

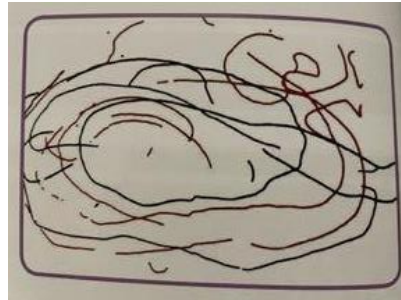
Writing progression

Early mark making

Pre-literate mark making

Children make marks because they realise they can. It often forms part of their early appreciation of cause and effect. (I can hold this chalk in my hand and, when it touches another surface, then it leaves a mark).

The marks don't usually carry intentional meaning. As the child has a palmar supinate grasp and is pivoting from the shoulder, probably with a stiff elbow and wrist, their marks go up and down, horizontally and vertically, as well as round in large circles or in a forwards or backwards ark.

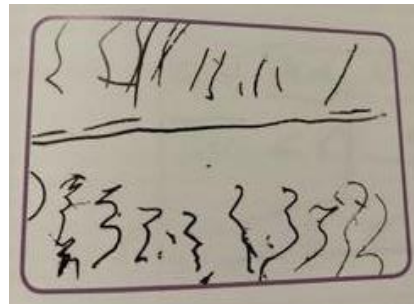


Mark making for meaning

Shapes in mark making become more varied and diverse.

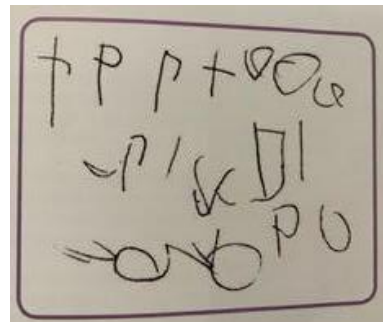
Simplistic drawings emerge.

Children begin to make the connection between print/drawings within the environment around them and the fact that those symbols that they see carry meaning.



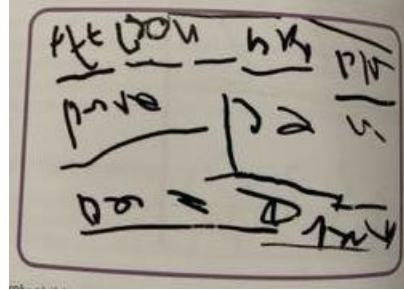
Directional mark making

Even though their marks may bear no resemblance to recognisable letter shapes, some children will make marks in the direction that print has been read to them or written in front of them.



Symbolic mark making

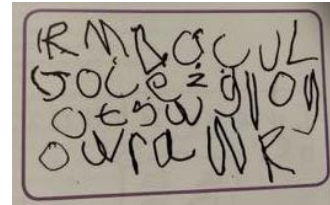
Children produce some symbols that look like the ones that they see in print around them. More than likely they are not linking letter shapes to sounds; rather are attempting to record what they see.



Emergent writing

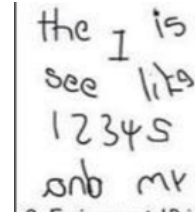
Emergent writing

Children begin to record symbols because they know the sounds they make. They can also produce strings of letters. The children won't necessarily understand the sounds of all the letters, but they understand some (often the ones related to their own name). The others they will record because they know that they are print and carry meaning.



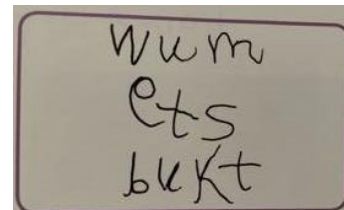
Copy Writers/Environmental writers

Children might be able to write their name. They might know it is their name and that it is 'writing'; but they don't know any of the sounds that are attached to the letter shapes. They are **copy writers**. Some children copy down environmental print. This is because they know that it is 'writing' and they want to be 'writers'. However they are not yet able to recognise the individual and groups of sounds that they see. They are **environmental writers**.



Initial sound in words

Children begin to hear and write initial sounds in words once their phonic knowledge enables them to do so.



End sound in words

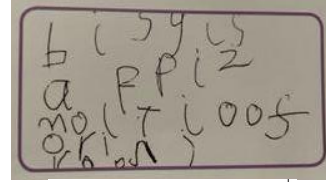
As children's phonic knowledge builds and they develop their ability to hear sounds within words and not just at the beginning, you begin to see clusters of letters that record the initial and end sound in words.

Medial sound in words

As children's understanding develops further, you will begin to see attempts at medial sounds. Medial sounds are not only difficult to hear in words, they are often the most difficult to record, as they have unique spelling rules.

Transitional writing

The children have learnt a combination of letters can make one sound, e.g.sh, igh. 'Special friends' appear. Children begin to write phrases.



Sentence writing

Constructs a short sentence. Some upper and lower case letters are used. Punctuation is beginning to appear.

