

# Indicators Of Readiness to Move To Next Step

<p><b>Step 1</b></p> <p>Move the child on when they —</p> <ul style="list-style-type: none"><li>• have a few words on their word ring, and</li><li>• can manage the process independently of gluing the duplicate, drawing the picture, and asking to have their work checked.</li></ul>	<p><b>Step 2</b></p> <p>Move the child on when they —</p> <ul style="list-style-type: none"><li>• can spell a few sounds, and</li><li>• can “read” back their sentence while correctly pointing to each word. (No longer needs to move finger rapidly to the end of the sentence, to match the printed words while saying the sentence from memory.)</li></ul>
<p><b>Step 3</b></p> <p>Move the child on when they —</p> <ul style="list-style-type: none"><li>• are very adept at tracing over the letters with the pen and</li><li>• can reassemble sentence and</li><li>• recognize words from the sentence , even when they are out of order.</li></ul>	<p><b>Step 4</b></p> <p>Move the child on when they —</p> <ul style="list-style-type: none"><li>• can copy the sentence with ease and</li><li>• know how to spell a few simple “service” words from memory (as they have used them so often they have learned them incidentally).</li></ul>
<p><b>Step 5</b></p> <p>Move the child on when they are able to write two or three sentences with ease by —</p> <p>using the Wall Strip Dictionary,</p> <ul style="list-style-type: none"><li>• finding words from previous Key Words on their ring, and/or</li><li>• sounding out words with or without help from the Phonics Cartoons Chart .</li></ul>	<p><b>Step 6</b></p> <p>Continue to help the child work on increasingly complex projects of interest to them.</p>