Logo, company name

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**WRITING- STEPS TO STANDARDS**

A picture containing text

Description automatically generated

|  |  |
| --- | --- |
| **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) |  |  |  |  |  |