



COULSDON C OF E PRIMARY SCHOOL

Bradmore Green, Old Coulsdon, Surrey, CR5 1ED



<u>Mark Making Progression Guide</u>			
<u>Age</u>	<u>What you might see:</u>	<u>Support in the provision:</u>	<u>Vocabulary:</u>
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">• Movement comes mostly from the elbow and the shoulder is stable.• Children are able to copy horizontal lines, vertical lines and circular lines.  <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>	Finger, thumb, pronate grasp, scribble, marks, dot, patterns, round and round, curves, circle, line



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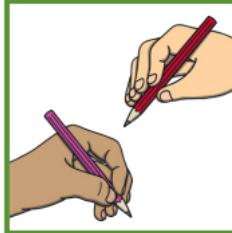
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Nursery (Age 3-4)	<p>Fingers are held on the pencil shaft opposite the thumb, beginning to form the arc between the thumb and index finger.</p> <ul style="list-style-type: none">• Movement occurs from the wrist; the hand and fingers move as a whole unit.• Zigzag lines, crossed lines and simple human shapes can be drawn with this grip.  <p>Four-Finger Grasp</p>	<p>Use finger rhymes, counting fingers and finger puppets. Making marks in sand, shaving foam etc.</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">• Movement is usually from the wrist with this static grasp.• A static tripod grip has a fourth finger involved.• Triangles, circles and squares can be copied with this grip.  <p>Static Tripod Grasp</p>	<ul style="list-style-type: none">• Graph/squared paper in the Maths area.<ul style="list-style-type: none">• Shopping lists in the role play.• Envelopes in the Writing area.• Paper of different shapes and sizes.<ul style="list-style-type: none">• Lined and blank paper.• Language rich learning environment (purposeful signs and examples of vocabulary dotted around the classroom, children's own writing displayed))• Post-it notes or notepads.• Magnetic Letters.	<p>names, phonemes, digraphs, trigraphs and formation following the Letter Join handwriting scheme.</p> <p>A range of mark making tools:</p> <ul style="list-style-type: none">• Pencils (and some with pencil grips)• Felt tip pens (wide and narrow)<ul style="list-style-type: none">• Crayons• Colouring pencils• Whiteboards and whiteboard pens <p>Using the outside area:</p> <ul style="list-style-type: none">• Chalk on the ground
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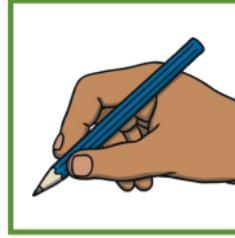
		<ul style="list-style-type: none">• Clipboards and paper• Writing in sand/foam etc• Writing on walls or on Perspex screens - writing vertically forces the hand into a better position for holding the pen/pencil etc• Language rich outdoor environment (signs, vocabulary, linked to different areas, children's own writing displayed) <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">• The ring and little fingers are bent and rest comfortably on the table.• The index finger and thumb form an open space.• Movement comes from the fingertips.	<p>Ensure sound charts are available to encourage the child to become independent writers.</p> <ul style="list-style-type: none">• Provide lined paper (with appropriate width lines, this may differ between children as they progress through KS1).	Pencil control, left/right-handed, letter names, phonemes, digraphs, trigraphs.



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