**WRITING- STEPS TO STANDARDS**





|  |  |
| --- | --- |
| **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
 |  |  |  |  |  |