


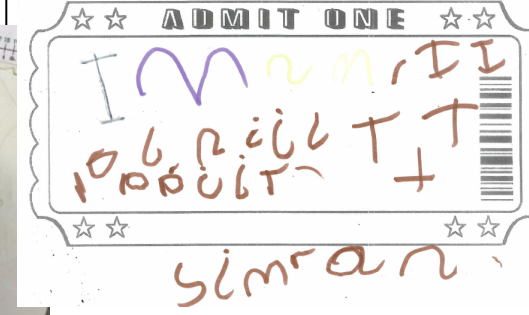
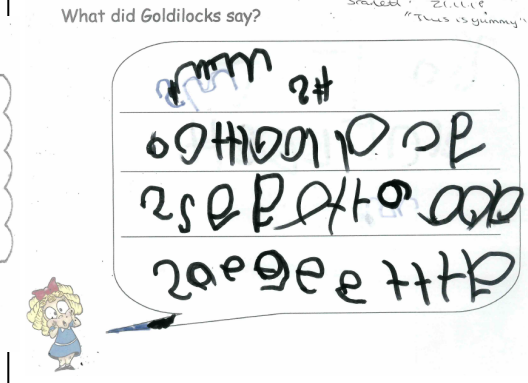
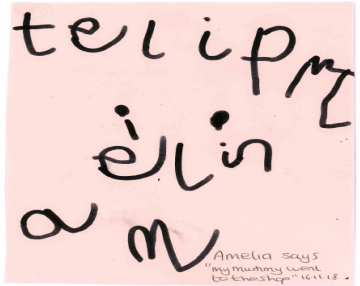
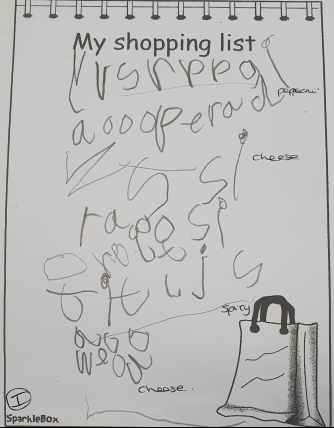
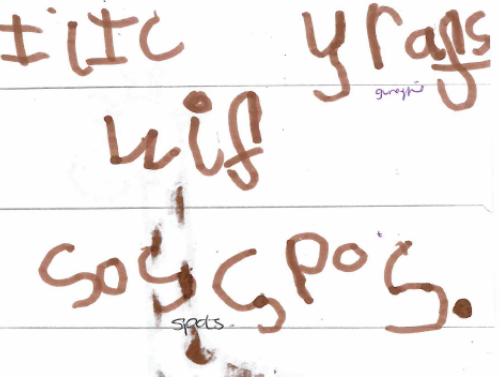
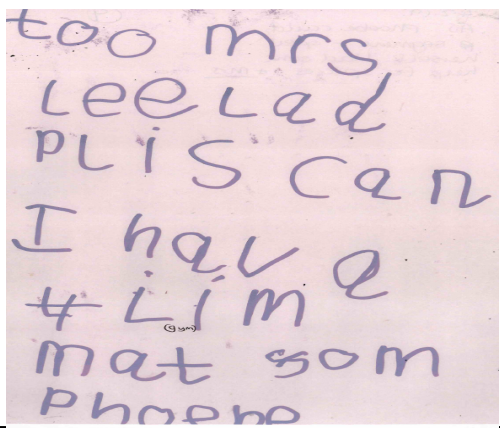

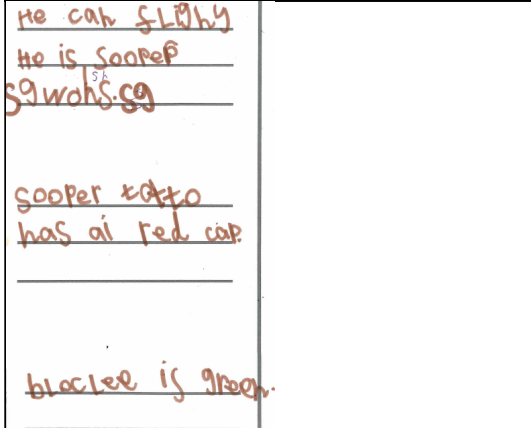
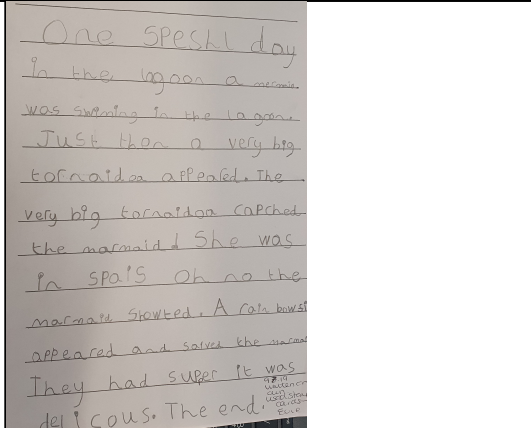


	1	2	3	4	5
Stages of development	Make marks in different media	Engages in mark making in their play. Mark making shows variation in shape and form.	Engages in creating representations to communicate.	Recognises and writes some letters from their own name.	Ascribes meaning to the marks they make.
What this looks like	Makes random marks in paint, shaving foam, dough, clay, sand, chalk. With pencils, felt pens or using fingers or tools	Mark making in multisensory play will show enclosures, vertical and horizontal lines. Child will make intentional marks in a variety of contexts.	Drawing pictures to represent ideas, thoughts etc.	Using familiar letters e.g. from their own name in independent writing.	Produces more letter shapes and 'writing-style' squiggles.
Example					
What is the child doing?	Freely explores sensory mark making experiences	Freely explores sensory mark making experiences and may begin to assign meaning to marks made.	Draws pictures or representations. Paints pictures of experiences (not necessarily accurate representations) Writing in role play. Talking with adults about what their representations mean.	Copying their name from a name card. Uses phoneme cards to find other letters to copy in their own writing. Writing names on models, pictures. Making lists, registers with names for their own play.	<i>Copying their name from a name card.</i> <i>Uses phoneme cards to find other letters to copy in their own writing.</i> <i>Writing names on models, pictures.</i> <i>Making lists, registers with names for their own play.</i>
What is the adult doing?	Providing a range of mark making resources both indoor and outdoor, including chalk, paint, dough, sand, foam, water cornflour etc. Providing different tools for mark making, paintbrushes, pens, clay tools, feathers, twigs, sticks, felt tips, pencils, stampers, printing etc. Encouraging children to experience a range of media and try new experiences. Modelling using different media for different writing purposes. <i>Scribing for the child, their name, a label etc.</i>	Models using specific shapes to draw. Adult talks about the writing processes alongside mark making in a "commentary" style. Adult continues to model the use of tools and media in a range of contexts, large and small scale within continuous provision. <i>Adult continues to scribe for child extending to stories or commentaries about their learning.</i> Opportunities to act out stories are made.	Modelling drawing in play and making commentaries. Modelling and using writing in role play for different purposes. Facilitating and demonstrating how to access full ranges of media and tools. Providing a print rich environment where the purpose is meaningful and in context. Valuing and displaying all mark making including those still in very formative stages. Praising and sharing. <i>Adult continues to scribe for child extending to stories or commentaries about their learning.</i>	Providing name cards. Providing stimulating and exciting letter formation experiences e.g. using multimedia etc. Providing opportunities to write in continuous provision e.g. making labels for models, scribing stories, role play. Ensuring children write their own names on work. <i>Supporting children to write known letters alongside adults scribing.</i>	As before Modelling correct letter formation. Teaching children the letter formation rhymes. Encouraging tripod pencil grip. <i>Supporting children to write known letter and familiar words alongside adult scribing.</i>

6	7	8	9	10
<p>Uses groups of letters or letter-like shapes when writing.</p>	<p>Writes for different purposes.</p>	<p>Uses some appropriate letters to represent the phonemes within words.</p>	<p>Segments CVC words and uses appropriate letters to represent phonemes in their writing.</p>	<p>Uses phonic knowledge to write words in ways which match their spoken sounds.</p> <p>Writes some common irregular words.</p>
<p>Engages in emergent writing using circles, lines and marks to represent letters, words or numbers.</p>	<p>Creates their own lists, labels, cards, invitations etc.</p>	<p><i>Creates their own lists, labels, cards, invitations etc.</i></p>		
				
<p>Writing own stories.</p> <p>Writing about their own pictures/colouring in.</p> <p>Saying sentences or phrases aloud to convey meaning.</p> <p>Writing lists, labels, cards, invitations, letters, messages, instructions, notices, posters, recipes etc.</p>	<p>Following their own interests and initiating their own writing opportunities.</p>	<p><i>Following their own interests and initiating their own writing opportunities.</i></p> <p>Beginning to segment decodeable words and writing some letters to represent the phonemes that they hear.</p>	<p><i>Following their own interests and initiating their own writing opportunities.</i></p> <p>Segmenting words for their own writing.</p> <p>Using sound and word mats to locate known or familiar words.</p> <p>Writing more of their scribed story themselves and relying on adult scribing far less.</p>	<p><i>Following their own interests and initiating their own writing opportunities.</i></p> <p><i>Segmenting words for their own writing.</i></p> <p><i>Using sound and word mats to locate known or familiar words.</i></p> <p><i>Writing more of their scribed story themselves and relying on adult scribing far less.</i></p>
<p>Providing stimulating enhancements to continuous provision in order to engage writers in meaningful mark making.</p> <p>Modelling writing in a range of contexts for specific purposes.</p> <p>Providing real-life opportunities to write.</p> <p><i>Following children's interests within the continuous provision and facilitating opportunities to write.</i></p>	<p><i>Providing stimulating enhancements to continuous provision in order to engage writers in meaningful mark making.</i></p> <p><i>Modelling writing in a range of contexts for specific purposes.</i></p> <p><i>Providing real-life opportunities to write.</i></p> <p><i>Following children's interests within the continuous provision and facilitating opportunities to write.</i></p>	<p>Providing high quality phonics teaching and reinforcing this in continuous provision.</p> <p>Providing phonics games to play.</p> <p>Supporting the child in segmenting words.</p> <p>Modelling segmenting and spelling within continuous provision.</p> <p>Allowing children to continue to explore different purposes for writing and embracing the children's interests.</p>	<p>Providing sound and word mats.</p> <p>Modelling the use of sound and word mats in writing.</p> <p>Encouraging the children to write decodable words within adult scribing support for themselves.</p> <p>Supporting the children to segment their own words using robot arms, sound buttons or fingers.</p>	<p>Starting to provide focussed guided support taking into account the child's starting point and where they need to go next in developing their writing.</p> <p>Encouraging children to write the majority of a scribed story for themselves, especially where phonics can be used.</p> <p>Expecting common irregular words to be written by the child during story scribing.</p>

11	12
<p>Writes simple sentences that can be read by themselves and others.</p> <p>Some words are spelt correctly and others phonetically plausible.</p>	<p>Uses key features of narrative in their own writing. Spells phonetically, regular words of more than 1 syllable and many irregular high frequency words.</p>
	<p>Writing their own stories in full, using story cards or their own ideas. Creating story maps. Engaging in many writing opportunities within continuous provision and in guided work.</p>
	
<p>Following their own interests and initiating their own writing opportunities.</p> <p>Segments words independently for their own writing and includes some common irregular words as well as known words such as siblings names etc.</p> <p>Will use sound and word mats to locate known or familiar words independently.</p> <p>The majority of writing is now their own with very little need for an adult scribe.</p>	<p>Engaging in many opportunities to write whilst using the continuous provision.</p> <p>Accessing guided writing activities with adult support and demonstrating a sound knowledge of phoneme use, story structure, sentence structure etc.</p>
<p>Encouraging children to "think it, say it, write it, check it!"</p> <p>May record oral sentence for child.</p> <p>Support with early punctuation, finger spaces, capital letters for the start of a sentence or a name.</p>	<p>Modelling story structure and introduce narrative vocabulary.</p> <p>Ask children to check their own writing for sense and listen to it being read back.</p> <p>Introducing punctuation including capital letters and full stops.</p> <p>Encouraging more accurate spelling of irregular words.</p>