<table>
<thead>
<tr>
<th>Level</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Pictures</td>
</tr>
<tr>
<td>2.</td>
<td>Random Scribbling</td>
</tr>
</tbody>
</table>
| 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.) |
| 9. | Beginning Sounds  
  (Child begins to write simple sentences using sight words and just the beginning sounds of words.) |
| 10. | Early Inventive Spelling  
  (Includes the same elements as the previous level, but with more consonant sounds represented and spaces between words.) |
| 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.) |
| 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.) |

*HeidiSongs' Chart of the Developmental Progression of A Child's Writing*  
© 2014 Heidi Butkus  
www.heidisongs.com