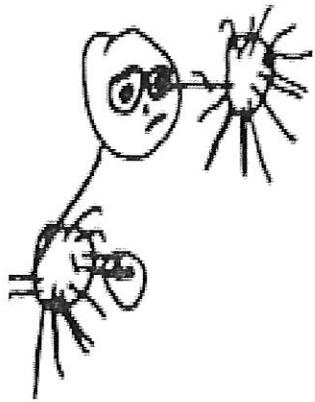


HeidiSongs' Chart of the Developmental Progression of A Child's Writing



1. Pictures



2. Random
Scribbling



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



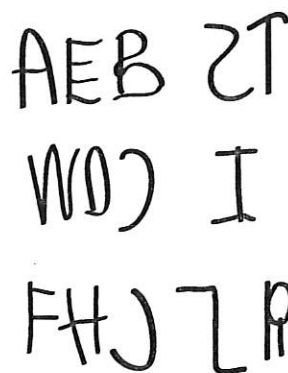
4. Symbols That
Represent Letters



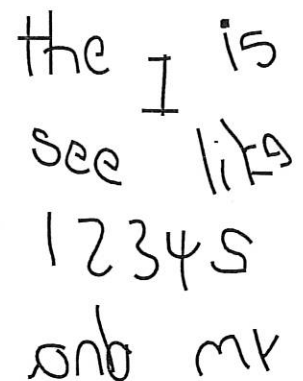
5. Random Letters
(No relationship between
sounds of letters and what
the child is trying to say.)



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.)

Theh can r
(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 wat
to play withf the
white board and
the shapes and
I won to play
with my feh
(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 writ-
ten, 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 el-
ements, plus some real spellings
of words with silent letters and
other spelling patterns. Punctu-
ation is beginning to appear.)