**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
 |  |  |  |  |  |