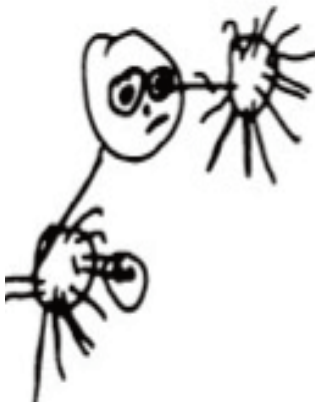


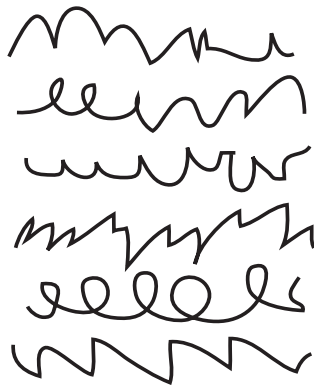
# HeidiSongs' Chart of the Developmental Progression of A Child's Writing



1. Pictures



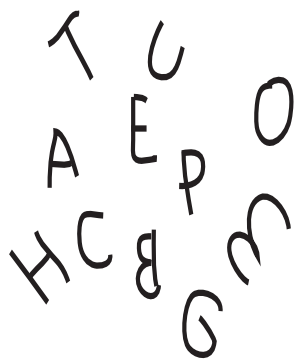
2. Random  
Scribbling



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



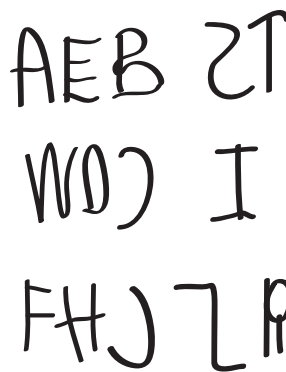
4. Symbols That  
Represent Letters



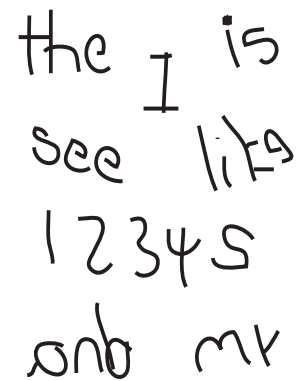
5. Random Letters  
(No relationship between  
sounds of letters and what  
the child is trying to say.)



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 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. Punctua-  
tion is beginning to appear.)