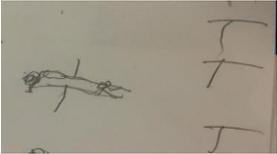
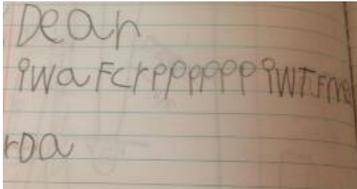
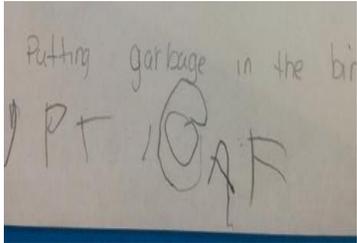
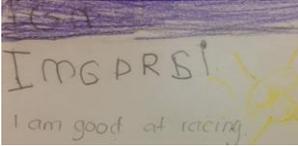
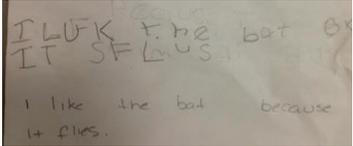


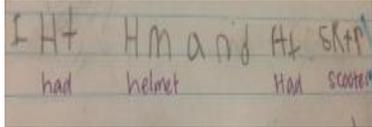
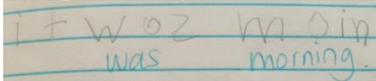
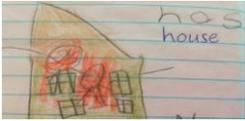
Foundations Stage Writing Rubric (Approaching 1c)

	Foundations 1	Foundations 2	Foundations 3	Foundations 4
AF1 – Ideas & Voice	I can imitate and orally repeat ideas.	I can communicate simple ideas orally.	<p>I can <u>develop existing</u> ideas orally (e.g., with support from existing texts or patterned texts).</p> <p>I am beginning to express feelings and emotions through my pictures.</p>  	<p>I can initiate my own ideas orally using short, simple sentences.</p> <p>I can express feelings and emotions through my pictures.</p>  
AF 2,3, 4 - Organisation	I attempt to organise my thinking orally.	I can orally organise my thinking.	I am beginning to show some organisation though my pictures (e.g., storyboard, sequence of pictures, procedure).	<p>I can organize my ideas into sentence-like structures (e.g., phrases, beginning and/or ending sounds). Openings, middle, closings, linking, or sequencing words not evident.</p> 

Foundations Stage Writing Rubric (Approaching 1c)

<p>AF5 – Sentence Fluency</p>	<p>I use picture-like scribbles to convey my thoughts.</p> <p>I'm beginning to understand that marks and symbols convey meaning.</p>    	<p>I use simple pictures, images, and symbols (e.g., letter strings, environmental print) to convey my thoughts.</p> <p>I understand that marks and symbols convey meaning, but I'm still learning to consistently correlate the letters (graphemes) to the sounds (phonemes).</p>  	<p>In addition to pictures, I write simple labels (including beginning and ending sounds) to convey my thoughts.</p> <p>I differentiate between letters and pictures/symbols when I'm writing and I am beginning to consistently and accurately read what I write.</p>  	<p>I convey my thoughts through short sentence-like structures that include a combination of high frequency words and attempts at other subject words.</p> <p>I use letters or simple words in my writing and I consistently and accurately read what I write.</p>   
<p>AF7 – Word Choice</p>	<p>I use words, signs, or gestures when communicating about objects and/or people who are of particular importance to me.</p>	<p>I am orally able to use a widening range of new vocabulary (e.g., new words that I have been exposed to during class).</p>	<p>I am able to orally use language that is linked to the text and my own experiences.</p>	<p>I am able to use vocabulary and parts of speech in my writing that are increasingly influenced by my own experiences and material covered in class.</p>

Foundations Stage Writing Rubric (Approaching 1c)

<p style="writing-mode: vertical-rl; transform: rotate(180deg);">AF 6 &amp; 8 - Conventions</p>	<p>I can copy and make sounds using voice, instruments, or body percussion.</p>	<p>I can link some personal significant individual phonemes (sounds) to their appropriate graphemes (letters).</p> 	<p>I can link personally significant individual phonemes (sounds) to their appropriate graphemes (letters) (e.g., the letters in my own name and some simple onsets and rimes).</p> 	<p>I'm beginning to show some awareness of sound/letter associations by making phonetically plausible attempts to spell monosyllabic words.</p>  
	<p>I can discriminate between sounds and describe the sounds that I hear.</p>	<p>I can orally identify a word's onset (the sound before the vowel) and am showing awareness of alliteration (recognizing a variety of objects which begin with the same sound).</p> <p>I show awareness and can identify rhymes in songs, poems, and text.</p>	<p>I can blend and segment monosyllabic words and isolate onsets and rimes.</p> <p>I have an understanding of rhyme and can independently generate some rhymes for CVC words.</p>	<p>I can blend and segment individual sounds within monosyllabic words (including vowel sounds).</p> <p>I have an understanding of rhyme and can independently generate rhymes for a variety of monosyllabic and polysyllabic words.</p> <p>I have awareness of full stops although I use them improperly (e.g., often placing them at inappropriate places and/or the end of every line).</p> <p>I have awareness of capital letters although I use them improperly (e.g., often placing them randomly throughout the text).</p>

Foundations Stage Writing Rubric (Approaching 1c)

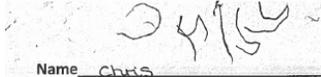
AF9- Presentation

I can demonstrate grip control by making or generating marks such as straight line patterns

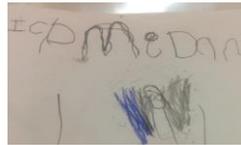


I use a variety of media to explore mark-making (e.g., including different writing implements and unusual textures: sand, jelly, paint, shaving cream, porridge, etc.).

I can make scribbles on a page and associate them with my name.

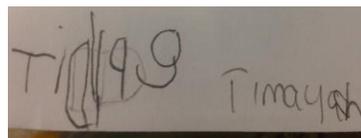
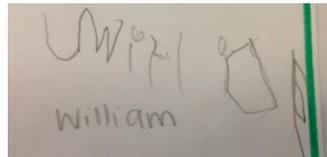


I demonstrate greater control in the use of fine motor skills in a range of activities including letter strings and curved letter patterns.

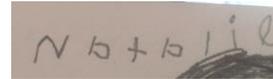


I have established a preferred hand for writing.

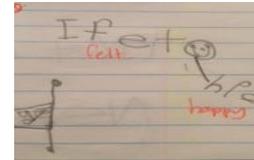
I am able to represent my own name using some appropriate letters and visual cues.



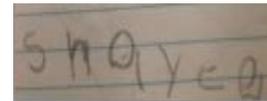
I can hold a writing implement with increasing control and I am beginning to form some letters correctly but often rely on visual prompts.



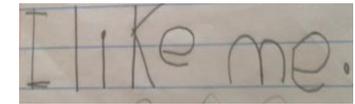
I am beginning to write from left to right.



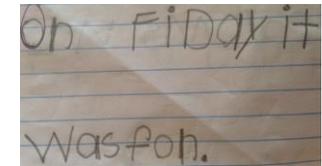
I can usually write my own name from memory.



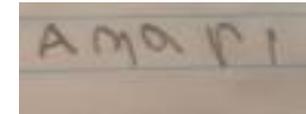
I use a tripod grip consistently and I am beginning to use correct letter formation for the majority of letters, although I sometimes need visual prompts.



I am writing from left to right consistently.



I consistently write my own name from memory.



I have awareness of spaces between words, although I still use spaces improperly.

