



Parent Forum – Early Writing



What are your experiences of learning to write?

How old were you at the time?

What are your expectations for your child?



Children, as they begin to draw and paint, make an intellectual journey which has musical, linguistic, logical and mathematical as well as aesthetic aspects.

Matthews, John. Drawing and Painting : Children and Visual Representation, SAGE Publications, 2003.

‘For what a child tries to represent or do he/she begins to understand.’

Children develop a sense of ‘connectedness’. They make their inner world, outer, showing us what they understand and the outer world, inner, absorbing new concepts and then testing out adapted ideas

Adapted from Froebel.

LITERACY 2 TO 3 YEARS

BASELINE: In your professional opinion, is the child developmentally ready to move into this band. Use your professional knowledge and the Development Matters document for further guidance:
https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1007446/6.7534_DfE_Development_Matters_Report_and_illustrations_web_2_.pdf

OBSERVATION CHECKPOINT 2 YEARS

Enjoy songs and rhymes, tuning in and paying attention. Join in with songs and rhymes, copying sounds, rhythms, tunes and tempo. Say some of the words in songs and rhymes. Copy finger movements and other gestures. Sing songs and say rhymes independently, for example, singing whilst playing.

Enjoy sharing books with an adult. Pay attention and respond to the pictures or the words. Have favourite books and seek them out, to share with an adult, with another child, or to look at alone. Repeat words and phrases from familiar stories. Ask questions about the book. Make comments and shares their own ideas. Develop play around favourite stories using props.

Notice some print, such as the first letter of their name, a bus or door number, or a familiar logo.

Enjoy drawing freely. Add some marks to their drawings, which they give meaning to. For example: "That says mummy." Make marks on their picture to stand for their name.

Can the children focus during song and rhyme time? Do they already have some favourites

Do children access opportunities to mark making with adult support?

Can children focus during time when books are read to them?

LITERACY 3 TO 4 YEARS

BASELINE: In your professional opinion, is the child developmentally ready to move into this band. Use your professional knowledge and the statements outlined in the 2 to 3 years band to make your informed decision.

OBSERVATION

Understand the five key concepts about print:
 - print has meaning
 - print can have different purposes
 - we read English text from left to right and from top to bottom

Develop their phonological awareness, so that they can:
 - spot and suggest rhymes
 - count or clap syllables in a word
 - recognise words with the same initial sound, such as

Engage in extended conversations about stories, learning new vocabulary.

Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; write 'm' for mummy. Write some or all of their

Children understand the difference between a name and a word about the person

Children have varied experiences of recognising and writing words

Building Fine Motor Development

Children will be able to write 3/4 recognisable and accurately written letters. They will be able to write their name with some accuracy. They will have shown an ability in other areas of fine motor development that attend to their interests, such as: hammering a nail, holding scissors correctly and cut a straight line or make a pinch pot of clay or roll a clay coil.

FIRST MILESTONE

Children engage in activities that leave marks on a page or surface; for example, they might use crayons on paper, chalk on the concrete, finger markings in the shaving cream, fingers in a sand/glitter tray, paint brushes with water on the fence.

SECOND MILESTONE

Children add some marks to their drawing and say that the marks represent something else; a person, a letter, a name, a word, an animal, etc.

THIRD MILESTONE

Children engage in mark making and building their fine motor strength in a variety of ways; we will look out for and encourage children to independently make recognisable marks on paper in their play (identifiable letters or figures), use a hammer, make snips with scissors or access the clay station.

FOURTH MILESTONE

Children can write their name with some accuracy and write 3 / 4 recognisable letters. They can also do one of the following (based on their interest levels); hammering a nail, holding

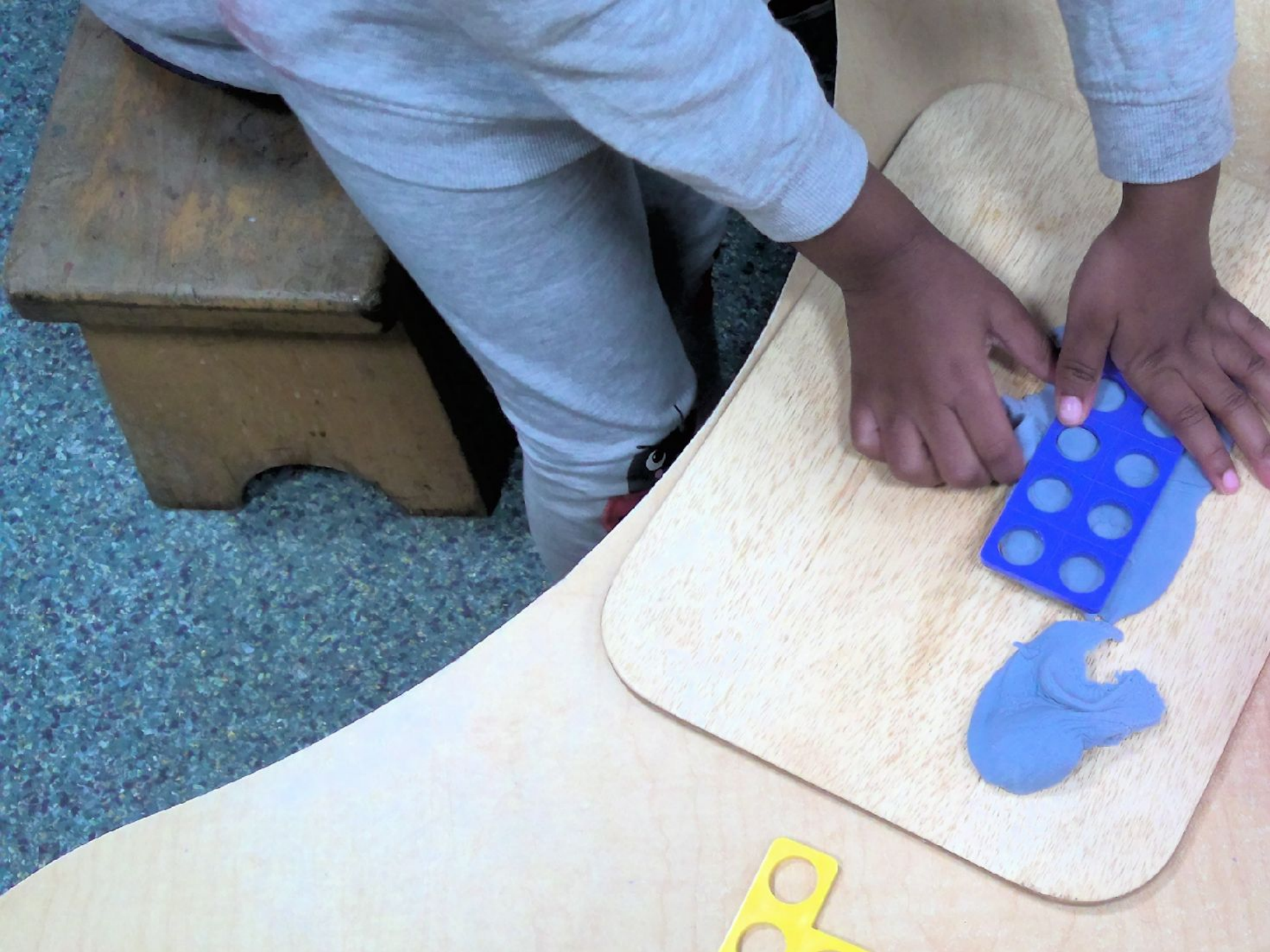
The images presented in the slides below will show practical examples of mark making activities found in the setting.











Adam

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grandpa
grandma





2025.12.25

Genesis 15

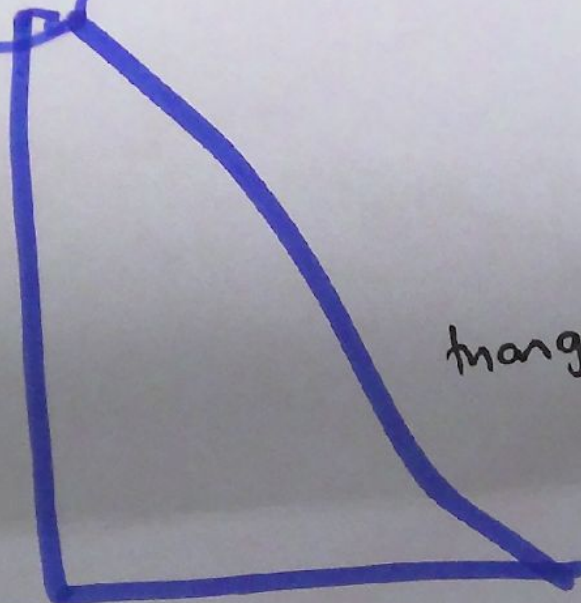


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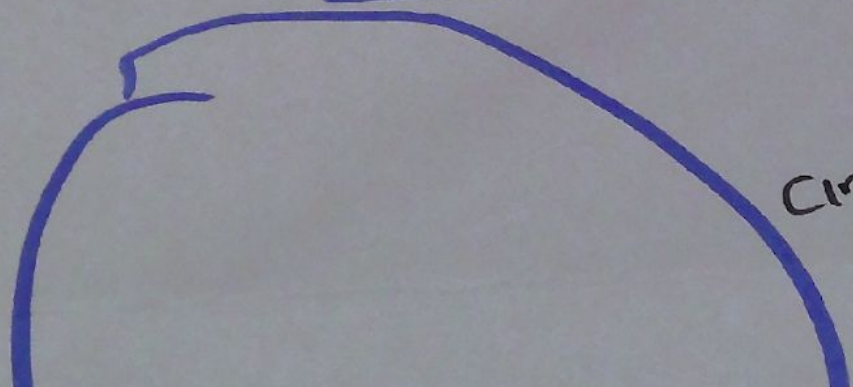
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rectangle



triangle



Circle

M V B + O R

Mustafa 14.09.2020

- A D M

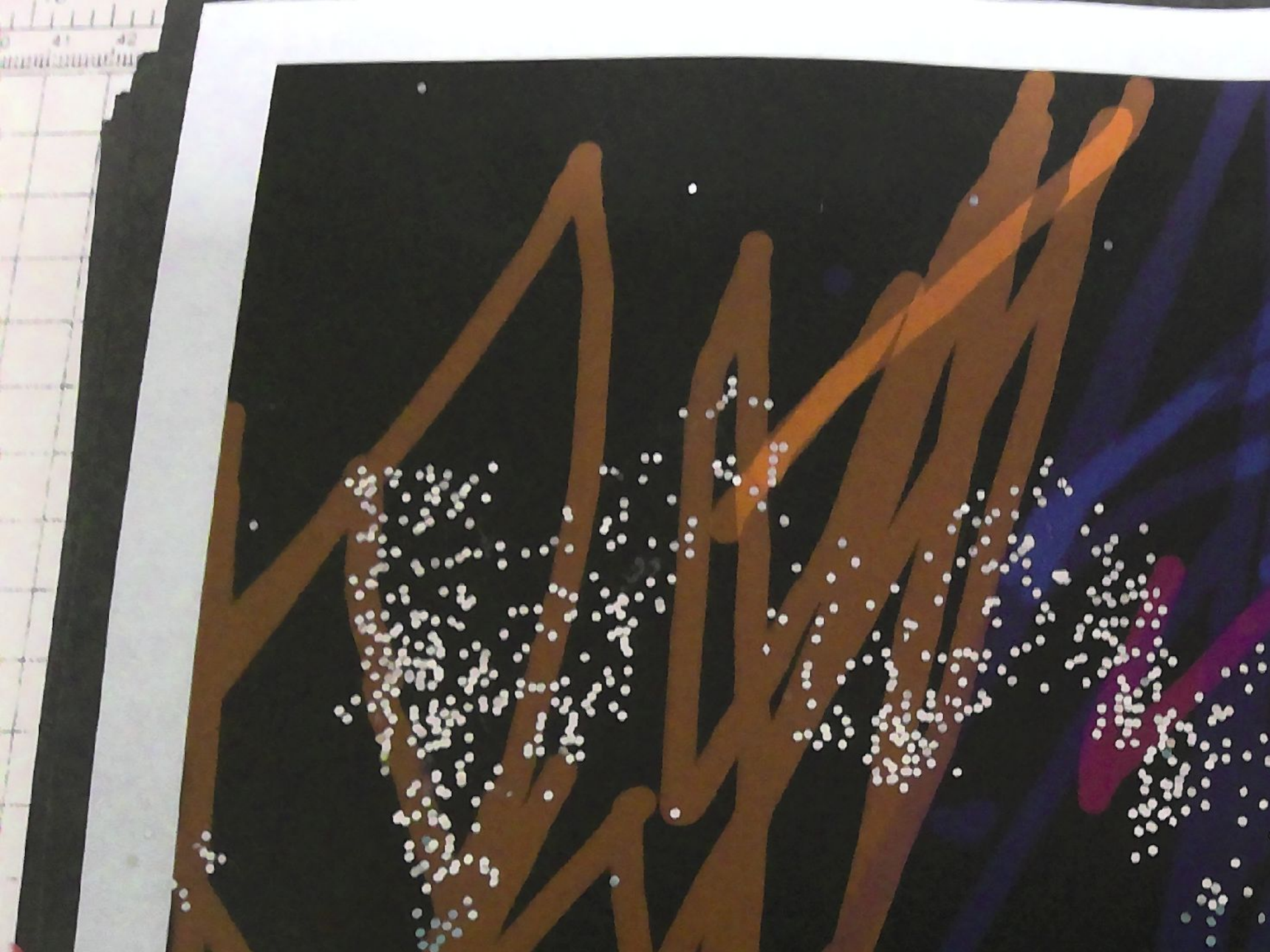
Adam 14.09.2020

- N o f h a n

Nathan 14.09.2020

E .

Giovanni 14.09.2020







Mark making should be

- Purposeful – to accompany the child's interest 'making the inner/ out' or to accompany a 'real' activity e.g. shopping list
- Not forced
- Praised and valued for the creative process as well as the outcome.



Practical activities to try at home

Rohan's video link -

https://www.youtube.com/watch?v=OZ1wzOT_Ba8&list=PL-Q03U-n8IMDwdMJSMnqVq6RBO_KE7UXO&index=11