

## Early level – Write with increasing accuracy

**Es and Os:** I explore sounds, letters and words discovering how they work together, and I can use what I learn to help me as I read and write. ENG 0-12a/LIT 0-13a/LIT 0-21a

I enjoy exploring and playing with the patterns and sounds of language and can use what I learn. LIT 0-01a/LIT 0-11a/ LIT 0-20a

**Learning Intention:** To explore sounds and letters

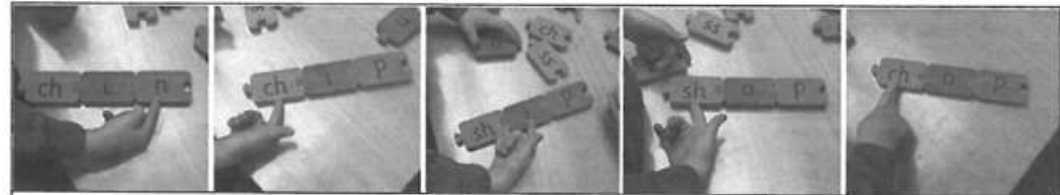
**Success criteria:** I can say the sounds corresponding to a letter or group of letters.  
I can read a word by blending sounds together.  
I can write a word by choosing sensible sounds and letters.

**Significant aspect of learning:** Write with increasing accuracy, making use of spelling, grammar and punctuation.

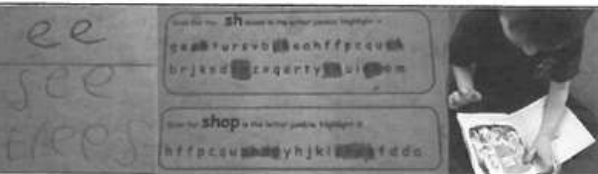
**Learning statements:** Uses sounds and letters to construct words.  
Use common words to create simple sentences.

**Context and background:** Active spelling Children have systematically developed their knowledge of sounds and letters over the course of early level. They are able to identify individual sounds and blend them together to make words. Active spelling activities give children the opportunity to experiment with writing, reading and blending sounds. They are able to apply these skills when they have a go at reading new texts or create new pieces of writing.

*Children can identify beginning, middle and end sounds when reading and writing words.*



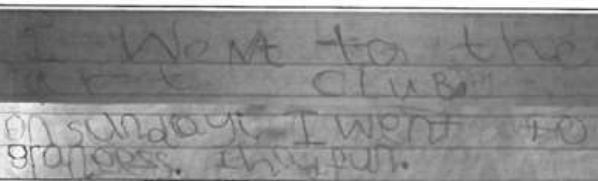
*Children can make given words by replacing the correct sound in original words with a new sound. Children can replace a given sound with a new sound and read the new word they have created.*



*Children can scan texts for known sounds then blend these to read new words. They can create word banks to help with their writing.*



*Children use a variety of multisensory active spelling techniques to explore sounds and letters and are exposed to both upper and lower case letters. Techniques include: sand writing, magnetic or cut out letters, using word processors, pyramid writing, rainbow and bubble writing, back writing, throw and catch words.*



*Children can use their knowledge of sounds to make sensible choices when writing new words independently.*

*"It means other people can read it and know what I wrote".*

*"I can sound out words. I said the first sound - d- then it was ee and I did e-e because that's how you make ee then p at the end. Capital letters don't matter (for sounding out) because the sound is the same but when you write you have a capital for the first word or if it's names."*

The learner has shown their knowledge of phonic awareness and blending. They can build on previous knowledge to decode and read unseen words. They can construct/create their own words using phonics and knowledge of beginning, middle and end of words.

# Early level – Write with increasing accuracy

**Learning Intention:** To write simple sentences

**Success criteria:** I can make sensible spelling choices  
I can write common words correctly  
I can use capital letters, finger spaces and full stops correctly  
I can check my work makes sense.

**Context and background:** Range of classroom literacy activities Children have built their knowledge of common words as they have progressed through early level, making links between reading and writing. Active spelling techniques, word games and text scanning exercises are some ways which children have built their knowledge of common words. Children apply this knowledge by recognising common words in their reading and accurately writing common words. Children have been introduced to simple sentence structures in both reading and writing. Cut and stick sentences, word games and text highlighting are amongst the activities children have used to develop their skills. Children are able to recognise the features of simple sentences in their reading and use them in their writing.



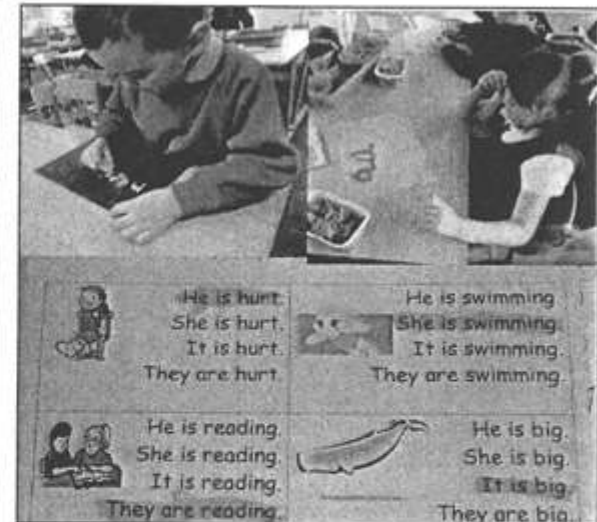
Children scan texts to find known common words and become familiar with the use of common words in sentences.

"I can find all the words I know and I can read them already and I don't have to sound them out. I like using real books and getting to pick one".



Children play bingo games to build knowledge of common words.

"It's fun and you have to know how to read all the words so you can get the cards first. It makes them easier to read"



Children use active spelling techniques to practice common words. They show understanding by highlighting the correct choice to make sentences match pictures.

"It helps me learn sentences and words and I'll be able to do good writing."

The learner can engage with a variety of active reading, writing and spelling activities with confidence and has success in all aspects.

# Early level – Write with increasing accuracy

Kate went to the park. She went to play. She played on the swing. She went down the slide. Kate had fun.

I went to the shops, I got a new toy. Then I went swimming. It was fun.

Children scan texts to find features of sentences - capital letters, finger spaces and full stops.

"I had to highlight the capital letter at the start and the finger spaces in between all the words and the full stops at the end. It's important because if you don't put them in it's not a real sentence."

I have a cat.  
They go to the shops.  
We went to the park.

i can run fast  
I can run fast.

we had fun  
We had fun.

you like Dogs  
You like dogs.

it is A hot day  
It is a hot day.

I Can See You  
I can see you.

Children can unjumble sentences and correct "sick sentences"

"I'm looking for capital letters at the start and where full stops are not in the right place, they go at the end. There are capital letters in the middle and I changed them to small letters and some finger spaces were missing because you've got to add a space between the words so it makes sense. The capital letter is on the first word. It's got a full stop so it tells you when it's the end. It should make sense."

Children can use their knowledge of sentence structure and common words to write simple sentences.

"You have to use a capital letter at the start and a full stop in the end and have finger spaces after all the words. I said the words and sounded them out. I knew the common words because I've practiced them in reading and spelling."

The learner has been able to apply their knowledge of common words to create their own simple sentences

The learner shows familiarisation with the conventions of print and has correctly sequenced words in a sentence and includes spaces between words.