**WRITING- STEPS TO STANDARDS**

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

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **The pupil can** |  |  |  | **Comments** | **Date** |
| * copy / produce their name in letters or symbols |  |  |  |  |  |
| * starts anywhere on a page and randomly ‘writes’ |  |  |  |  |  |
| * draw recognisable objects in drawings and these have meaning to child |  |  |  |  |  |
| * ‘read’ a story from drawings/ marks made |  |  |  |  |  |
| * dictate to an adult, telling them what to write |  |  |  |  |  |
| * talk about the different marks they make |  |  |  |  |  |
| * mark make as part of role play |  |  |  |  |  |
| * begin to form recognisable letters from memory |  |  |  |  |  |
| * recognise their own name (or part of it) in print. e.g. “My name starts with that.’ |  |  |  |  |  |
| * mixes letters, numbers and symbols when ‘writing’ |  |  |  |  |  |
| * write, but spacing is rarely present |  |  |  |  |  |
| * understand that drawing and writing are different |  |  |  |  |  |
| * demonstrate an understanding of directionality |  |  |  |  |  |
| * begin to copy letters forming some recognisable letters when copying |  |  |  |  |  |
| * can copy simple words |  |  |  |  |  |
| * can copy lower case letters |  |  |  |  |  |
| * can copy upper case letters |  |  |  |  |  |
| * be observed developing a tripod grip |  |  |  |  |  |
| * be observed holing pencils, pencil crayons and pens by the point with a tripod grip and makes marks with control. |  |  |  |  |  |
| * be observed to be using mark-making tools to form letters, some of which resemble letter shapes |  |  |  |  |  |
| * be observed holding a pencil near the point |  |  |  |  |  |
| * show a preference for a dominant hand |  |  |  |  |  |
| * write own name from memory |  |  |  |  |  |
| * use scissors safely and cuts with control, such as along a line on paper |  |  |  |  |  |
| * use fingers to fasten and unfasten buttons |  |  |  |  |  |
| * use a pencil and holds it effectively to form recognisable letters |  |  |  |  |  |
| * identify separate words in spoken sentences |  |  |  |  |  |
| * hear and identify initial sounds in words |  |  |  |  |  |
| * hear and identify final sounds in words |  |  |  |  |  |
| * say a clause to complete a sentence that is said aloud (e.g., ‘When we went to the beach today…we ate ice cream / I played in the sand / it was hot’). |  |  |  |  |  |
| * form correctly most of the 10+ lower-case letters in Standard 2 of English language comprehension and reading |  |  |  |  |  |
| * identify or write these 10+ graphemes on hearing corresponding phonemes |  |  |  |  |  |