



# COULSDON C OF E PRIMARY SCHOOL

Bradmore Green, Old Coulsdon, Surrey, CR5 1ED




Mark Making Progression Guide			
Age	What you might see:	Support in the provision:	Vocabulary:
Nursery (Age 2-3)	<p>All fingers holding the pencil but the wrist is turned so that the palm is facing down towards the page:</p> <ul style="list-style-type: none"> <li>• Movement comes mostly from the elbow and the shoulder is stable.</li> <li>• Children are able to copy horizontal lines, vertical lines and circular lines.</li> </ul> <div data-bbox="642 911 882 1150" data-label="Image"> </div> <p>Digital Pronate Grasp</p>	<p>Provide children with large mark making tools as well as small mark making tools that require a finer pencil control and smaller scale movements e.g., pencils and narrow felt tip pens/crayons. Continue to provide painting experiences to enhance hand-eye coordination.</p> <p>Show children how to make large movements in the air with their arms, hands and shoulders - ensure this is part of the outdoor provision e.g., painting on the fence, ribbon twirling, pom poms etc.</p> <p>Consolidate the vocabulary of movement by talking about the movements children make, such as; going round and round, making curves etc.</p>	<p>Finger, thumb, pronate grasp, scribble, marks, dot, patterns, round and round, curves, circle, line</p>



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		Use finger rhymes, counting fingers and finger puppets. Making marks in sand, shaving foam etc.	
Nursery (Age 3-4)	<p>Fingers are held on the pencil shaft opposite the thumb, beginning to form the arc between the thumb and index finger.</p> <ul style="list-style-type: none"> <li>• Movement occurs from the wrist; the hand and fingers move as a whole unit.</li> <li>• Zigzag lines, crossed lines and simple human shapes can be drawn with this grip.</li> </ul>  <p>Four-Finger Grasp</p>	<p>Develop the pincer movement; show the children how to use tweezers to pick up small items, such as beads.</p> <p>Encourage the children to strengthen their fingers by providing play-dough, clay and plasticine.</p> <p>Playing with building blocks of different sizes.</p> <p>Activities that use pegs e.g., pegging the correct number of pegs onto a number card.</p> <p>Threading beads/cotton reels.</p> <p>Lacing cards.</p>	<p>Talk about pencil position.</p> <p>Commentary about the marks they are making.</p>
Reception (Age 4-5)	<p>A three-finger grasp, where the thumb, index finger and middle finger work as one unit.</p>	<p>Provide a range of writing resources in different areas, ensuring the resources are purposeful:</p>	<p>Pencil control, left/right-handed, letter</p>



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	<ul style="list-style-type: none"> <li>• Movement is usually from the wrist with this static grasp.</li> <li>• A static tripod grip has a fourth finger involved.</li> <li>• Triangles, circles and squares can be copied with this grip.</li> </ul> <div data-bbox="645 756 882 995" data-label="Image"> </div> <p>Static Tripod Grasp</p>	<ul style="list-style-type: none"> <li>• Graph/squared paper in the Maths area. <ul style="list-style-type: none"> <li>• Shopping lists in the role play.</li> <li>• Envelopes in the Writing area.</li> </ul> </li> <li>• Paper of different shapes and sizes. <ul style="list-style-type: none"> <li>• Lined and blank paper.</li> </ul> </li> <li>• Language rich learning environment (purposeful signs and examples of vocabulary dotted around the classroom, children's own writing displayed)) <ul style="list-style-type: none"> <li>• Post-it notes or notepads.</li> <li>• Magnetic Letters.</li> </ul> </li> </ul> <p>A range of mark making tools:</p> <ul style="list-style-type: none"> <li>• Pencils (and some with pencil grips)</li> <li>• Felt tip pens (wide and narrow) <ul style="list-style-type: none"> <li>• Crayons</li> <li>• Colouring pencils</li> </ul> </li> <li>• Whiteboards and whiteboard pens</li> </ul> <p>Using the outside area:</p> <ul style="list-style-type: none"> <li>• Chalk on the ground</li> </ul>	<p>names, phonemes, digraphs, trigraphs and formation following the Letter Join handwriting scheme.</p>
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		<ul style="list-style-type: none"> <li>• Clipboards and paper</li> <li>• Writing in sand/foam etc</li> <li>• Writing on walls or on Perspex screens - writing vertically forces the hand into a better position for holding the pen/pencil etc</li> <li>• Language rich outdoor environment (signs, vocabulary, linked to different areas, children's own writing displayed)</li> </ul> <p>Ensure phonic sound mats at different phonic phases are available to encourage the children to become independent writers in both the inside and outside learning environments.</p>	
Key Stage 1 (Age 5-7)	<p>The pencil is held in a stable position between the thumb, index and middle finger.</p> <ul style="list-style-type: none"> <li>• The ring and little fingers are bent and rest comfortably on the table.</li> <li>• The index finger and thumb form an open space.</li> <li>• Movement comes from the fingertips.</li> </ul>	<p>Ensure sound charts are available to encourage the child to become independent writers.</p> <ul style="list-style-type: none"> <li>• Provide lined paper (with appropriate width lines, this may differ between children as they progress through KS1).</li> </ul>	<p>Pencil control, left/right-handed, letter names, phonemes, digraphs, trigraphs.</p>



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	<ul style="list-style-type: none"><li>This is the ideal grip to move the pencil efficiently, accurately and for letter formation practice.</li></ul>  <p>Dynamic Tripod Grasp</p>	<ul style="list-style-type: none"><li>Encourage the child to sit correctly in their chair; feet flat, in a position ready to write (see handwriting protocol).</li><li>Ensure handwriting is taught regularly and modelled by all adults.</li></ul>	Letter size and the importance of ascenders and descenders alongside letter formation.
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