|  |  |  |  |
| --- | --- | --- | --- |
| **Literacy: Writing – Writing – ‘developing mark making, phonemic and graphic skills’**  **Developing Knowledge and Skills Sequentially** | | | |
| **Range/Knowledge** | | **Positive Relationships** | **Enabling Environments** |
| 1 and  2. | *• Children’s later writing is based on skills and understandings which they develop as babies and toddlers. Before they can write, they need to begin to understand that texts are symbolic and carry meaning. Later they learn to write down the words they can say. (See the roots of Writing in Communication and language).*  *• What is often referred to as ‘early mark-making’ is the beginning of writing. It is a sensory and physical experience for babies and toddlers, which may not yet resemble letters and words but nonetheless carry meaning for the child. (See roots of mark making and handwriting in Playing and exploring and Physical Development).*  *•* With adult help and encouragement, children begin to look, see and notice marks they make in their own play and marks other people make around them. | *•* Make marks together with babies and toddlers using a range of appropriate and safe materials and tools.  *•* Show children during play how objects, feet, fingers and different parts of the body can make marks.  *•* Encourage children to make marks in playdough and other malleable materials. | • Indoors and outdoors use everyday opportunities to show children and talk about the marks they make and see around them – use simple words e.g. marks the mop/cloth makes when you mop up a spill, the footprints they leave behind on a snowy or muddy day, the hand marks they make on windows/surfaces when they touch them, the marks they make in food play at meal times when they have messy hands.  *•* Create a wide range of opportunities for children to engage in messy play where they can move their hands and bodies freely and look at the marks left behind.  *•* Ensure there is always an opportunity available somewhere in the space they are using for children to make marks and show them to you/point them out |
| 3. | *•* Begins to notice marks and understand the cause and effect of their actions in mark making – in different places and with different materials/tools and implements. | • Encourage different mark-making movements – big, small, hard, soft, quick and slow – • Comment on the way children move their hands and bodies as they make marks saying simple words as above – big, small, hard, soft, quick, slow.  • Demonstrate and model different types of marks e.g. dots, circles, lines, curves, zig-zags and shapes for children to copy as you play along beside them. Use simple words repeating them as you do this.  • Talk about the parts of body that children use as they make their marks – big and small e.g. finger, thumb, hand, toe, foot etc. so children begin to see the different shapes that are made by different parts of the body, and other implements. | • Introduce a range of appropriate implements, including large brushes, chalk and crayons, sticks and sponges for children to draw patterns and shapes.  • Start with a range of large surfaces to allow children to use whole arm and shoulder movements first – then introduce finer movements to make more detailed marks as their skill and confidence grows.  • Offer children a range of different surfaces to make marks on inside and outside e.g. communication boxes, chalk boards, pavements, light boxes, tables, sand boxes and sand pits, floors, rolls of large paper on the floor, Perspex frames outside to paint on, large easels and white boards to mark on with non-permanent pens, muddy spaces in the garden or forest to draw on with sticks, opportunities to mark make with water and in snow – using as many natural objects as possible to allow children freedom to explore and express themselves.  • Play music as children make marks to encourage their responses and to stimulate/encourage different kinds of marks to match the music – speed, rhythm and timbre.  • Don’t forget to allow children to make footprints as well as marks with their hands and fingers.  • Provide opportunities for children to explore how other objects make marks in different ways e.g. driving their toy cars through paint, mud, snow etc. and seeing how natural objects can make imprints in mud and snow, or make shapes when trailed in water. |
| 4. | • Distinguish between the marks they make – in different places, with different objects and implements, tools and natural objects in the environment. | • Talk to children about the marks made and what they look like to expand children’s vocabulary and word knowledge to describe and compare marks e.g. fat line, wide, short, dotted, spots, stripes, curved, straight, zig-zag, shapes, circles, square, corners etc.  • Encourage children to repeat the words you have used with them to help them talk about the marks they make and how they are similar/different from others.  • Show children how to use a wide range of mark making tools and implements in different ways to produce a variety of shapes, patterns and affects – modelling vocabulary to describe the tools and marks made to broaden children’s understanding.  • Encourage children to experiment and explore with tools and implements as they mark make in different ways – large and small, inside and outside and encourage them to talk about what happens and what they notice, see, think as they are mark-making.  • Demonstrate and talk to children about different ways to hold implements and how they can be used in different ways to make a range of marks.  • Talk to children about how to use different pressure and motions for different effects and how to make spaces between their marks, encouraging them to think about where they make marks, position, direction and spaces they choose to have in their mark- . | • Continue as above in 3 – repeating opportunities and taking them further to progressively develop understanding, words and ability to talk about marks they make in different ways and different places.  • Provide materials which reflect cultural diversity so children see symbols and marks they are familiar with.  • Offer a wide variety of different script systems e.g. Arabic, Greek, Chinese and Braille for them to see, talk about and explore within their play and activities – in different areas of the indoors and outdoors.  • Draw attention to marks, signs, logos and symbols in the environment and talk about what they represent. Ensure this involves recognition of English as well as other languages and scripts.  • Display and allow children to access dual language texts and books in different languages – use a variety from our nursery library and talk to the children about the texts and what they notice – include dual language texts of core books so they can see the text may look different but have same meaning to tell the story and match the illustrations.  • Encourage children to choose their own tools and implements for different purposes and effects (links to EAD here) and support them as they try to describe and talk about what they have done/are doing/produced.  • Provide ‘Write-Dance’ opportunities for children to listen to music, songs and rhymes as they mark make so that they can be stimulated and influenced by sounds, smells, tastes, feelings, music and meaning as they make their marks. Encourage children to share and talk about the different marks they make in different places, under different circumstances. |
| 5. | • Talks about the different marks they make/see/ spot in different places.  • Imitates adult’s writing by making continuous lines of shapes and symbols (early writing) from left to right.  • Attempts to write their own name, or other names and words, using a combination of lines, circles and curves or letter-type shapes.  • Shows interest in letters on a keyboard and around the setting, identifying their name and other familiar words and single letters within them they recognise e.g. ‘that’s and ‘a’ and it’s in my name’.  • Begins to make letter-type shapes to represent the initial sound of their name and other familiar words/names.  • Writes their own name on papers/drawings by copying name cards and then doing this from memory (for longer names – writes first two to three let ers of their name).  • Copies words from word banks linked to topics and themes that interest them – in different areas of classroom and curriculum.  • Listens with interest attentively as adults demonstrate how to form different letters correctly and tries to follow instructions to copy correct formation. •Remembers rhymes from RWI to help them form letters that are familiar to them. Matches rhymes to letter shape illustrations.  • Notices the difference between single letters and words and begins to differentiate some familiar words. | • Support children individually in recognising and writing their own names.  • Share our RWI writing scheme with children and parents – using initial sounds in class and children’s names as a starting point.  • Send a copy of our writing scheme letter formation rhymes and cards home for parents to use, see and share with children at home.  •Remind parents to show children how to write their names with a capital letter at the front and lower case letters in the rest of their name – not to just use capitals for all letters in their name when they write it.  • Make individual name cards for children using our RWI letter formation. Have these available inside and outdoors for children to see, recognise and use to help them copy their own names on to papers, drawings and other pieces of work belonging to them. Continue to build up their visual and mechanical/muscle memory so they can eventually write their name (2-3 letters in their name) without having to copy it from memory.  • Demonstrate how to form letters correctly using our RWI scheme for letter formation, using the rhymes and illustrations as aide memoirs for children. | • Provide a range of accessible materials and tools for writing as part of everyday play activity including in role play both indoors and outdoors. Including clipboards, writing belts, writing boards, easels, pathomeways, pavements, notice boards, write on wipe off boards, shopping list boards and note pads and home-made books, diaries, post it notes, etc.  • Use digital/magnetic vehicles that follow lines to encourage mark making.  • Encourage children to make shapes and letters using large tools to continue to build up strength and precision with large arm movements and small finer wrist and finger movements.  • Continue to use the Dance Write programme of activities linked to themes, music and songs/rhymes to give children opportunities to mark making in response to a range of stimuli.  • See also EAD – for expressive drawing, painting and mark making.  • See also Pd for Gross and Fine Motor activities and provision linked to strength, stamina, precision and perseverance with different tools/implements and media that develop hand and eye co-ordination.  • Continue to encourage children to choose their own tools and implements for different purposes and effects (links to EAD here) and support them as they try to describe and talk about what they have done/are doing/produced. Encourage a wider range and complexity of implements and tools in different areas of the curriculum for a range of purposes. |
|  |  |  |  |