

Writing and Communication Pathways:

<u>Engagement</u>	<u>Explore</u>	<u>Discover</u>	<u>Investigate</u>
<p>Type of Writer/Communicator: <i>Pre-writer / early communicator developing intent, meaning, and mark-making, using sensory, symbolic, and supported ways to express ideas.</i></p> <p>Primary</p> <p>Explore mark-making through sensory and physical experiences</p> <p>Communicate choices, feelings, and needs through gestures, symbols, or assisted tools</p> <p>Experience shared writing and modelling</p> <p>Secondary</p> <p>Make intentional marks, symbols, or words with support</p>	<p>Type of Writer/Communicator: <i>Emerging writer experimenting with letters, sounds, and simple words, with structured support to develop control and purpose.</i></p> <p>Primary</p> <p>Beginning to form letters and shapes through guided activities</p> <p>Write sounds, labels, and simple words</p> <p>Use phonics to attempt spelling</p> <p>Secondary</p> <p>Write short phrases or simple sentences with support</p>	<p>Type of Writer/Communicator: <i>Developing writer using phonics, spelling patterns, and sentence structure to communicate ideas with increasing independence.</i></p> <p>Primary</p> <p>Write simple sentences using basic punctuation</p> <p>Apply phonics and spelling rules</p> <p>Write for different purposes (stories, information, instructions)</p> <p>Secondary</p> <p>Write short paragraphs with support</p>	<p>Type of Writer/Communicator: <i>Independent or near-independent writer using writing flexibly to inform, explain, and record information across academic and real-life contexts.</i></p> <p>Primary</p> <p>Write independently for a range of purposes</p> <p>Organise ideas into coherent texts</p> <p>Proofread and improve writing</p> <p>Secondary</p> <p>Write extended texts with appropriate tone and structure</p>

<p>Contribute to shared writing activities</p> <p>Use alternative and augmentative communication (AAC) to express meaning</p>	<p>Use writing for real purposes (lists, labels, captions)</p> <p>Develop consistency in letter formation and spacing</p>	<p>Use appropriate vocabulary and sentence structures</p> <p>Edit work for clarity, spelling, and meaning</p>	<p>Adapt writing for audience and purpose</p> <p>Use subject-specific vocabulary accurately</p>
<p>Post-14 (Functional Reading)</p> <p>Use symbols, pictures, or single words to communicate information</p> <p>Contribute to simple forms or personal information with support</p> <p>Use writing to support communication and independence</p> <p><i>Progression to: ASDAN Communication & Personal Development</i></p>	<p>Post-14 (Functional Reading)</p> <p>Write familiar words and short phrases independently or with prompts</p> <p>Complete simple functional writing tasks (labels, messages, lists)</p> <p>Use phonics and word banks to support spelling</p> <p><i>Progression to: ASDAN Literacy for Life Entry Level 1 secure → Entry Level 2 emerging</i></p>	<p>Post-14 (Functional Reading)</p> <p>Write short functional texts (emails, forms, notes, instructions)</p> <p>Use spelling strategies and basic grammar accurately</p> <p>Communicate ideas clearly for everyday contexts</p> <p><i>Progression to: ASDAN Preparation for Independence Entry Level 2 secure</i></p>	<p>Post-14 (Functional Reading)</p> <p>Complete functional writing tasks independently (applications, emails, reports)</p> <p>Organise information clearly and logically</p> <p>Use writing to support employment, training, and independent living</p> <p><i>Progression to: ASDAN Employability & Independent Living Entry Level 3</i></p>