

## ENGLISH: WRITING: P4 PROFORMA

School

DOB (Month &amp; Year)

NC Year 2

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

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

The child had listened, with his SA, to the story the 'Small Good Wolf'. After he had listened, he was presented with a picture of the wolf and asked to describe what the character was like.

Observation and Comment

The child needed prompts and lots of 1-1 attention to listen. With lots of guiding questions and examples he was able to articulate some words to describe the character. His SA wrote them down and he was able to put marks on the paper, using a pincer grip. Without letter formation being modelled and prompted, his

**Performance Criteria** P3 (ii) Pupils use emerging conventional communication. They greet known people and may initiate interactions and activities, for example, prompting another person to join in with an interactive sequence. They can remember learned responses over increasing periods of time and may anticipate known events, for example, pre-empting sounds or actions in familiar poems. They may respond to options and choices with actions or gestures, for example, by nodding or shaking their heads. They actively explore objects and events for more extended periods, for example, turning the pages in a book shared with another person. They apply potential solutions systematically to problems, for example, bringing an object to an adult in order to request a new activity.

**P4** Pupils show they understand that marks and symbols convey meaning, for example, placing photographs or symbols on a timetable or in a sequence. They make marks or symbols in their preferred mode of communication.

**Guidance:** Any sort of mark including scribble writing alongside a picture is appropriate.

**P5** Pupils produce meaningful marks 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. They trace, overwrite or copy shapes and straight line patterns.

**Guidance:** 'Produce' and 'contributing' are to be interpreted broadly, for example, keyboarding and handwriting are both appropriate.


Initial Assessment	✓	Date agreed: Feb 09
Within School Moderation	✓	Date agreed: Feb / March 09
Inter School Moderation		Date agreed:
LA Moderation	P4	Date agreed: June 2009.

independent variables

Kind

good  
fish  
nice  
go  
fish

a running away  
wolf



7 05 4 20

*[Handwritten scribbles and marks]*