

Literacy for All In Our Playrooms

Early Writing and Mark Making
Twilight 23rd March 2023



<https://forms.office.com/e/ubvZdRZRnw>



Tasks

- Use the writing environment tool to audit your spaces for writing.
- Identify opportunities for early mark making in your establishment: think 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



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Mark Making



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Mark Making



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

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

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

developing
hand –
child around
4 ½ years old

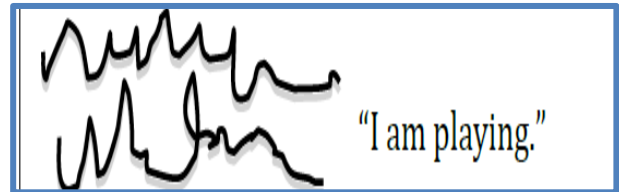
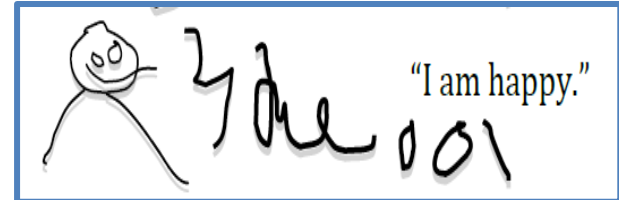
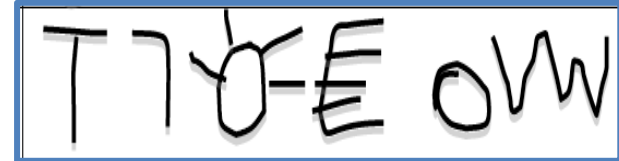
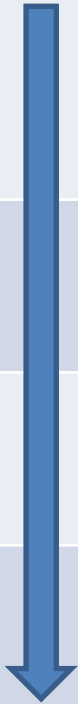


developed
hand –
child around
7 years old

Developmental Stages of Writing



| Pre-Literate | |
|-------------------------|--|
| Stage | Stage Description |
| Scribble | Starting point any place on the 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. |



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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. |

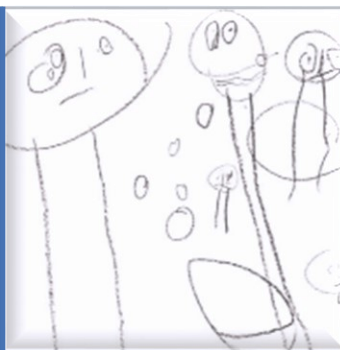
Progression in Drawing and Mark Making



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.



Importance of Names



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What is in a name?

- Why is a name important?

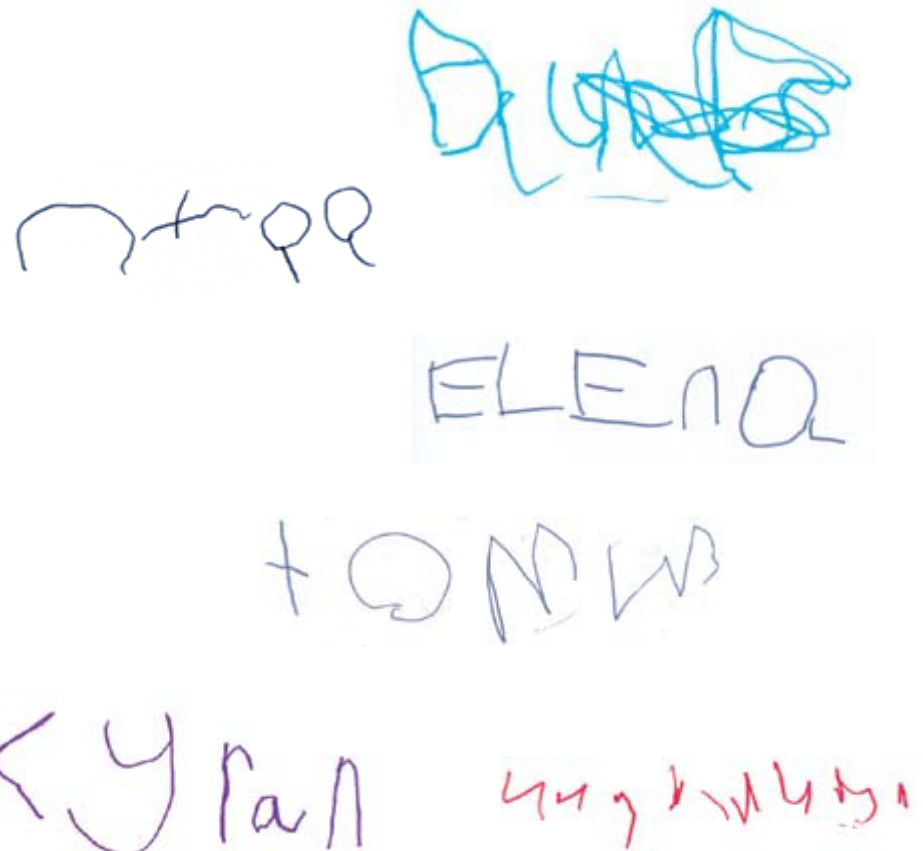


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What is in a name?

- 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?



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?



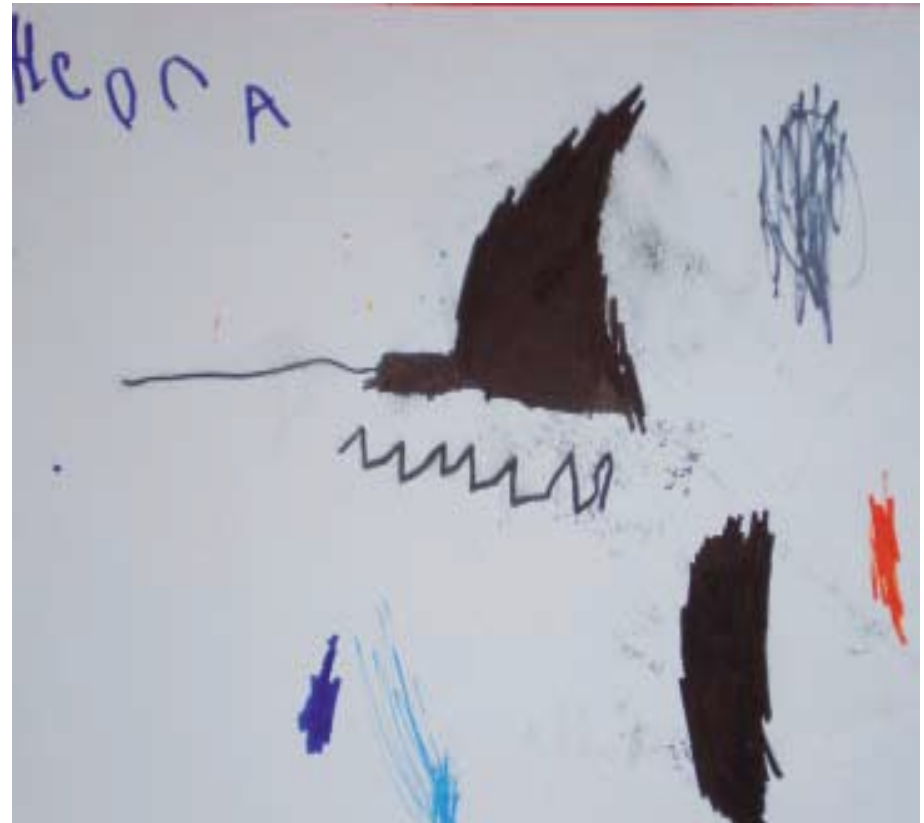
4 years and 1 month

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.



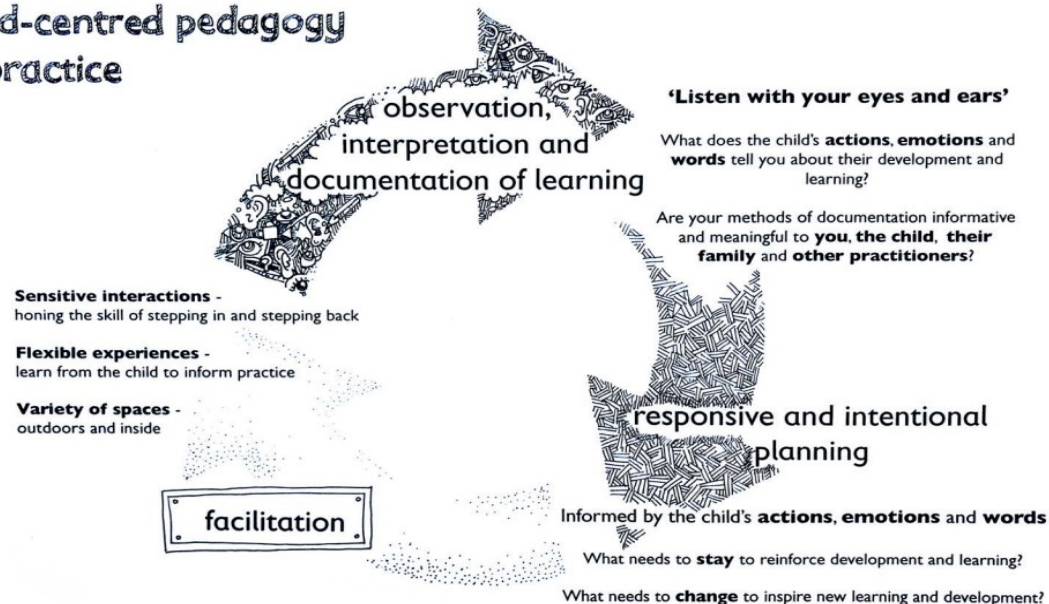
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Observation Cycle

What will I
do now?

What did I
notice?
(see/hear)

child-centred pedagogy
in practice



What
does this
tell
me/what
does this
mean?



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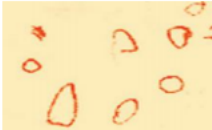



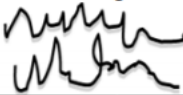
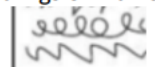
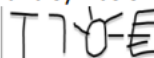



Early Level Tracker 1

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

| E's and O's | | | | | | | |
|---|---|--|--|--|---|--|---------------------------------------|
| <p><i>I enjoy exploring and playing with the patterns and sounds of language and can use what I learn.</i> LIT 0-01a / LIT 0-11a / LIT 0-20a</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> LIT 0-13a / LIT 0-21a</p> <p><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> LIT 0-21b</p> <p><i>Within real and imaginary situations, I share experiences and feelings, ideas and information in a way that communicates my message.</i> LIT 0-26a</p> <p><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> LIT 0-09b / LIT 0-31a</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> |

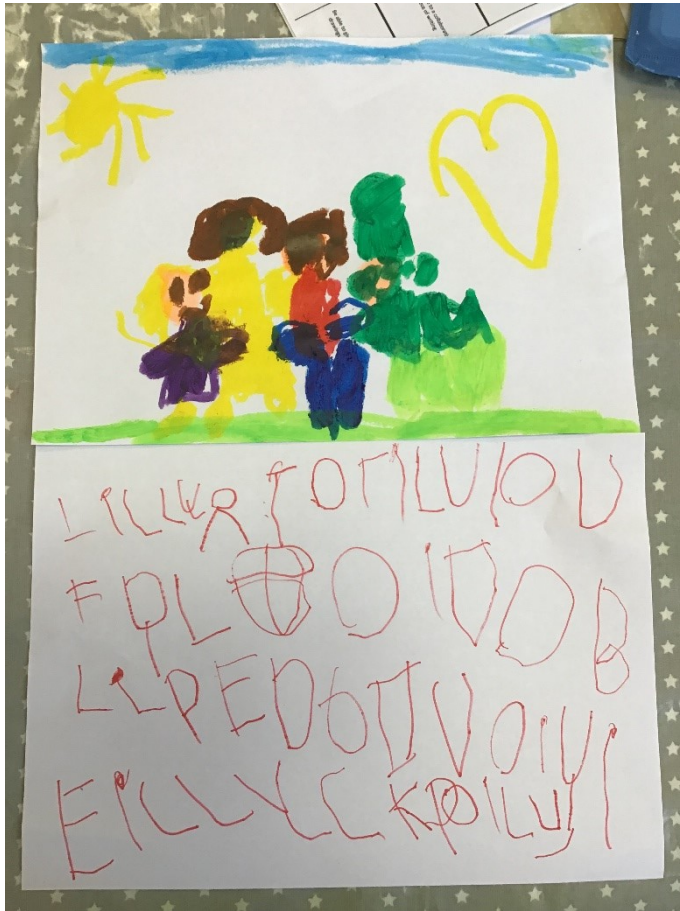
Writing Experiences



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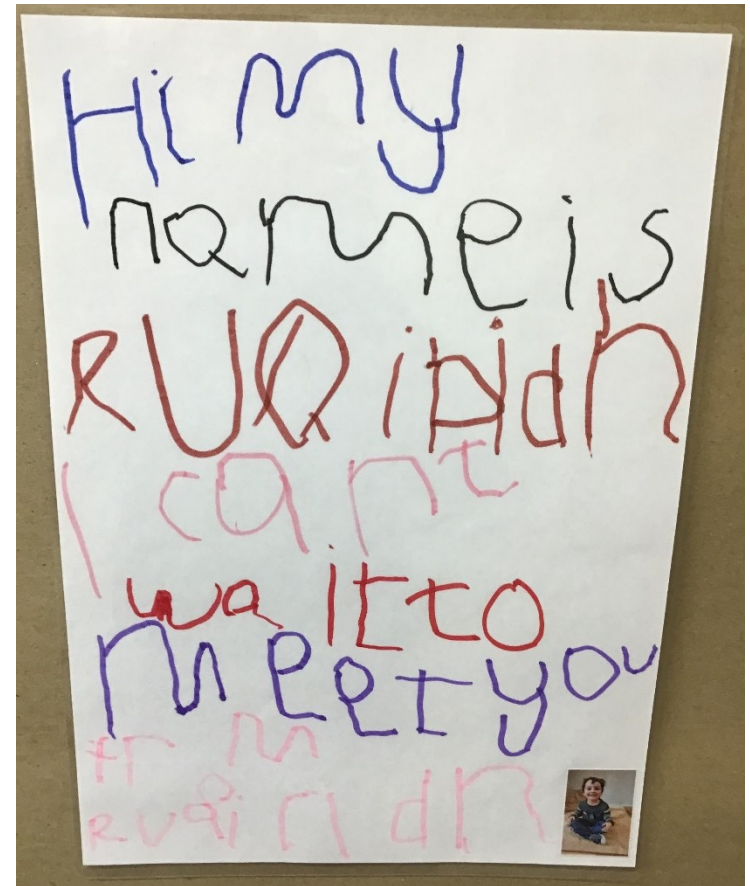
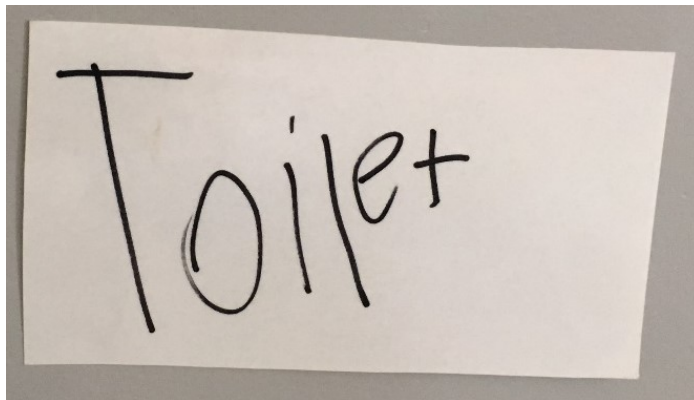
Labelling Pictures



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

Creating Signs and Labels

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



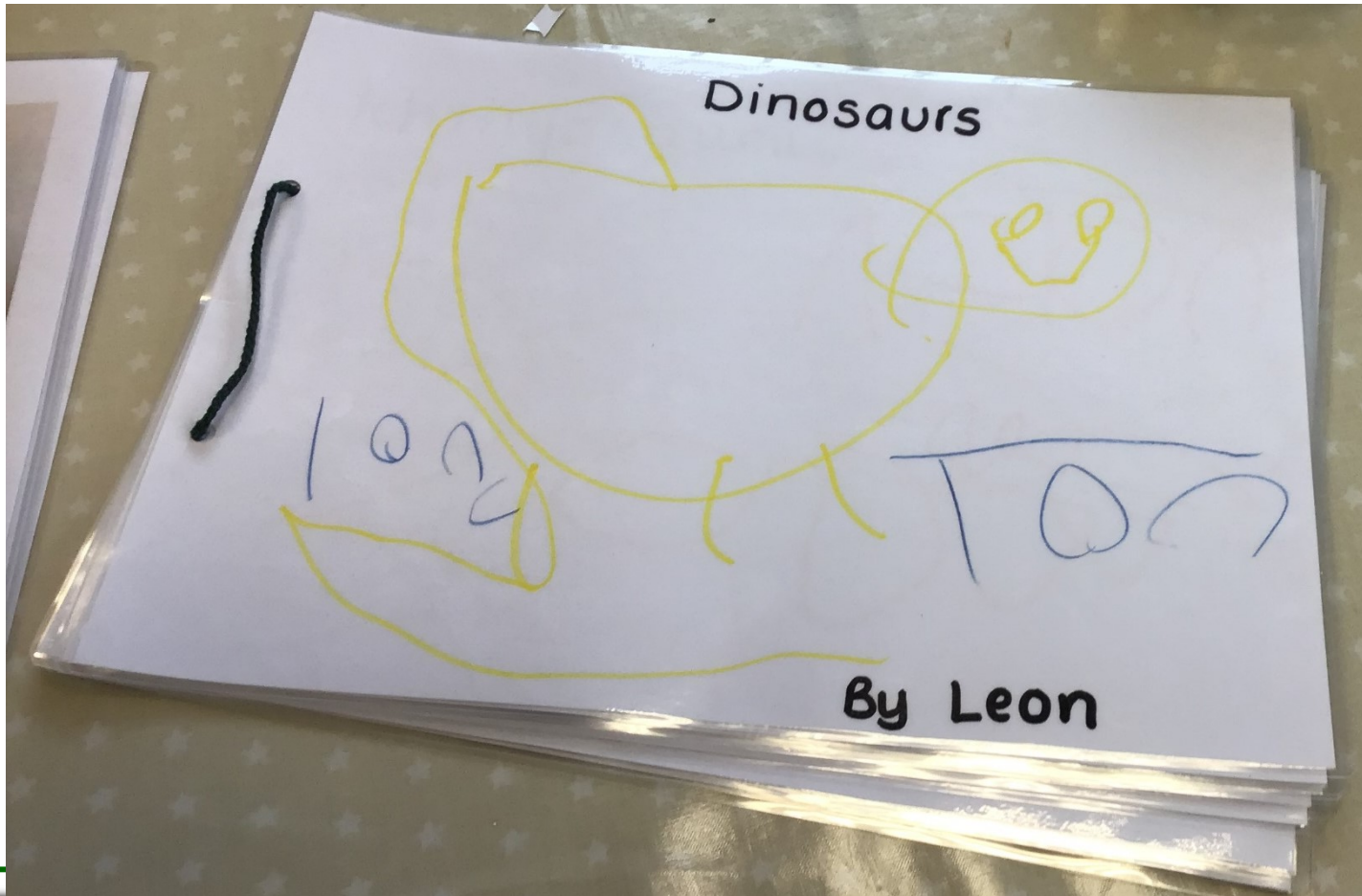
Environmental Print



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Creating Books



Inspiration from Favourite Stories



Writing Sequels



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Collaborative / Shared Writing



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Floorbooks

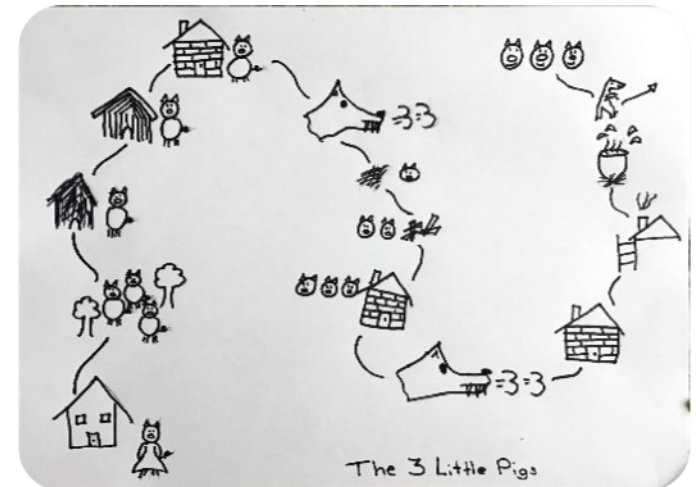


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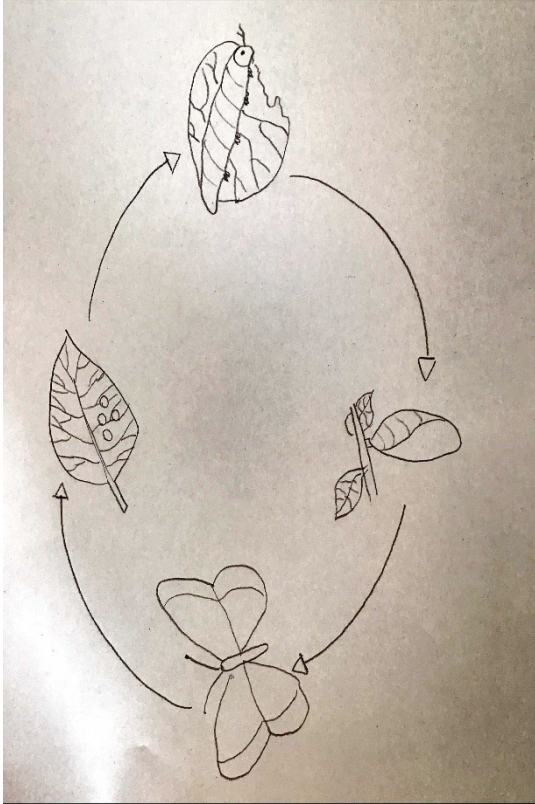


Story Mapping

- A way to illustrate the settings, characters and sequence of events from familiar stories.
- Supports and scaffolds children's retelling of stories and the creation of their own storylines.
- Support children's understanding of stories through a multi sensory approach, using drawings, marks, 'writing', movement and expression.



Story Maps



Digital Stories



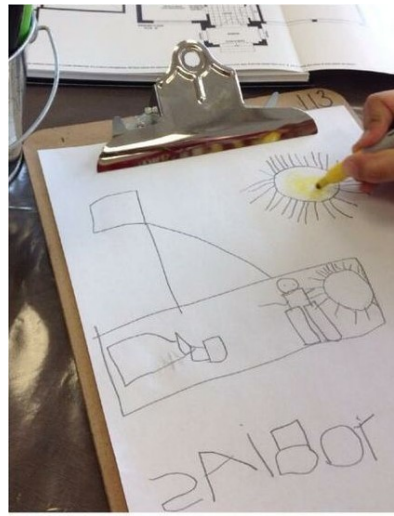
Book Creator



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Mark Making – Block Play



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Enter the code **2374 0740** in the top bar, where it say **'enter code to vote'**



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