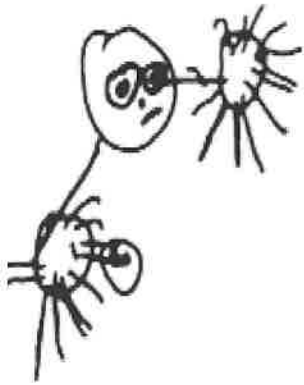


# HeidiSongs' Chart of the Developmental Progression of A Child's Writing



1. Pictures



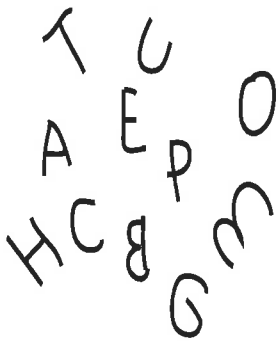
2. Random Scribbling



3. Scribble Writing  
(Written in linear fashion to mimic real writing.)



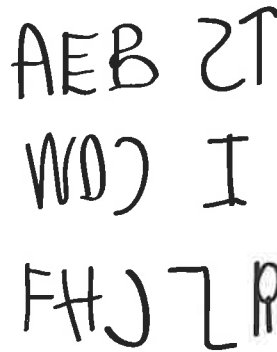
4. Symbols That Represent Letters



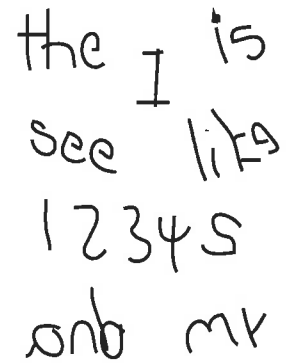
5. Random Letters  
(No relationship between sounds of letters and what the child is trying to say.)



6. Letter Strings  
(Progresses from left to right and top to bottom when the child "reads" his writing.)



7. Letter Groups  
(The groups have spaces in between to resemble words.)



8. Environmental Print  
(Child copies print found in the room, often without knowing what the words are.)

Thehcanr  
(The horse can run.)

9. Beginning Sounds  
(Child begins to write simple sentences using sight words and just the beginning sounds of words.)

We wn to the s  
(We went to the store.)

10. Early Inventive Spelling  
(Includes the same elements as the previous level, but with more consonant sounds represented and spaces between words.)

To daye i wot  
to play withf the  
white board and  
the shapex and  
I won to play  
with MY fen  
(Today I want to play with the white board and the shapes, and I want to play with my friend.)

11. Inventive Spelling  
(Has the same elements as the previous level, but with more sounds per word written, including the vowels. Some conventional spelling patterns may appear.)

One day I saw  
my Frid it was  
Israel and Antonio  
and Thay got lost  
I fad Thim.  
The end  
(One day, I saw my friends. It was Israel and Anthony and they got lost I found them. The end.)

12. Transitional Writing  
(Includes all of the previous elements, plus some real spellings of words with silent letters and other spelling patterns. Punctuation is beginning to appear.)