

ENGLISH: WRITING: P7 PROFORMA

School:

DOB (Month & Year) 26-7 NC Year 2

Context/Setting/Class: (Circle and/or add further details)

group work within class

Level of Support/Independence:

1:1 staffing / small group eg 1 to 4 / whole class with teacher / Teaching Assistant / Class Teacher

Type of Support:

Prompts: - physical / gesture / verbal / visual / Modelling / demonstration / scaffolding

Resources: - word bank / symbols / key words / equipment / apparatus

Context of lesson/task/activity

Year 2 were completing some work about ourselves. Some children offered to do some 'hotseating' to re-call facts about themselves but Tommylee did not want to do this. The children were then given a writing model to work from, like a fact file.

Observation and Comment

Tommylee was able to complete the first two sentences. They were not very accurate but he was satisfied with the first two sentences. He has a very short writing span and found this work physically demanding as he has difficulty with pencil control. Tommylee could read back the first two sentences, this however required lots of prompting. I had to help

Performance Criteria 11 to copy from the board and write his work.

P6 Pupils produce or write their name in letters or symbols. They copy letter forms, for example, labels and/or captions for pictures or for displays.

Guidance: In the P-scales, teachers should ignore criteria that exclusively apply to handwriting when assessing those physically unable to handwrite at that time.

P7 Pupils group letters and leave spaces between them as though they are writing separate words. They are aware of the sequence of letters, symbols and words, for example, selecting and linking symbols together, writing their names and one or two other simple words correctly from memory.

P8 Pupils show some awareness that writing can have a range of purposes, for example, in relation to letters, lists or stories. They show understanding of how text is arranged on the page, for example, by writing or producing letter sequences going to left to right. They write or use their preferred mode of communication to set down their names with appropriate use of upper and lower case letters or appropriate symbols.

Initial Assessment	P7	Date agreed: 25.6.09.
Within School Moderation		Date agreed:
Inter School Moderation		Date agreed:
LA Moderation	P7	Date agreed: 26.06.09

A M C O d T o o m M R
L R L

I am called Tommylee

A M C O d S E N
I am seven years old

A L A C K P O M
d C

A d t L C R t

Tommylee couldn't read
the rest to me

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Context of lesson/task/activity

Sahela is a selective mute, she speaks Bengali and English. She does literacy and numeracy in a low ability set of 18 children in year 2. The group always has one teacher and 1 support assistant. Support explained that she wanted her to write about her trip to Filey.

Observation and Comment

Sahela wrote her name independently. The support assistant dictated some CVC words and asked Sahela to repeat them. She wrote cat and pot correctly. In an additional activity with myself Sahela was able to write 3 high frequency words. I decided to use the support for the task as Sahela talks freely with her. Sahela talked about her trip through answering questions about what she liked and what she saw. Sahela wrote from left to right, her letters are mostly recognizable, with clear word blocks which she uses independently. Sahela was able to generate her own sentences through the questions but needed support to remember and record the next word. She wrote a and I independently. The support prompted her to repeat the word, listen and record the phonemes. Sahela was able to record many initial phonemes as well as some vowels and dominant phonemes, showing evidence of some phoneme grapheme correspondence.

Performance Criteria

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Initial Assessment		Date agreed:
Within School Moderation	CH RC	Date agreed: 23.6.09
Inter School Moderation		Date agreed:
LA Moderation	P7	Date agreed: 26.06.09

15. 6. 09.

knew words.

av ✓

is ✓

on ✓

have ✓

love Sanela

cat independent / dictated.

day

tsat sit

pox

p

saw bird

sae a bp

saw a donkey
I tsat a panct

liked digging
I at t g w r e

played in the
I ur f i c b w q t p

I splashed. said he had made a mistake

I t o t a r i t l a r i e

I a e i o l

PTO.
Dictated high frequency
words.

ey
on

me
is

sat

lele
my

the
on

in
is

it

me

my