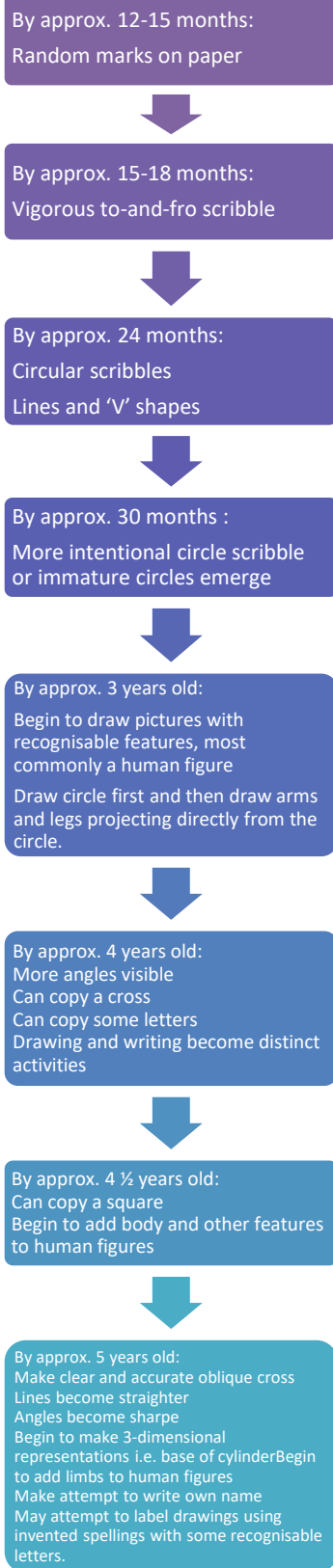


## Developmental Stages of Writing



Pre-Literate	
Stage Description	Sample
<b>Scribble Stage</b> - starting point any place on page, resembles drawing large circular strokes and random marks that do not resemble print or communicate a message	
<b>Symbolic Stage</b> - starting point any place on page, pictures or random strokes/marks with an intended message	
<b>Directional Scribble</b> - scribble left to right direction, linear, intended as writing that communicates a meaningful message/idea	
<b>Symbolic/Mock Letters</b> - letter-like formations, may resemble letters but it isn't intentional, interspersed w/ numbers, spacing rarely present	

Emergent	
<b>Strings of Letters</b> - long strings of various letters in random order, may go left to right, uses letter sequence perhaps from name, usually uses capital letters, may write same letters in many ways	
<b>Groups of letters</b> -groupings of letters with spaces in between to resemble words	
<b>Labeling pictures</b> - matching beginning sounds with the letter to label a picture	
<b>Environmental Print</b> - copies letters/words from environmental/classroom print, reversals common, uses a variety of resources to facilitate writing	

Transitional	
<b>Letter/Word Representation</b> -uses first letter sound of word to represent entire word, uses letter sound relationships	
<b>First/Last Letter Representation</b> - word represented by first and last letter sound	
<b>Medial Letter Sounds</b> - words spelled phonetically using BME sounds, attempts medial vowels, uses some known words, more conventionally spelled words, one letter may represent one syllable, attempts to use word spacing, writing is readable	

Fluent	
<b>Beginning Phrase Writing</b> - using all of the above skills to construct phrases that convey a message connected to their illustration	
<b>Sentence Writing</b> - Construction of words into sentence formation, maybe multiple sentences, writing is readable, may use punctuation, known words spelled correctly, topic focused, BME with detail	
<b>Six Traits of Writing</b> - Students use Six Traits of Writing (Conventions, Organization, Voice, Ideas, Word Choice, Sentence Fluency)	



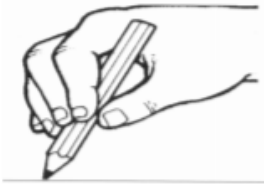

Progression flow adapted from:

From Birth to Five Years; Children's Developmental Progress, 4<sup>th</sup> Edition

Table sourced from:

<https://www.whps.org/uploaded/Offices/Curriculum Instruction and Assessment/FamiliesAcademics/Stages of Writing Development.pdf>

## Development of Tripod Grasp

			
1-1½ years	2-3 years	3½-4 years	4½-6 years
Palmar Supinate Grasp	Digital Pronate Grasp	Static Tripod Grasp	Dynamic Tripod Grasp

(Erhardt, 1994)

“A child needs to have well-developed hand use, grasps and fine motor skills in order to control a pencil accurately.

Check to see whether the child is able to:

- grasp objects with their whole hand
- manipulate objects such as turning them over, moving them around in their fingers using one hand and two hands together
- pick up small objects using a pincer grip (tips of thumb and index finger)
- pick up objects or manipulate them using a tripod grip (thumb, index and middle fingers)
- use co-ordinated fine motor skills during play.”

NHS Foundation Trust: Children, Young People and Families Occupational Therapy Team  
Handwriting Development