**WRITING- STEPS TO STANDARDS**

Logo, company name

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