

**Curriculum Goal: Literacy (writing)**

We want our children to explore mark making with a variety of different media, and to know that their beautiful marks represent meanings. We want our children to recognise and to begin to write/sign their name. Through our continuous provision and planned activities, we provide a growing range of mark making activities with a purpose. Including many pre writing opportunities for children to develop the strength in their fingers, develop their dexterity and hand eye co-ordination.

|   |  |
|---|--|
| <p><b>First milestone:</b> children can use the muscles in their hands and arms to make big movements and bring together hand and eye movements to fix on and make contact with objects. Children will increasingly become confident in engaging in activities such as: throwing and catching balls, exploring a musical instrument, playdough and paint.</p>   | <p>As children build up their large and fine motor skills they engage in activities for a longer period of time. They can grasp objects and can focus on what they are doing e.g. hold arms out and wait to catch a ball, thread beads on to a piece of string or build a stable tower of up to 10 blocks etc Where children need individualised and additional help, this will be offered promptly.</p> <p>Help includes: individualised support from key person; small group work; individual meetings with parents to map a way forward.</p>  |
| <p><b>What does this look like?</b></p>   | <p>Co-ordinate movements of both hands</p>   |
| <p><b>Second Milestone:</b><br/>Children make marks with their fingers and some tools. Children will engage in a variety of ways to make marks e.g. making marks in dough/clay/sand, holding a paint brush to make marks or using chalk on the ground in the garden etc. As children become more confident in making marks they begin to talk about their marks with others and give meaning to these e.g. "That's mummy" or "It's a dinosaur."</p>                   | <p>Children make marks with their fingers and some tools. Children will engage in a variety of ways to make marks e.g. making marks in dough/clay/sand, holding a paint brush to make marks or using chalk on the ground in the garden etc. As children become more confident in making marks they begin to talk about their marks with others and give meaning to these e.g. "That's mummy" or "It's a dinosaur."</p>   |
| <p><b>What does this look like?</b></p>   | <p>Use hands, fingers and tools to make marks.</p>   |
| <p><b>Third Milestone:</b> as children's mark making develops they make more small controlled movements and can draw lines and circles. They can distinguish between these marks e.g. 'line, circle, zig zag' etc. They begin to use anticlockwise movements and retrace vertical lines. Children are familiar with language of directionality such as 'up, down, round and round.' Children can find their name card and are look at it when attempting to write</p> | <p>As children's mark making develops they make more small controlled movements and can draw lines and circles. They can distinguish between these marks e.g. 'line, circle, zig zag' etc. They begin to use anticlockwise movements and retrace vertical lines. Children are familiar with language of directionality such as 'up, down, round and round.' Children can find their name card and are look at it when attempting to write their name. As children use their name cards repeatedly and becoming familiar with the RWI formation sheet they become more confident in attempting to form letters. Some children will begin to form recognisable letters</p> |

|   |   |
|---|---|
| <p>their name. As children use their name cards repeatedly and becoming familiar with the RWI formation sheet they become more confident in attempting to form letters. Some children will begin to form recognisable letters</p> |   |
| <p><b>What does this look like?</b><br/><b>Measure...</b></p>   | <p>Copy or make lines, circles and zig-zag<br/>Children hold their pen or pencil with a comfortable grip. Children will begin to copy letters from their names. They will give meaning to marks – lists, labels etc and draw pictures with more detail. Children will recognise their own names and make an attempt to replicate it, moving onto to copying then writing the letters of their names and forming them legibly.</p> |
| <p><b>Final Milestone:</b></p> <p>Children will be able to write the letters of first name clearly and with correct directionality. Correct formation is more important than appearance.</p>                                      |   |