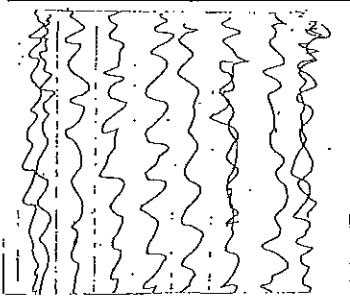


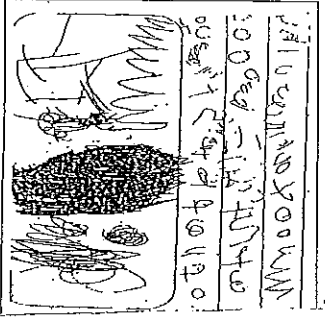
2. Kindy 3.



Wavy Lines:

Demonstrates rudimentary awareness of writing. Provides 'scribble 'writing'.

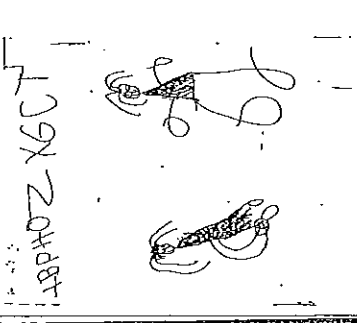
4.



'oth':

Demonstrates elementary aspects of writing. The student writes 'oth' and several other symbols that approximate letters..

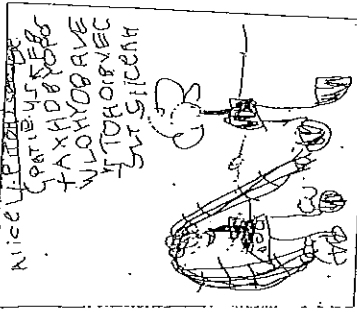
5.



XBPHOZ

Writes recognizable letters which may only be presented as a string.

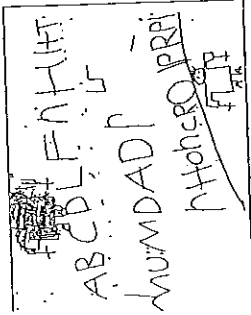
6.



ALICE:

Writes recognizable letters which may only be presented as a string.

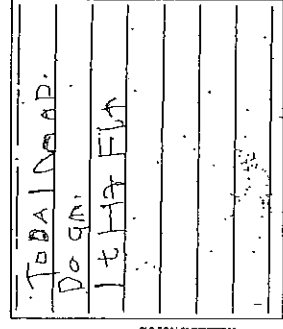
7.



MUMDAD

Demonstrates a beginning understanding of letter & sound patterns or attempts to write sight words. Uses initial letter patterns for spelling.

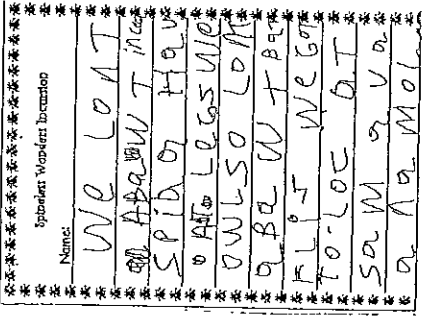
9.



Toda I mad dog

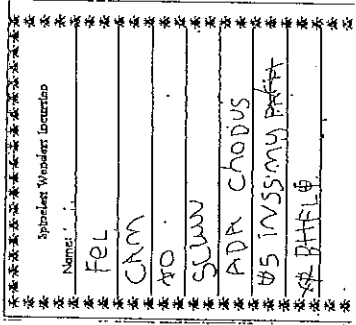
Writes text such that some aspects of the text can be decoded by the reader. May correctly copy topic words from word wall. Attempts to spell words and of the initial, medial and/or final sounds are represented. Correctly spells a few high

11



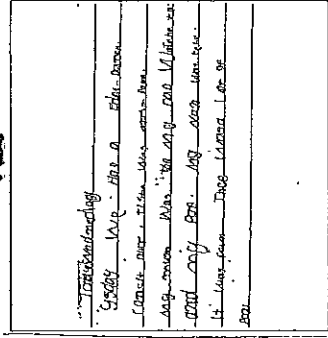
Sentence Structure: attempts to convey an idea in a basic sentence. Not all words may be understood or some words may be missing.

10



frequency words. Experiments with punctuation. E.g. full stops at the end of the writing or random full stops. Randomly uses capital letters.

12



Year 1

Foundations

Nbs 5-11



**Writing:** Students create a range of imaginative, informative and persuasive texts including pictorial representations, short statements, performances, recounts and poetry.

**Key Elements of the AC Standard**

Students write one or more simple sentences to retell events and experiences for a known audience.

Their writing is connected appropriately to illustrations and images produced as part of the text.

They link two or more ideas or events in written and texts.

They use and understand familiar vocabulary, predictable text structures and common visual patterns.

The short texts they produce show understanding of concepts about print including letters, words and sentences.

They use left to right directionality, return sweep and spaces between words.

They handwrite most lower case and some upper case letters.

They use some capital letters and full stops.

Their writing shows some evidence of the use of sound-letter knowledge.

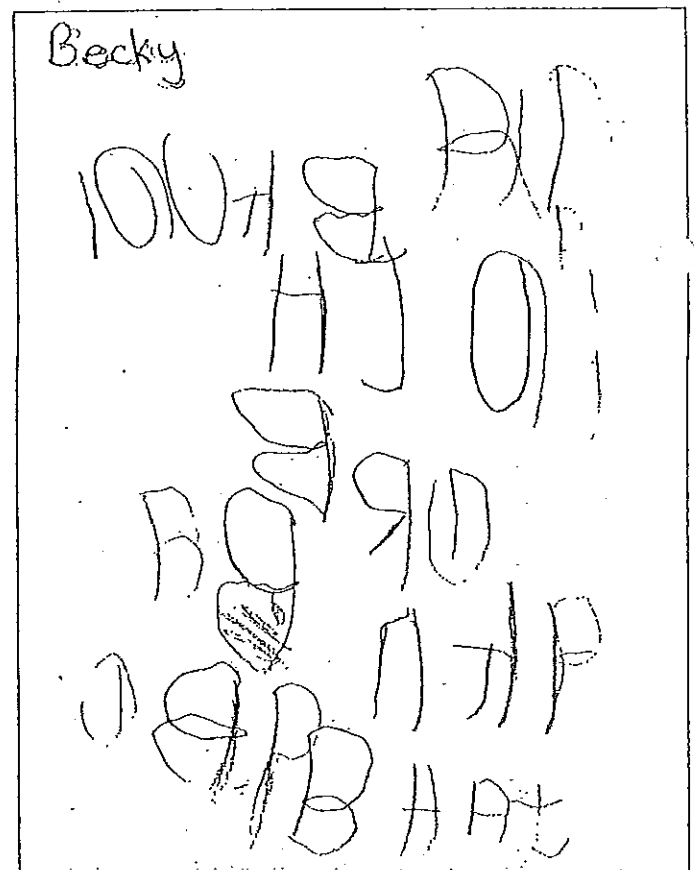
**Comments**

## For Parents

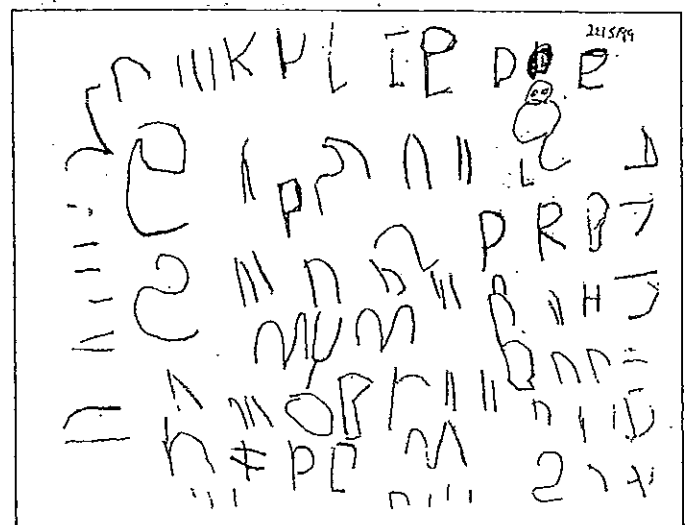
### How can I help my child with writing?

- Find time to show children that you value reading and writing for yourself, and share reading and writing with them. Reading teaches children many things about writing and experimenting with writing helps children develop their understandings about reading.
- Take children to the library and encourage them to select their own books.
- Share simple picture storybooks whenever you can. Talk about the pictures and story and relate events or characters to your child's experiences. Encourage questions and predictions about the stories.
- Read and sing nursery rhymes with children. Use as many action rhymes as possible, such as 'one little piggy went to market' or 'pattacake...'
- Read books which feature rhyme and repetition. Sometimes point to the words as they are read. Encourage children to join in and to predict which words come next.
- Talk about the events of the day encouraging children to join in.
- Talk about print in the environment, e.g. stop signs, advertisements.
- Show children how you use writing. Write messages, shopping lists, telephone messages, letters and greeting cards in front of the children and talk about what you are doing.
- Provide a special place for children to write. Equipment such as a small table or desk, an easel-type blackboard and a notice board for displaying writing plus a range of writing materials such as scrap paper (lined, coloured or plain), used greeting cards, crayons, bank forms, mail order forms, envelopes and little note-books would provide an excellent environment for children to experiment with writing.
- Find opportunities to display children's names.
- When children ask about letters of the alphabet, call the letters by their names not the sounds they may represent.
- Talk about alphabet books and answer children's questions.
- Provide magnetic or plastic letter tiles for children's play.
- Allow children to use a typewriter or word processor to play with and write messages. They may discover some letters from their name.
- Write messages for children to read, e.g. Please feed the cat, Kim. Please phone Nanna.
- Play rhyming games like 'I spy...'

- Respond positively to the message in your children's 'writing' rather than the letter formations or spelling. Celebrate children's efforts and encourage them to have-a-go at writing.



Becky: 'I made my shopping list.'



Kylie: 'I am writing my mum a letter.'

Becky and Kylie know a lot about written language. They need encouragement to continue their development.