**WRITING- STEPS TO STANDARDS**

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

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **The pupil can** |  |  |  | **Comments** | **Date** |
| * group letters and leave spaces between them as though they are writing separate words |  |  |  |  |  |
| * demonstrate a mature writing grip developing |  |  |  |  |  |
| * show an awareness of the sequence of letters, symbols and words eg writing name and one or two other words from memory |  |  |  |  |  |
| * write with capital letters frequently |  |  |  |  |  |
| * write letters that are stringed from left to right on the page |  |  |  |  |  |
| * label pictures by matching beginning sound with a letter |  |  |  |  |  |
| * dress and undress independently, including fastening buttons, zips and Velcro |  |  |  |  |  |
| * copy letters and words from environmental & classroom print |  |  |  |  |  |
| * tell others the purpose of own writing |  |  |  |  |  |
| * write using simplified oral language structures. (For example, “I wnt prk”) |  |  |  |  |  |
| * think that own writing can be read by others |  |  |  |  |  |
| * recognise own name (or part of it) in print |  |  |  |  |  |
| * hear and identifies medial sounds in words |  |  |  |  |  |
| * voice thoughts whilst writing |  |  |  |  |  |
| * write own name and other words that have personal meaning |  |  |  |  |  |
| * use upper and lower case letters indiscriminately |  |  |  |  |  |
| * form letters independently, however letters frequently reversed |  |  |  |  |  |
| * use correct directionality most of the time |  |  |  |  |  |
| * orally blend and segments the sounds heard in words |  |  |  |  |  |
| * link letters to sounds |  |  |  |  |  |
| * correctly identifies and writes initial sounds heard in words |  |  |  |  |  |
| * correctly identifies and writes final sounds heard in words |  |  |  |  |  |
| * write the sounds in familiar CVC words in the correct order |  |  |  |  |  |
| * write letter sounds in the order in which they are heard in words |  |  |  |  |  |
| * writes a label or caption |  |  |  |  |  |
| * write including finger spaces between words |  |  |  |  |  |
| * write simple sentences using familiar words |  |  |  |  |  |
| * write sentences that can be read by themselves and others |  |  |  |  |  |
| * spells some short words correctly using phonetic knowledge |  |  |  |  |  |
| * make up their own phrases or short sentences to express their thoughts aloud about stories or their experiences |  |  |  |  |  |
| * write a caption or short phrase using the graphemes that they already know. |  |  |  |  |  |
| * form correctly most of the 20+ lower-case letters in Standard 3 of English language comprehension and reading |  |  |  |  |  |
| * identify or write these 20+ graphemes on hearing the corresponding phonemes |  |  |  |  |  |
| * spell words (with known graphemes) by identifying the phoneme |  |  |  |  |  |