

**WRITING- STEPS TO STANDARDS**



|  |  |
| --- | --- |
| **Students name:** |  |
| **School year** |  |
| **Actual age** |       |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **The student can** |  |  |  | **Comments** | **Date** |
| * show understanding that marks and symbols convey meaning e.g., place symbols on a timetable/ choice board
 |  |  |  |  |  |
| * make random contact with paper and shows little muscular control
 |  |  |  |  |  |
| * show awareness that their movements result in the marks on the paper.
 |  |  |  |  |  |
| * make marks that are random and go in many directions
 |  |  |  |  |  |
| * holds a mark maker in a palmar grip
 |  |  |  |  |  |
| * control scribbles and repeat on request
 |  |  |  |  |  |
| * produce meaningful marks or symbols associated with their own name or familiar spoken words
 |  |  |  |  |  |
| * draws large circles with mark-making tools
 |  |  |  |  |  |
| * demonstrate transition to holding mark maker between thumb and forefinger.
 |  |  |  |  |  |
| * form a variety of circles and lines
 |  |  |  |  |  |
| * form directional lines on request
 |  |  |  |  |  |
| * form a ‘x’
 |  |  |  |  |  |
| * use scissors to make snips in paper
 |  |  |  |  |  |
| * twists objects, for example to open a container
 |  |  |  |  |  |
| * use one hand consistently for most activities
 |  |  |  |  |  |
| * hold mark-making tools with three fingers in a tripod grip and makes marks with control
 |  |  |  |  |  |
| * draw using anticlockwise movements with mark making tools
 |  |  |  |  |  |
| * draw simple shapes with mark-making tools
 |  |  |  |  |  |
| * shape and moulds malleable materials using their hands, fingers and simple tools
 |  |  |  |  |  |
| * draw a picture and use symbols or marks to annotate key elements
 |  |  |  |  |  |
| * enjoy creating marks using different materials, such as paint and crayons
 |  |  |  |  |  |
| * give meaning to the marks they make when drawing, painting or writing
 |  |  |  |  |  |
| * use mark-making tools with control
 |  |  |  |  |  |
| * draws lines and circles using large scale movements
 |  |  |  |  |  |
| * say an appropriate word to complete a sentence when the adult pauses (e.g. ‘We’re going to the…zoo/park/shop/beach’)
 |  |  |  |  |  |
| * draw lines or shapes on a small or a large scale (e.g. on paper, or in the air, or sand)
 |  |  |  |  |  |