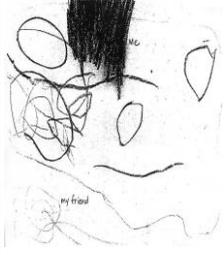
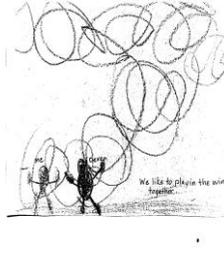
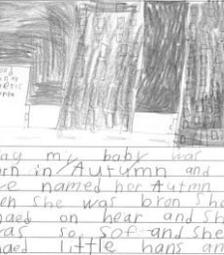


Developmental Writing Continuum

Stage of writing	Exploration Scribbles, marks on paper	Early Pre-Convention Drawing with details	Pre-Convention Drawing, random letters	Emergent Pictures, letter/sound connection, attempts words, directionality	Developing Meaning in text with words, spaces, sentences	Developing Discovery Expanded statements, moving towards more development	Beginning General topic developed with expanded list, simple sentences, some conventions
Descriptor	This initial stage of writing is characterized by scribbles/putting marks on paper. Drawings are representational, without obvious meaning. There are not recognizable objects or letters.	This early stage of writing/drawing is a combination of some scribbles with recognisable objects. Letters or words are still not formed. However the writing/drawing has meaning for the child. Adults can recognise the objects but would need interpretation for a sense of the significance or story behind the drawing.	This stage of writing focuses around drawing as well as creating some letters. The objects in the drawing are not just recognisable; they contain details, e.g. the people have faces or hands and fingers. Chd do attempt to create letters or words although the focus is the drawing. Letters may seem random to an adult, but the chd may be able "read" a story about the picture.	Chd uses picture as major emphasis for meaning. There is an attempt words and/or sentences with letter sound connections. Spelling reflects semi-phonetic (initial sound for word) or phonetic (CVC) or some simple words. May label picture parts, write name, etc. Generally correct directionality. Text is sometimes difficult to read.	Writing is the main communication and not picture dependent. Limited number of sentences. Chd is beginning to develop idea by connecting details about a topic. Writes words, even sentences but usually doesn't address mechanics. Attempts punctuation at times, but may be wrong. Creates readable text even if it takes work to read.	Transitional stage between Discovery and Beginning shows more sophisticated development of writing. Chd seem to be gaining an understanding of writing to an audience and building upon ideas. They expand their thinking but may not be able to put them together in a full representation of the next stage.	Writing is main communication. Development is generally an expanded list of additional details or reasons. May have simple organization, usually list or chronology. Dependent on oral thought patterns, writes ideas as they occur. May include too much detail or repetition. May include automatic features of certain types of text. Beginning use of capital letters and periods. Simple sentence structure, usually subject-verb. Writes so others can read.
Developmental Stage	8-20 Months 16-26 Months	22-36 Months Secure	30-50 Months Developing	30-50 Months Secure	40-60+ Months Developing	40-60+ Months/ELG Secure	National Curriculum Levels
Writing Example							
Teaching Strategies to support next steps	Encourage large and fine motor skills (throwing, kicking balls, riding push-along toys). Provide sensory resources in small trays to encourage mark-making. Develop manipulative skills (tearing paper, clay, dough, scribbling, rolling, printing).	Development of balance skills/upper body strength puzzles or crayons and paper on the floor while on stomach, puzzles, crayons and paper on all fours on floor encourages shoulder/hand strengthening, squeezing wet sponges, toys that are squeezed strengthens hand muscles). Develop fine motor skills (fastening, buttons, pull up a zip, threading, tweezers, cutting, pinching clay) Manipulate different media/tools, clay, finger-paint, spoons, brushes and shells. Draw attention to marks, signs, symbols in the environment.	Develop shoulder movement (swirling ribbons in air, batting balls, painting). Provide opportunities for chd use all their fingers and one finger to create patterns (gloop, finger painting, foam, glitter, sand). Encourage correct pencil grip. Provide opportunities to make shapes like circles and zig-zags in the air and in their play (sand, water, brushes).	Support in recognising and writing own names. Encourage chd experiment with writing during role play (messages, lists, making books, filling in forms). Build repertoire of sound/letter connections. and key words. Begin using writing as central aspect of communication. Model and guide correct grip. Encourage firm pressure when mark making.	Provide variety of writing tools and paper, indoors and outdoors. Develop forming letters correctly, labelling their work, making cards. Opportunities to write meaningfully (role play). Provide word banks and other resources for segmenting and blending to support use of phonic knowledge. Encourage chd to write each letter in response to its sound. Model left to right orientation and top to bottom sequencing.	Use correct terminology for letters names and sounds. Encourage children to identify and use dominant phonemes in words. Encourage more detail to expand topic. Write about what chd know or is interested in. Model different forms of writing. Use modelled writing to teach strategies for phonetic and non-phonetic spelling, capital letters, full stops. Re-inforce formation and orientation of letters. Focus on beginning and ending punctuation for sentences. Work with sentence building.	Expand or explain ideas and details rather than listing them. Keep writing about what chd knows, but encourage to go more deeply into development, explanation. Practice some simple organisational patterns. Read, write and discuss a range of different forms of writing for different purposes and different audiences. Work with sentence building, add some variety. Keep working on punctuation and expand repertoire. Consider audience and purpose. Introduce a proof reading guide and show chd how to use it, ie. read back phrase, sentence, paragraph to evaluate accuracy.

Stage of writing	Exploration Scribbles, marks on paper	Early Pre-Convention Drawing with details	Pre-Convention Drawing, random letters	Emergent Pictures, letter/sound connection, attempts words, directionality	Developing Meaning in text with words, spaces, sentences	Developing Discovery Expanded statements, moving towards more development	Beginning General topic developed with expanded list, simple sentences, some conventions
Developmental Stage	8-20 Months 16-26 Months	22-36 Months	30-50 Months	30-50 Months	40-60+ Months	40-60+ Months/ELG	National Curriculum Levels
Targets	To use a range of equipment to develop large and fine motor skills. Explore a variety of mark-making using sensory resources. Observe mark making in a variety of contexts.	Familiar with a range of mark-making tools. Be able to select tools from previous experience of how they work. Use mark-making tools confidently and with appropriate pressure. Scribbling using a range of movements. Beginning to make precise marks. Pictures beginning, usually circles, radials, lines. Pictures beginning to express information and be linked to a commentary.	Experience with a range of fine mark-making tools. Tripod grip of writing tools. Make firm marks. Aware of play activities where writing occurs.	Play writes, able to make straight and curved lines, sometimes in patterns. Uses writing skills during play. Mark makes and tries to represent name on work. Tripod grip becoming familiar. Knows the difference between drawing and writing. Writes name. Begins to draw and name drawings.	Able to write own name correctly. Understands that print conveys meaning. Writes left to right and top to bottom. Forms some letters correctly. Hold tools in correct grip. Writes isolated letters that have meaning to him/her.	Knows the names and sounds of all letters upper and lower case. Correctly write and orientate both upper and lower case letters. Begins to learn a sight vocabulary. Positions text correctly on the paper. Uses print to convey meaning. Begin to discriminate between upper and lower case in work. Write a longer sentence and read back own writing. Attempts familiar forms of writing. Communicates meaning through simple words, phrases and short sentences. Able to hear different sounds in words and generally writes phonetically.	Be able to recall familiar story and write own version. Extends recall of high frequency words. Begins to consider audience needs, ie, letter cards, messages etc. Uses a small range of textual forms. Uses simple phonic blends consonants and vowels. Uses basic sentence structure and varies beginning. Simple punctuation is used correctly. Sight vocabulary is extended to 100 words. Uses consistent size of letters when writing.