Created by Kindergarten PLC

Early Years Writing Progression

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| **Behaviours to notice** |  |  |  | *
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| **Pencil Grip** | Whole hand fist grasp using whole arm movements to draw.  | Whole hand palm grasp using whole arm movements to draw.  | Grasps using fingers and thumb, with whole arm movements | Grasps using index finger, tip of the thumb and middle finger, with active wrist and finger movement |  |  |  |
| **Pathway of motion/****Directionality** | Not yet able to recognize where print starts | Forms letters from the top downPlaces letter-like shapes in a left to right directionRecognizes letter formation | Attempts to form letters between lines Some letters may be backwards | Letter touches top line and bottom lineLetter size is consistentLetters are facing the correct way |  |  |  |
| **Drawing a person** | Drawing is not recognizable as a person. May have head and one or two other parts | Draws a recognizable person with head, at least two limbs, and eyes; parts may be detached or of incorrect size or location | Draws a recognizable person with head, 4 limbs, eyes, and mouth in relatively correct location | Draws a recognizable person with head, 4 limbs, eyes, and mouth in the correct location | Draws a recognizable person with head, 4 limbs, eyes, mouth, in the correct location with more detail.  | Person has head, trunk, arms, legs, eyes, nose and mouth (realistic) with correct location and more detail (i.e. clothing) |  |
| **Printing Upper and Lowercase letters** | Places squiggles or letter-like shapes randomly on the page | Prints using mostly uppercase letters. May use some lowercase letters  | Prints using a mixture of uppercase and lowercase letters. i.e. name  | Prints using an uppercase letter at the beginning of a sentence. | Prints using uppercase and lowercase letters appropriately  |  |  |
| **Spacing, punctuation** | No finger spaces, no punctuation | May have space between letters | May have space between two words and may have punctuation  | May have space between most words and may have punctuation  | Has space between words and ends sentence with punctuation | Continues to have space between words and ends 2 or more sentences with punctuation.  |  |
| **Word Choice** | Writes own name | Uses familiar words-Mom-Dad-Family names | Environmental Print-Theme Words-Schedule words -Classmates names | Uses some pre-primer words-Like-I-See | Uses some primer words-They-Get-help |  |  |
| **Spelling** | Represents words with letter like shapes and no sound correspondence.  | Write most beginning sounds correctly | Write beginning and some ending sounds  | Write beginning and ending sounds with some vowels. | Writes cvc words and known words |  |  |
| **Writing Continuum Samples** | Not recognizable | Clear idea and recognizable | Scribble writing | Letter or word like forms | Copied and random letters | Words | Sentence |
| **Ideas** | Unable to develop ideas | Develops an idea with assistance | Develops ideas independently | Tells details (1 sentence) about their idea | Adds more detail  | Clear beginning midlde and end |  |
| **Sentence Structure** | No evidence of intended message | Includes 1 intentional word | Includes 1 intended simple sentence | includes 2-4 simple and/or 1 complex/compound sentences | Includes 5 simple and/or 2 complex/compound sentences | Includes 3 compound/complex sentences | Includes 4-6 complex/compound sentences |

  





 