

# Literacy for ALL in our Playrooms



## Mark Making and Emergent Writing 2024-25

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# House-Keeping

- Fire Alarm
- Parking
- Refreshments
- Facilities



# Tasks

- Use the writing environment tool to audit your spaces for writing.
- Identify opportunities for early mark making in your establishment: Bring some examples of interesting mark making tools.

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# Aims

- To deepen our knowledge of emergent writing and mark making progression
- To consider current provision for mark making and emergent writing in our establishments.

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# Content

- The development of mark making and emergent writing
- Importance of names
- Marks matter
- Strategies for mark making and emergent writing



# Mark Making



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# Discussion

What is mark making?

What is writing?



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# What is mark making and emergent writing?

Put simply.....

Mark making is the creation of different patterns,  
lines, shapes and textures

Emergent writing is a child's first attempts at  
writing

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# Discussion

What are you currently doing in your setting to promote both mark making and writing indoors and out?



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## Why is mark making important?

- Opportunity to explore imaginatively, physically and creatively
- Opportunity to test ideas and extend play
- Foundation that underpins a child's ability to write

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## When does mark making begin?

- The foundations for becoming a confident writer begin at birth
- Writing begins long before a child can hold or control pencils or pens.
- All children will need to develop their **muscles for writing**
- Development of these muscles can be influenced by many factors e.g a child's sex, opportunities for experience, motivation, interest

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# Mark Making



developing  
hand –  
child around  
4 ½ years old



developed  
hand –  
child around  
7 years old

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“Understanding the **link** between **gross and fine motor skill development** is **crucial** for practitioners. **Children** are **better equipped** to make **fine motor movements** if they also have **adequate opportunity** to **develop** their **gross motor skills**. Both are linked. In the **development of writing**, **children need** to not only be provided with a **wide range of mark-making opportunities** when they are small, but also be able to **explore** other experiences such as **manipulating clay** or **using peg boards**, completing **jigsaws** or **sewing** to fully develop the small muscles in their hands.”



*Realising the Ambition p70*

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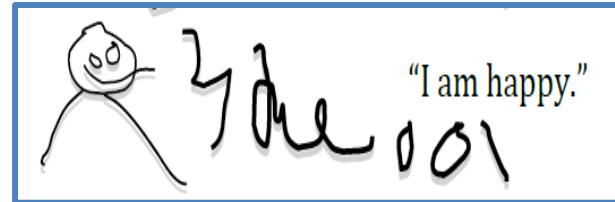
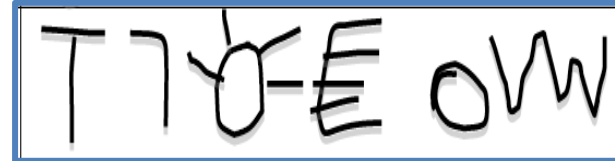
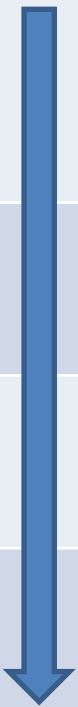
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# Developmental Stages of Writing



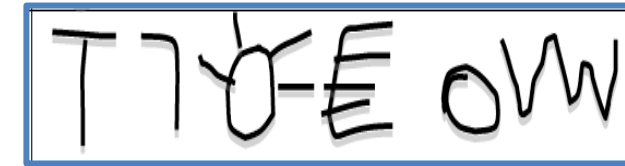
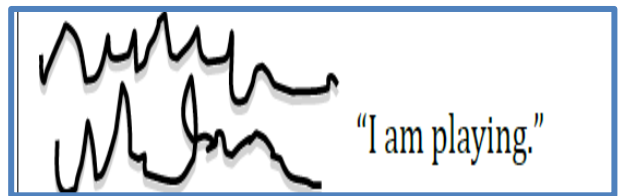
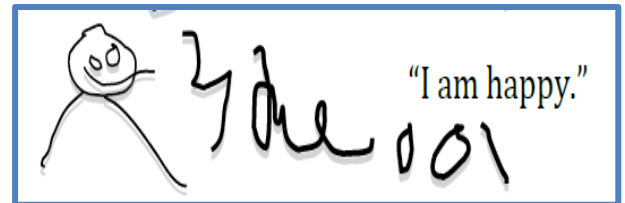
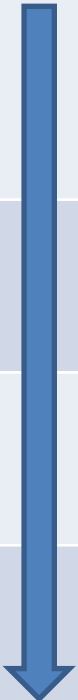
Pre-Literate	
Stage	Stage Description
Scribble	Starting point any place on th page, resembles drawing large circular strokes and random marks that do not resemble print or communicate a message.
Symbolic	Starting point any place on page, pictures or random strokes/marks with an intended message
Directional Scribble	Scribble left to right direction, linear, intended as writing that communicates a meaningful message/idea.
Symbolic / Mock Letters	Letter-like formations that may resemble letters but isn't intentional, interspersed with numbers and spacing is rarely present.



# Developmental Stages of Writing



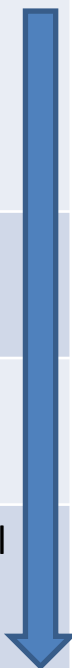
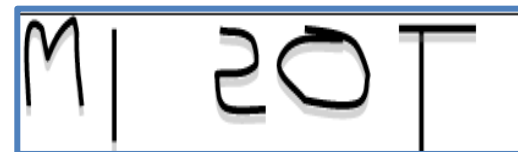
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# Developmental Stages of Writing



Emergent	
Stage	Stage Description
Strings of Letters	Long strings of various letters in random order, may go from left to right, uses letter sequence perhaps from name, usually uses capital letters, may write same letters in many ways.
Groups of Letters	Groupings of letters with spaces between to resemble words
Labelling Pictures	Matching beginning sounds with the letter to label a picture
Environmental Print	Copies letters/words from environmental print, reversals common, uses a variety of resources to facilitate writing. This may include own name.



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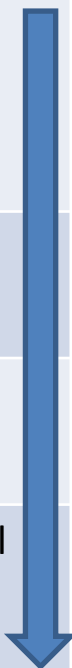




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## Progression in Drawing and Mark Making



I can 'scribble' in circular strokes and random marks.



I can make geometric shapes and controlled 'scribbles' within my mark making.



I can draw pictures with recognisable features i.e. human figure.



I can draw human figures with body and limbs.



I can draw more detailed pictures and figures.



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# Importance of Names



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# What is in a name?

- Why is a name important?



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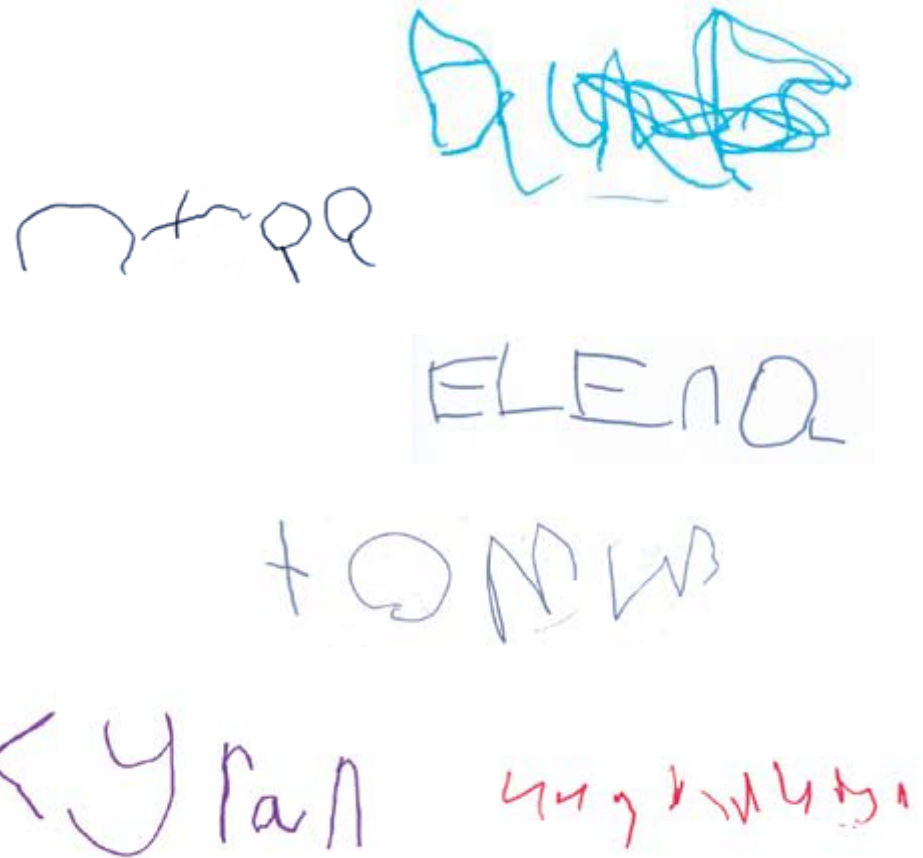
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# What is in a name?

- Children's earliest mark making will often involve their name or age as these are of particular significance
- Empowerment
- Identity
- Beginning with lines and curves moving to initial letter



# What is in a name?

- Discuss examples of where in the indoor/outdoor setting children have the opportunity to find, recognise and write their names?



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# Marks Matter



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# 3 years and 7 months

What is notable?



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# 3 years and 7 months

What is notable?

Keon forms zigzags, vertical arcs, colour blocks, spots and an enclosure line. He labels this *as*:

*“my name and some fireworks”*



# 4 years and 1 month

What is notable?



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# 4 years and 1 month

## What is notable?

Keon with support is now writing his full name. In this example he tells a story to the practitioner while drawing.

*“This is a crocodile. I done a dark river... now the crocodile is wearing stripy hair. Now the crocodile has got BIG hair. Now its got BIG, BIG hair and now a tail... I’m painting.”*

This is significant development as he now uses extended narratives, giving story meaning to his marks.



What is notable?



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## Sam and the calculator (3 years 6 months)

Sam has been watching his friend Bradley play with a calculator and occasionally writing on a piece of paper as he presses the buttons. Sam wants to be a part of this play and when he has fetched a calculator for himself, the two boys talk about the numbers they press, often choosing their age number: '3'. Sam decides to make marks of his own on a piece of paper as they play.



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What is notable?



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## Alex's numbers (4 years 11 months)

Alex loves writing and, on this occasion, chooses to explore numerals using his own symbols. He adapts the symbol '6' for '7' and '8' and uses elements of standard letters and of numerals he knows. He is consistent in repeating '5' and uses the first letter of his name to stand for '2'.

Alex's explorations illustrate just how much he already knows about written symbols and number, showing that Alex knows his numbers. He soon comes to understand and use standard written numerals.



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# Observation Cycle

What will I do now?

What did I notice?  
(see/hear)

child-centred pedagogy  
in practice



**'Listen with your eyes and ears'**

What does the child's **actions, emotions** and **words** tell you about their development and learning?

Are your methods of documentation informative and meaningful to **you, the child, their family** and **other practitioners**?

responsive and intentional  
planning

Informed by the child's **actions, emotions** and **words**

What needs to **stay** to reinforce development and learning?

What needs to **change** to inspire new learning and development?

**Sensitive interactions** - honing the skill of stepping in and stepping back

**Flexible experiences** - learn from the child to inform practice

**Variety of spaces** - outdoors and inside

facilitation

What does this tell me/what does this mean?

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# Writing - Experiences and Outcomes

I enjoy **exploring** and **playing** with the patterns and sounds of language and can use what I learn. LIT 0-01a / LIT 0-11a / LIT 0-20a

*Enjoyment/Choice*

As I **play** and learn, I enjoy **exploring** interesting materials for writing and different ways of recording my experiences and feelings, ideas and information. LIT 0-21b

*Tools*

I **explore** sounds, letters and words, discovering how they work together, and I can use what I learn to help me as I read or write ENG 0-12a / LIT 0-13a / LIT 0-21a

*Tools*

I enjoy **exploring** events and characters in stories and other texts and I use what I learn to invent my own, sharing these with others in imaginative ways. LIT 0-09b / LIT 0-31a

*Creating Texts*

Within **real** and **imaginary** situations, I share experiences and feelings, ideas and information in a way that communicates my message. LIT 0-26a

*Organising/Using Information*

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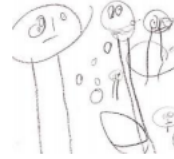


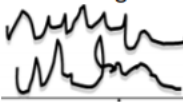
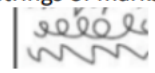
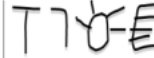

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# Early Level Tracker 1

<p><b>Enjoyment &amp; Choice</b>  <a href="#">LIT 0-1a</a>  <a href="#">LIT 0-11a</a>  <a href="#">LIT 0-20a</a></p>	<p>Have opportunities to write, inspired by what they have listened to, watched or read</p>	<p>Explore a variety of writing materials for purposeful mark making</p>	<p>Develop mark making in different contexts and share what they have created</p>	<p>Begin to explore creating texts in meaningful contexts through play based and outdoor learning</p>	<p>Begin to explore imitating writing letters and words and use the print in their environment as a stimulus</p>	<p>Begin to develop pride and confidence in writing own name</p>	
<p><b>Tools for Writing</b>  <a href="#">ENG 0-12a</a>  <a href="#">LIT 0-13a</a>  <a href="#">LIT 0-21a/b</a></p>	<p>Begin to be aware that words and writing go in a left to right direction</p>	<p>Begin to be aware that words are made up of letters</p>	<p>Use a variety of tools to mark make e.g. sticks and fingers in the sand</p>	<p>Begin to explore writing letters</p>	<p>With adult scaffolding participate in collaborative writing activities</p>	<p>Develop gross and fine motor skills and pencil control</p>	<p>Use own drawings to retell a story and show their knowledge of a text</p>
<p><b>Organising and Using Information</b>  <a href="#">LIT 0-26a</a></p>	<p>With support, plan by thinking about, verbalising, acting out and/or drawing what they want to write about</p>	<p>Convey ideas through play to show understanding of real life purposes for writing e.g. shopping lists</p>	<p>Begin to share feelings and opinions on stories and illustrations</p>	<p>Begin to use signs and labels from the environment in own texts and drawings</p>	<p>Contribute to a collaborative piece of writing</p>		
<p><b>Creating Texts</b>  <a href="#">LIT 0-9a</a>  <a href="#">ENG 0-31a</a></p>	<p>Begin to invent own stories and characters and share these ideas with others through mark making and talk</p>	<p>Begin to describe characters and explain likes and dislikes using appropriate vocabulary</p>	<p>Begin to describe settings and explain likes and dislikes using appropriate vocabulary</p>	<p>Begin to retell and adapt familiar stories using a combination of drawing and mark making</p>	<p>Be able to give meaning to own drawings and mark making</p>		

# Emergent Writing Skills

<p><b>E's and O's</b></p> <p><i>I enjoy exploring and playing with the patterns and sounds of language and can use what I learn.</i>  <b>LIT 0-01a / LIT 0-11a / LIT 0-20a</b></p> <p><i>I explore sounds, letters and words, discovering how they work together, and I can use what I learn to help me as I read or write.</i></p> <p><b>LIT 0-13a / LIT 0-21a</b>  <i>As I play and learn, I enjoy exploring interesting materials for writing and different ways of recording my experiences and feelings, ideas and information.</i></p> <p><b>LIT 0-21b</b>  <i>Within real and imaginary situations, I share experiences and feelings, ideas and information in a way that communicates my message.</i></p> <p><b>LIT 0-26a</b>  <i>I enjoy exploring events and characters in stories and other texts and I use what I learn to invent my own, sharing these with others in imaginative ways.</i></p> <p><b>LIT 0-09b / LIT 0-31a</b></p>	<p>I can hold a pencil using a palmer grasp to mark make.</p> 	<p>I can make marks using a wide range of materials.</p> 	<p>I can hold a pencil using a digital pronate grasp to mark make.</p>	<p>I can manipulate and use small tools.</p>	<p>I can use small tools with control and accuracy.</p>	<p>I can hold a pencil with a tripod grasp to mark make.</p> 	<p>I can make marks with control.</p>
	<p>I can make marks during play.</p>	<p>I can 'write' during play and explain what my 'writing' means</p>	<p>I can 'write' for a range of different purposes i.e. to label, create stories, write letters/cards</p>	<p>I can create my own drawings and talk about them.</p>	<p>I can ask an adult to scribe my thoughts and feelings when I draw and create my own stories.</p>		
	<p>I can 'scribble' in circular strokes and random marks.</p> 	<p>I can make geometric shapes and controlled 'scribbles' within my mark making.</p> 	<p>I can draw pictures with recognisable features i.e. human figure.</p> 	<p>I can draw human figures with body and limbs.</p> 	<p>I can draw more detailed pictures and figures.</p> 		
	<p>I can 'scribble' from left to right to represent my 'writing'.</p> 	<p>I can differentiate my drawings from 'writing' by long strings of marks.</p> 	<p>I can write letter like formations and symbols.</p> 	<p>I can copy some letters from my name.</p>	<p>I can write strings of random letters.</p> 	<p>I can copy my name and words that have been written for me.</p>	<p>I can write my name.</p>

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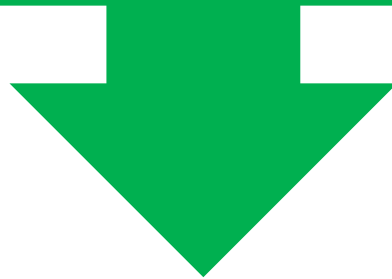
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# Mark Making and Emergent Writing throughout the Learning Environment



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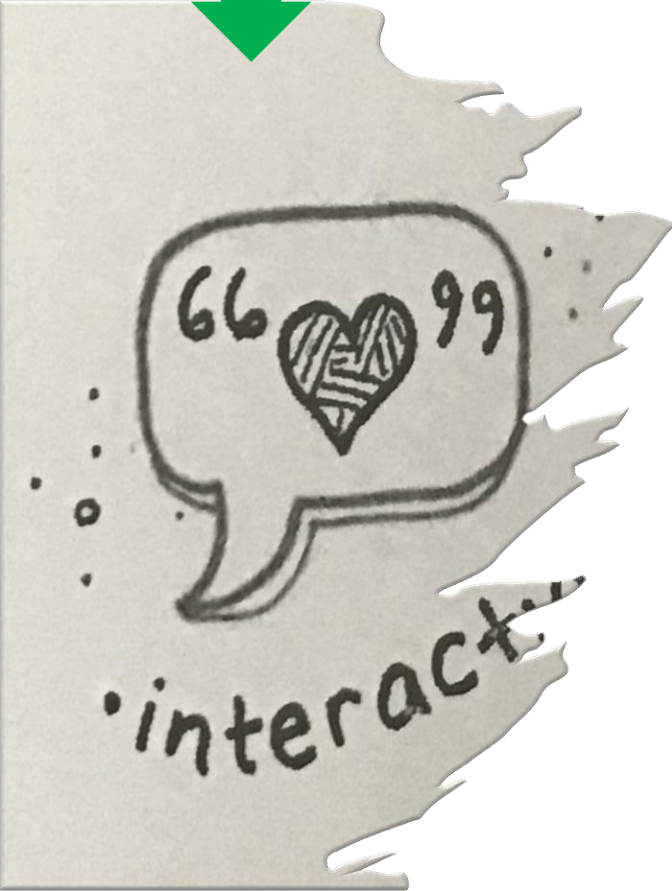
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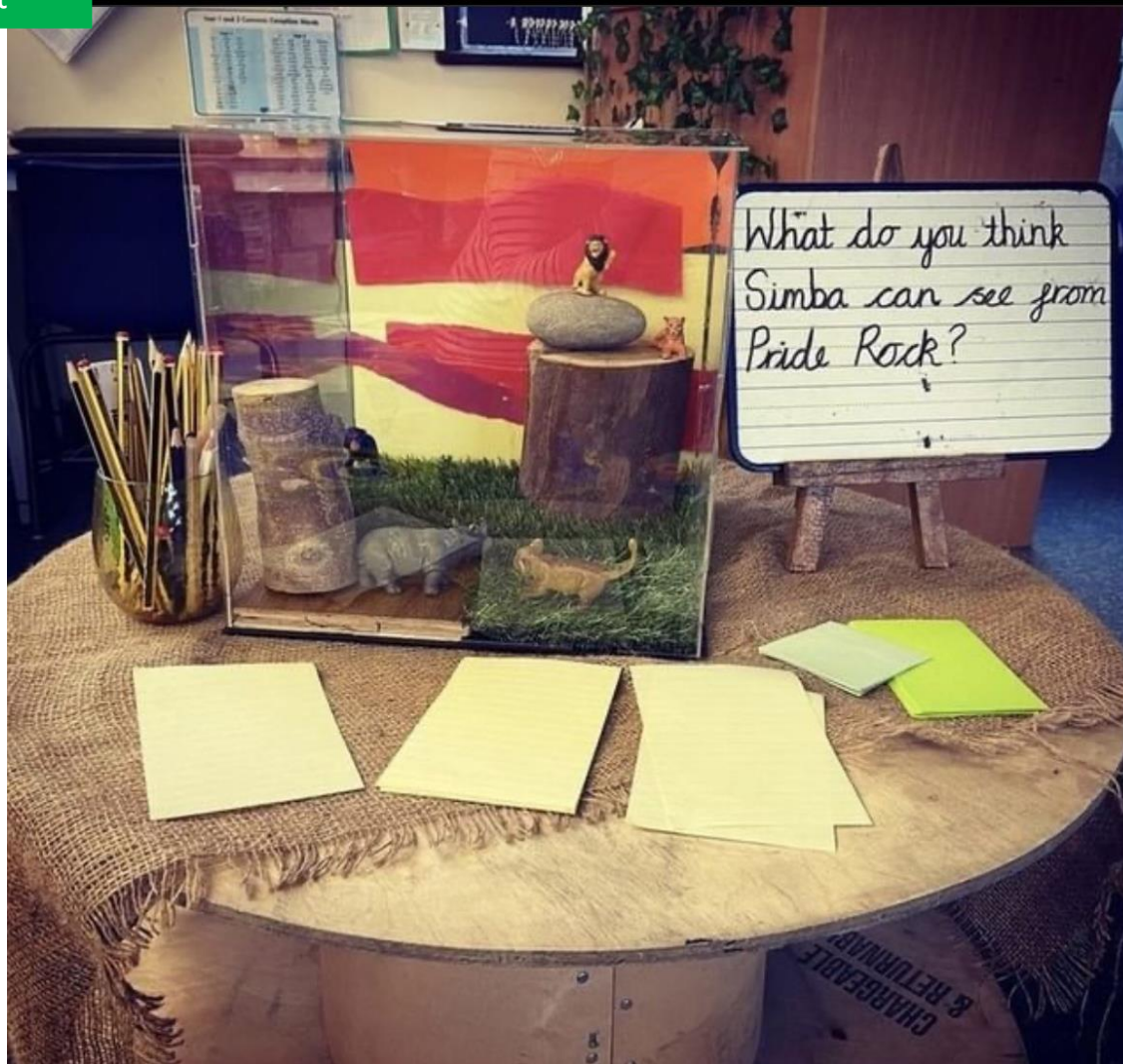




- I think .... I see..... I wonder....
- Strive for 5 – Extending Conversations
- Model the process of spoken words becoming written words.
- Celebrate all attempts at emergent writing.
- Provocations for mark making and writing



Mark Making and Emergent Writing throughout the Learning Environment



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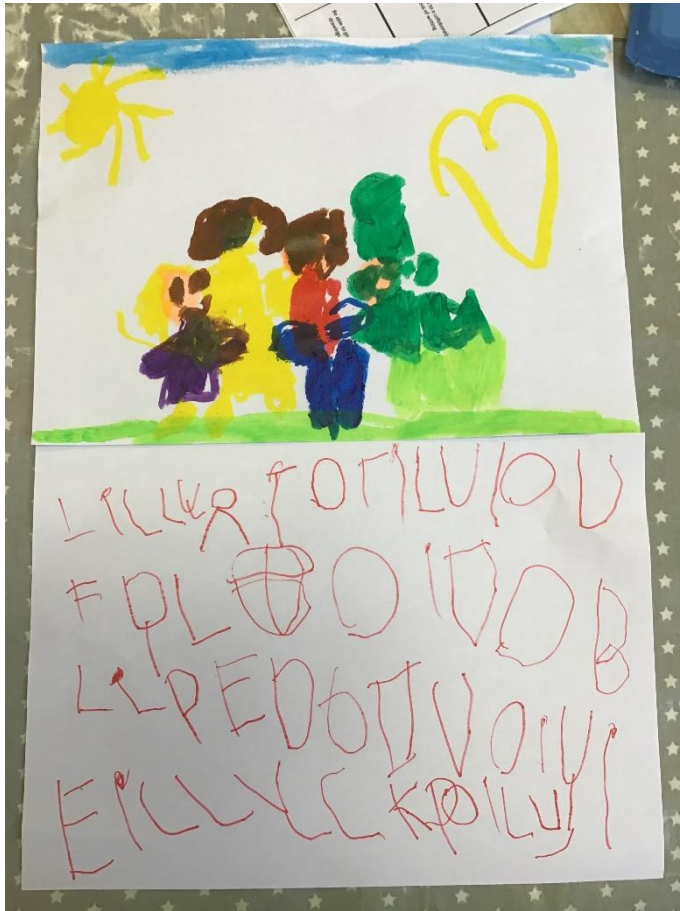
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# Labelling Pictures



- Children using knowledge of letters, environmental print or adult scribing to write about their drawings.

# Floorbooks



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Experiences can be intentionally planned and adult-led or spontaneous and child-led.



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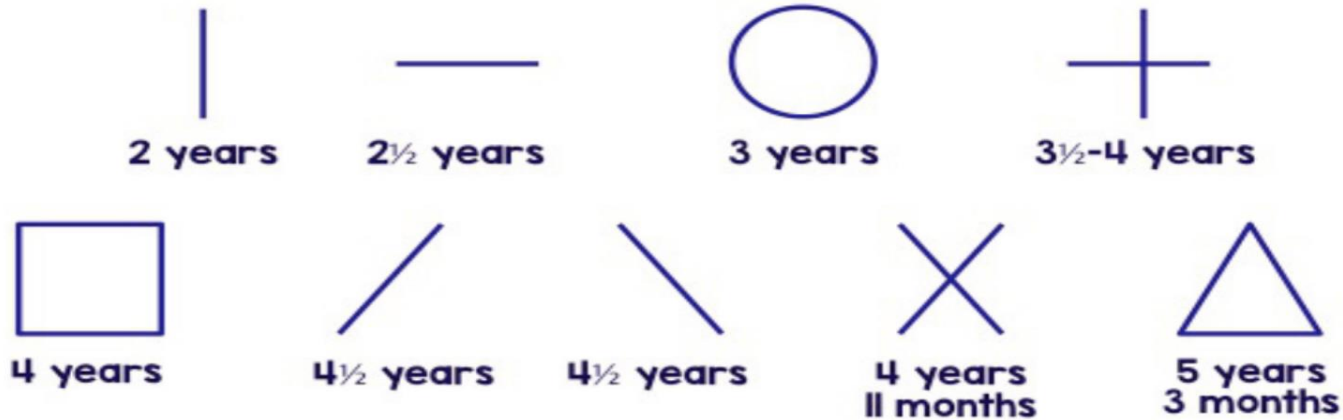
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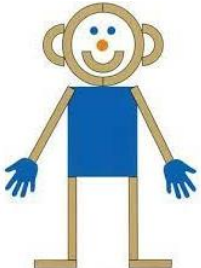


## The Beery – Buktenica Developmental Test of Visual- Motor Integration

Writing readiness can be guided by the child's ability to write these first 8 to 9 shapes as these form the foundations of all letters and numbers.



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Handwriting Without Tears®



SCAN ME

MatMan

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# Mark Making and Emergent Writing throughout the Learning Environment



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Mark Making and Emergent Writing throughout the Learning Environment



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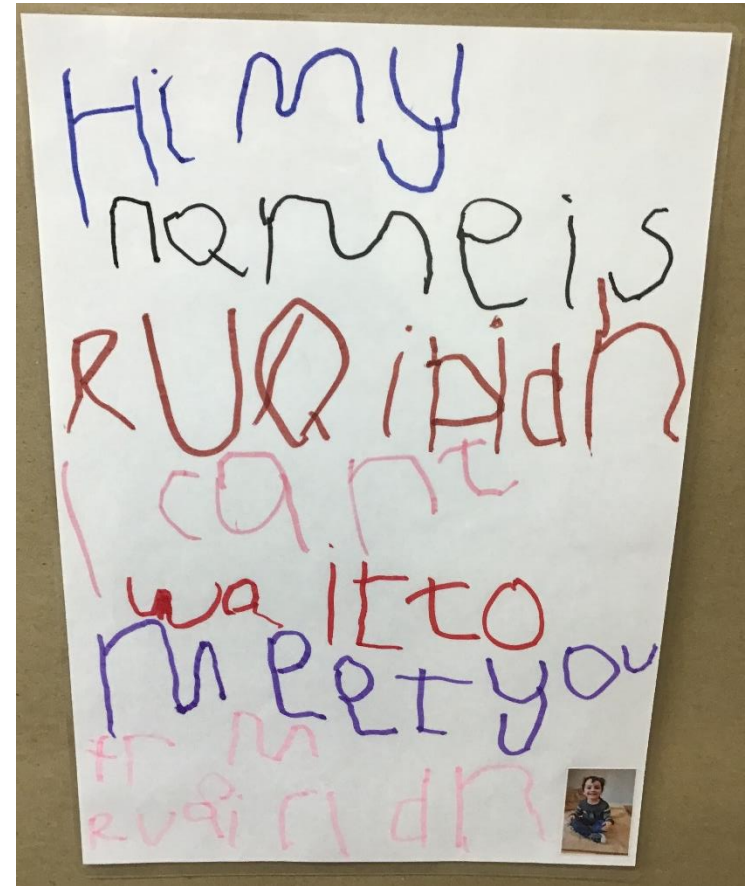
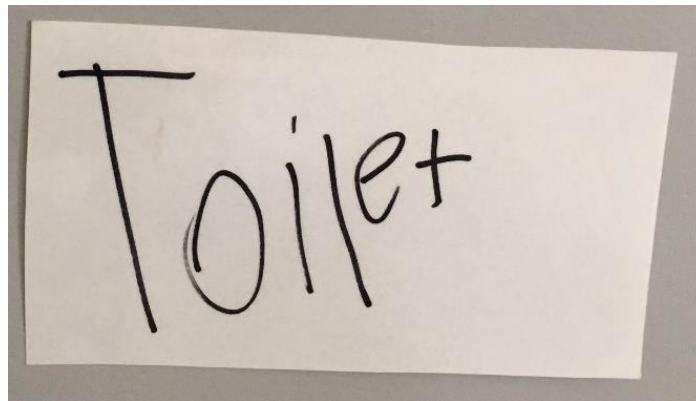
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# Creating Signs and Labels

- Using environmental print or adult scribing to create signs and labels for the nursery.



# Environmental Print



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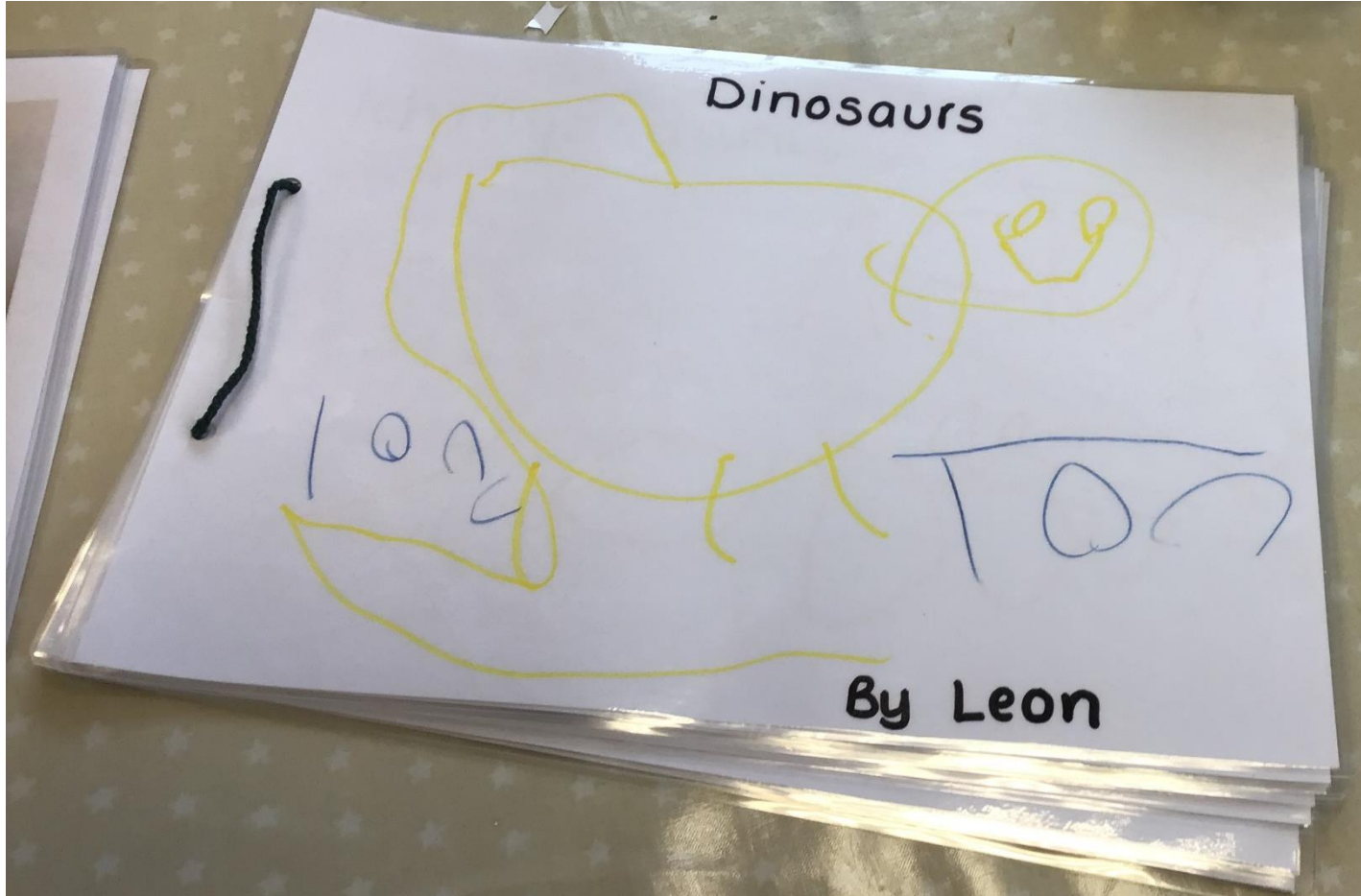
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# Creating Books



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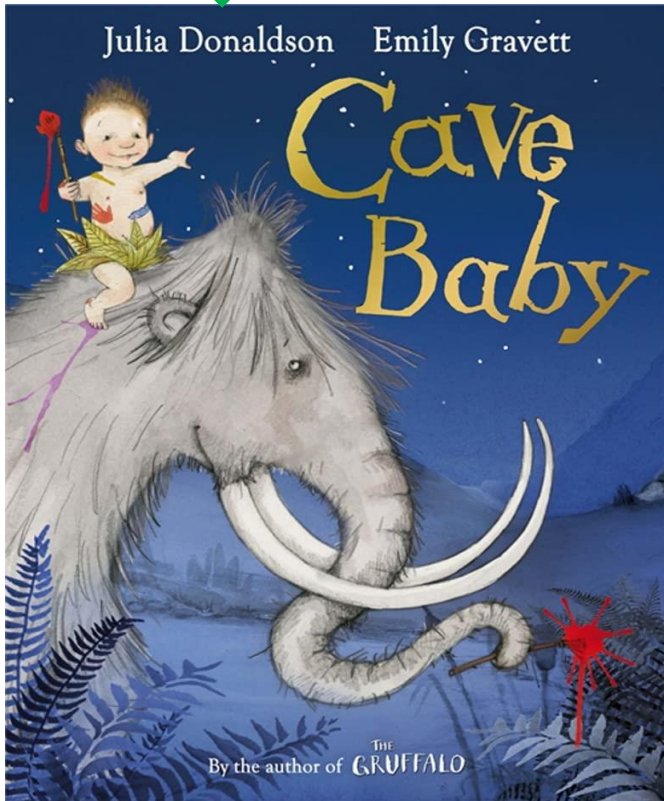
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Mark Making and Emergent Writing throughout the Learning Environment



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# Inspiration from Favourite Stories



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# Writing Sequels



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# Collaborative / Shared Writing



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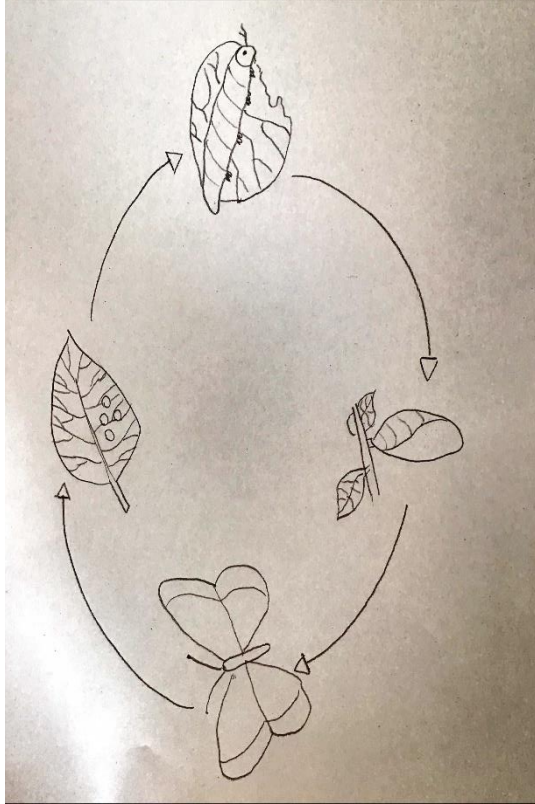
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# Story Maps



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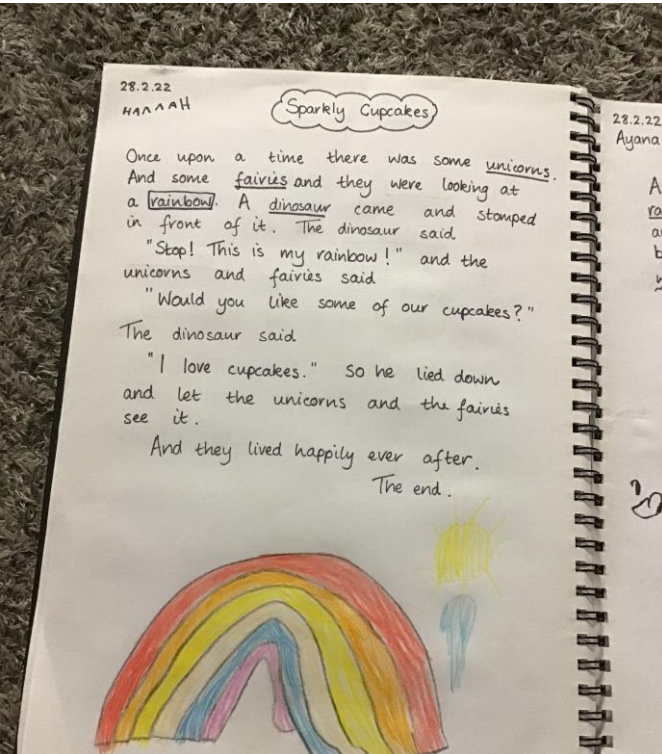
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# Mark Making and Emergent Writing throughout the Learning Environment



## Story Acting

Story Scribing...Helicopter Stories

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# Digital Stories



## Book Creator

Wellbeing and Learning

Achievement and Progress

Networked Learning Organisation

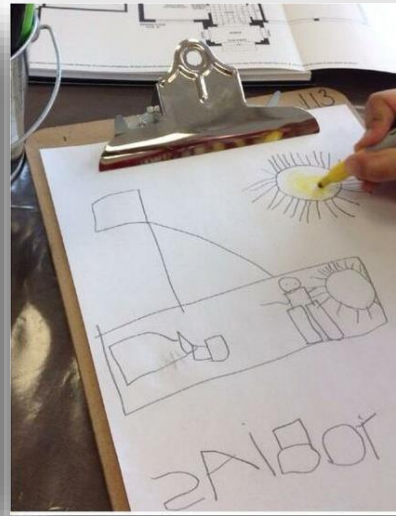
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# Mark Making – Block Play



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Achievement and Progress

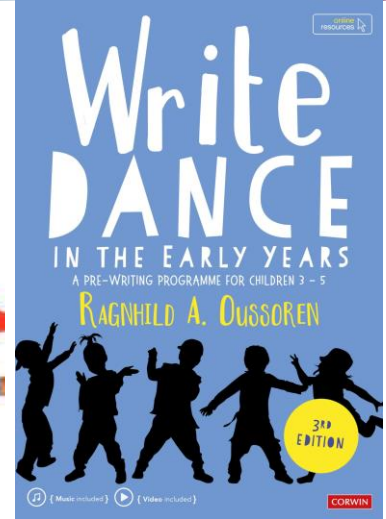
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# Mark Making and Emergent Writing throughout the Learning Environment



Wellbeing and Learning

Achievement and Progress

Networked Learning Organisation

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Mark Making and Emergent Writing throughout the Learning Environment



Wellbeing and Learning

Achievement and Progress

Networked Learning Organisation

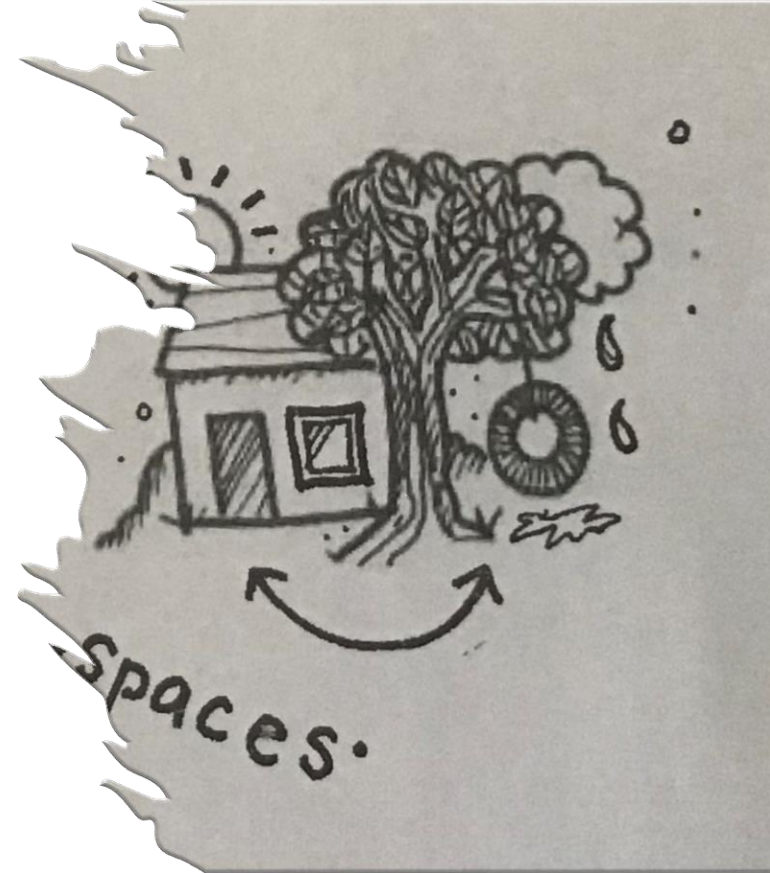
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- Ensure there are opportunities for mark making emergent writing throughout your spaces, both indoors and out.
- Observe how the children are interacting with your spaces.



Mark Making and Emergent Writing throughout the Learning Environment



## Writing Area

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# Celebrate a variety of scripts



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# Mark Making and Emergent Writing throughout the Learning Environment



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# CREATE YOUR OWN BRUSHES



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# Mark Making and Emergent Writing throughout the Learning Environment



## Writing Caddies

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# Mark Making and Emergent Writing throughout the Learning Environment



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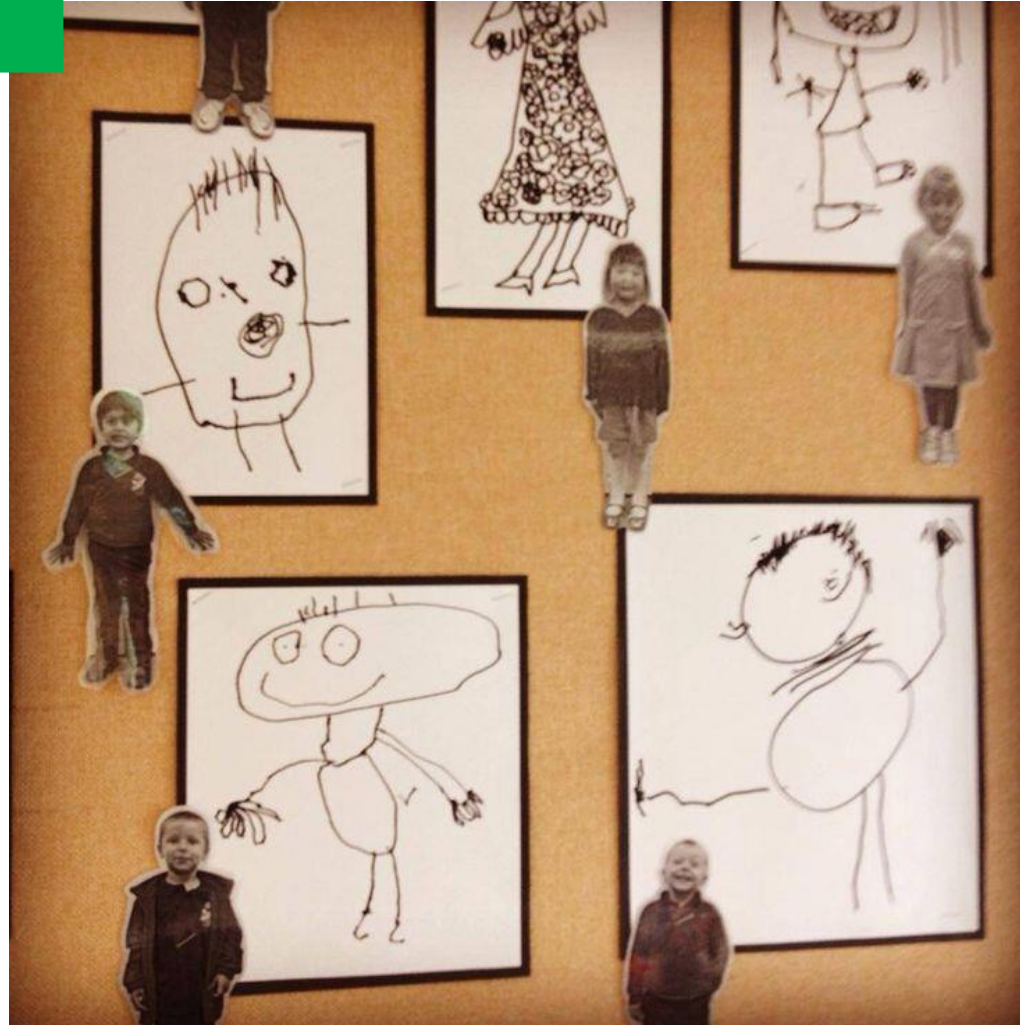
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# Mark Making and Emergent Writing throughout the Learning Environment



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# Mark Making and Emergent Writing throughout the Learning Environment



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# Mark Making and Emergent Writing throughout the Learning Environment



## Deconstructed Role Play

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# Mark Making and Emergent Writing throughout the Learning Environment



## Deconstructed Role Play

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# Mark Making and Emergent Writing throughout the Learning Environment



## Deconstructed Role Play

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# Contacts

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- **Twitter:** @GlasgowLEL

- **Blog:** Google Leaders of Early Learning

<https://blogs.glowscotland.org.uk/gc/gccleadersofearlylearning/>

Wellbeing  
and  
Learning

Achievement  
and  
Progress

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Learning  
Organisation

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Learning

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and Inclusion



# Literacy for ALL in our Playrooms



## Mark Making and Emergent Writing 2024-25

