbs and adjectives to add interest</p> <p>use some features of written Standard English</p> <p>learn how to use selected grammar for Year 2</p> <p>use and understand grammatical terminology when discussing writing.</p>	
<p>Punctuation pupils should:</p>	<p>begin to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark</p> <p>use a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'.</p>	<p>develop understanding by learning how to use familiar and new punctuation correctly:</p> <p>Full stops and capital letters and question marks use sentence demarcation CL . ?</p> <p>Exclamation marks and commas in a list</p> <p>Apostrophes for contracted form and for possession.</p>	<p>use commas after fronted adverbials</p> <p>indicate possession by using the possessive apostrophe with singular and plural nouns</p> <p>use and punctuate direct speech (including punctuation within and surrounding inverted commas).</p>
<p>Grammatical Terminology pupils should:</p>	<p>letter</p> <p>capital letter</p> <p>word</p> <p>singular</p> <p>plural</p> <p>sentence</p> <p>punctuation</p> <p>full stop</p> <p>question mark</p> <p>exclamation mark</p>	<p>noun</p> <p>noun phrase</p> <p>statement</p> <p>question</p> <p>exclamation</p> <p>command</p> <p>compound</p> <p>adjective</p> <p>verb</p> <p>suffix</p> <p>adverb</p> <p>tense (past, present)</p> <p>apostrophe</p> <p>comma</p>	<p>adverb</p> <p>preposition</p> <p>conjunction</p> <p>word family</p> <p>prefix</p> <p>clause</p> <p>subordinate clause</p> <p>direct speech</p> <p>consonant</p> <p>consonant letter</p> <p>vowel letter</p> <p>vowel letter</p> <p>inverted commas (or 'speech marks').</p>

The Language Links Screener will ensure pupils have sufficient language skills to access a formal curriculum.

Once pupils reach Key Stage 4 if they have progressed through the Willoughby Writing Progression document they will be ready for Pearson Entry Level examinations either Level 1 or 2. These qualifications allow our pupils to demonstrate their functional English skills.



Willoughby Writing Progression Document