


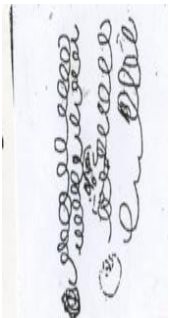



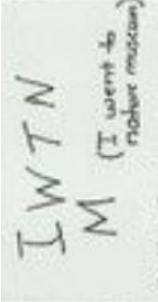
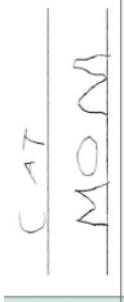
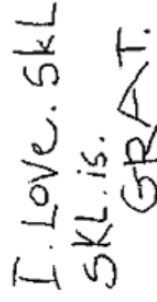



Drawing	Scribbling	Shapes	Mock Handwriting	Letter-like Forms	Letter Strings	Transitional Writing	Inverted or Phonetic Spelling	Beginning Word and Phrase Writing	Conventional Spelling	Sentence Writing
Birth to 3		3-4 Years				Reception				
										
<p>1.Scribbling, marks with no meaning. Drawing that represents writing</p> <p>2. Marks begin to become more purposeful, lines that go across/ up, down/ round and round. Will distinguish between marks</p>		<p>1.Beginning to give meaning to marks but is not consistent. Begins to use representation to communicate Begins to draw simple shapes such as lines and circles</p> <p>2.Meaning they ascribe for marks changes person to person/ minute to minute</p> <p>3.Marks appear to be more focused and purposeful Give one to two-word descriptions Wavy scribbles that imitate handwriting and have a left to right progression; child pretends to write words.</p> <p>4. Letters and marks that resemble letter like shapes May copy some letters from their name</p>				<p>1.Letters with spaces in between to resemble words: letters/ words copied from environmental print; letters often reversed</p> <p>2. Uses identifiable letters that match initial sounds/ ending sounds in words. Gives consistent meaning to their marks</p> <p>3. Correctly writes many sounds in a word. Writes CVC/CVCC words independently. Writes simple keywords correctly. Can write their full name correctly</p> <p>4. Writes short captions with phonetic spelling. Captions contain key words. Attempts to write short sentences in a meaningful context</p>				

	<p>5. Copies some letters from their name/ may write all of name. Gives more detailed descriptions about the meaning of their marks. Marks/ drawings begin to look like what they are drawing</p> <p>6. Meaning of marks is consistently the same Strings of letters that do not create words, written left to right, including uppercase and lowercase letters</p>	<p>5. Children can write short sentences independently with known letter-sound correspondences that contain accurately spelt key words Words are phonetically plausible. Words can be read by themselves and others. Forms lower case and capital letters correctly. Uses a capital letter and full stop</p>
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