

St Michael's Nursery and Infant School – Core Provision Planning – Mark Making

Nursery

Common Play Behaviour	Make marks	Pencil grip	Give meaning to marks			
Skill: What could the children do?	Make lines in different directions. Use small/large scale movements. Make (anti)clockwise movements. Varying size movements. Experiment with different tools and materials.	Develop manipulation and control. Develop a preference for a dominant hand. Perfect/develop a tripod grip.	Add meanings to their marks. Write top to bottom and/or left to right. Say what they mean e.g. 'This says to Mammy.'			
What could the children use?	<ul style="list-style-type: none"> ● Large pencils ● Crayons ● Felt-tip pens ● Paint ● Paper ● Post-it notes ● cards 	<ul style="list-style-type: none"> ● Large pencils ● Felt-tips ● Biro pens 	<ul style="list-style-type: none"> ● Envelops ● Plain/lined paper ● Read Write Inc word/picture mats 			

Development Matters Links to Long Term Plan

Objective	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Understand that print has meaning.	Explore different materials freely. Use large muscles to make marks.	Describe a familiar route.	Use a comfortable grip with good control.	Write some letters accurately.	Use some of their print and letter knowledge in early writing.
Enhancements	Start off with the 'core provision' and observe how the children use the equipment.	<ul style="list-style-type: none"> ● Large sticks in sand ● Large rolls of paper 	<ul style="list-style-type: none"> ● Pictures of maps 	<ul style="list-style-type: none"> ● Pencil control sheets ● Pencil grippers 	<ul style="list-style-type: none"> ● Control sheet based on Read Write Inc pictures ● Read Write Inc pictures within the provision 	<ul style="list-style-type: none"> ● Shopping lists

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Reception

Common Play Behaviour	Make marks	Pencil grip	Give meaning to marks			
Skill: What could the children do?	Mark make on themed paper e.g. bordered stationery relating to topics. Cut card. Make marks using forks or sticks.	Use a tripod grip when writing. Use one handed equipment.	Read back what they have written. Identify words/sounds from Read Write Inc. Use full stops.			
What could the children use?	<ul style="list-style-type: none"> ● Chalk ● Themed paper ● Whiteboards and pens ● Coloured card ● Tissue/thin paper ● Pens ● Pencils 	<ul style="list-style-type: none"> ● Pencils ● Crayons ● Felt-tip pens ● Paint 	<ul style="list-style-type: none"> ● Read Write Inc word mats ● Envelopes ● Workbooks 			

Development Matters Links to Long Term Plan

objective	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Develop small motor skills (pencils for drawing).	Form upper/lower case letters.	Spell words by identifying the different sounds that they can hear.	Write short sentences. Develop small motor skills (pencils for writing).	Comment on images of familiar situations in the past.	Develop the foundation of a handwriting style which is fast, accurate and efficient.
Enhancements	<ul style="list-style-type: none"> ● Drawing pencils ● Blank photo frame templates and mirrors (self-portraits) 	<ul style="list-style-type: none"> ● Malleable resources ● Forks 	<ul style="list-style-type: none"> ● Lined paper ● Letters and envelopes 	<ul style="list-style-type: none"> ● Post-it notes ● CVC writing 	<ul style="list-style-type: none"> ● Photographs/ images 	<ul style="list-style-type: none"> ● Read Write Inc formation sheets ● Images with space underneath so that the children can write what's happening

