

Genre: Imaginative Story/personal imaginative text (To write a story to interest the reader)

Early Level (0.1)	Early Level (0.2)	Early Level (0.3)
Language Criteria		
From observation:	- Follows concepts of position, direction, size and force during pencil control activities.	- Writes for enjoyment.
- Uses a pincer grip and tripod grasp to manipulate small objects.	- Uses a dynamic pencil grip to control the pencil.	- Forms most lowercase letters legibly.
- Spots differences between shapes.	- Controls how much pressure they are applying with the pencil.	- Uses a pencil with increasing control.
- Follows concepts of position, direction, size, force during play.	- Links the sound to the letter or letters.	- Knows the sounds of some lowercase and uppercase letters.
- Chooses to make marks to communicate information.	- Writes single words by blending the sounds that the letters make together.	- Leaves a space between words when writing.
- Notices letters, words and numbers from familiar settings.	- Points to a capital letter and full stops in a text.	
- Imitates marks/ patterns which they can see in their environment including simple shapes.	- Reads each word from left to right, using the spaces in between to know where one word ends, and another begins (they may point to help them).	- Writes from left to right.
- Recognises the individual words in a spoken sentence.		- Makes an attempt to spell familiar words correctly.
		- Makes an attempt to use a capital letter and a full stop in at least one sentence.
Task Specific Criteria		
Uses body language to gain attention and communicate ideas.	Makes marks to communicate information in play contexts.	- Invents a story with characters.
Plays with others within a role play environment, re-enacting things they have seen in the world around them.	Uses sounds and letters to write individual words and shares this by reading it aloud.	- Writes about personal experiences and feelings using appropriate vocabulary to share meaning.
Describes a picture that they have created and marks they have made.	Uses new vocabulary which has been repeated in class.	- Shares feelings and experiences in pictures, print or digital texts.
Labels basic emotions to describe how they're feeling in a context.	Uses sequencing language to describe a picture they have created and the marks they have made.	
Expresses needs and wants using phrases.	Labels basic emotions to describe how others are feeling.	

