

The output of the first part of the research is creating four cognitive strategies (and their schematic representation) which are used by children during the development of the writing process - re-reading (most of the attention is centred to the motoric level), auto-dictation (important is the linguistic level - at first child reads the pattern, then memorizes it, recollects the graphic and then writes). We divide auto-dictation into three forms - by letters, by syllables, by words (with sense). In the other parts of the research we describe the procedures of each strategy in detail, the variance of the strategies in the development of handwriting and their regression according to the task. In conclusion the outputs are discussed with other publications in the references.