**WRITING- STEPS TO STANDARDS**





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

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **The pupil can** |  |  |  | **Comments** | **Date** |
| * demonstrate an awareness of how text is arranged on a page eg letter sequences left to right
 |  |  |  |  |  |
| * begin to write letters more smoothly and automatically.
 |  |  |  |  |  |
| * be observed having a dominant writing hand is well-developed.
 |  |  |  |  |  |
| * begin to attempt punctuation
 |  |  |  |  |  |
| * use a limited range of strategies to spell
 |  |  |  |  |  |
| * use invented spelling
 |  |  |  |  |  |
| * form their name using correct upper- and lower-case letters
 |  |  |  |  |  |
| * correctly spell some irregular but high frequency words
 |  |  |  |  |  |
| * be observed beginning to use capital letters for the start of own name or a sentence
 |  |  |  |  |  |
| * be observed be beginning to use full stops
 |  |  |  |  |  |
| * make up their own sentences and say them aloud, after discussion with the teacher
 |  |  |  |  |  |
| * write down one of the sentences that they have rehearsed.
 |  |  |  |  |  |
| * form most lower-case letters correctly
 |  |  |  |  |  |
| * identify or write the 40+ graphemes in Standard 4 of English language comprehension and reading on hearing the corresponding phonemes
 |  |  |  |  |  |
| * spell words by identifying the phonemes and representing the phonemes with graphemes, including words with consonant clusters and simple digraphs (e.g. frog, hand, see, chop, storm, splash)
 |  |  |  |  |  |
| * spell a few common exception words (e.g. I, the, he, said, of
 |  |  |  |  |  |