

Writing Steps 1-3			
Statements	1	2	3
Reach out for, touch and begin to hold objects			
Pick up small objects between thumb and fingers			

Writing Steps 4-6			
Statements	4	5	6
Enjoy the sensory experience of making marks in damp sand, paste or paint			
Hold pen or crayon using a whole hand (palmar) grasp and make random marks with different strokes			

Writing Steps 7-9			
Statements	7	8	9
Show control in holding books			
Show control in holding mark making tools			
Begin to use three fingers (tripod grip) to hold writing tools			
Imitate drawing simple shapes such as circles and lines			
Distinguish between the different marks they make			

Writing Steps 10-12			
Statements	10	11	12
Sometimes give meaning to marks as they draw and paint			
Ascribe meanings to marks that they see in different places			
Draw lines and circles using gross motor movements			
Copy some letters eg from their name			
Hold pencil between thumb and two fingers no longer using whole-hand grasp			
Hold pencil near point between first 2 fingers and thumb and uses it with control			

Writing Steps 13-15				
Theme	Statements	13	14	15
Writing	Show a preference for a dominant hand			
	Begin to use anti-clockwise movement and retrace vertical lines			
	Begin to form recognisable letters			
	Use a pencil and hold it effectively to form recognisable letters, most of which are correctly formed			
	Handle equipment and tools effectively, including pencils for writing			
	Show good control and co-ordination in large and small movements			
	Give meanings to marks they make as they draw , write and paint			
	Begin to break the flow of speech into words			
	Use some clearly identifiable letters to communicate meaning			
	Attempt to write short sentences in meaningful contexts			
	Write own name and other things			
	Write sentences which can be read by themselves and others such as labels and captions			
Spelling	Use some clearly identifiable letters, representing some sounds correctly and in sequence			
	Segment the sounds in simple words and blend them together			
	Know all letters of the alphabet and the sounds which they most commonly represent			
	Know consonant digraphs which have been taught and the sounds which they represent			
	Know vowel digraphs and the sounds which they represent			
	Know the process of segmenting spoken words into sounds before choosing graphemes to represent the sounds			
	Know words with adjacent consonants			
	Use their phonic knowledge to write words in ways which match their spoken sounds			
	Write some irregular common words			
	Spell some words correctly and others are phonetically plausible			
Spell phonically irregular words of more than one syllable as well as many irregular but high frequency words				