

Continuous Provision Plan – Mark Making Area



Development Matters – Ages and Stages	Vocabulary	Look, listen, note
Three to Four Year olds • Play with one or more other children, extending and elaborating play ideas. • Use one-handed tools and equipment, for example, making snips in paper with scissors. • Use a comfortable grip with good control when holding pens and pencils. • Show a preference for a dominant hand • 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; writing 'm' for mummy. • Write some or all of their name. • Write some letters accurately. • Create closed shapes with continuous lines, and begin to use these shapes to represent objects. • Draw with increasing complexity and detail, such as representing a face with a circle and including details. • Use drawing to represent ideas like movement or loud noises.	<u>Adults to introduce vocabulary</u> Paper, pencil, pen, felt tips, crayons, chalk, mark, draw, colour, paint, mix, splash, lines, curve, straight, round, circle, letters, name, talk, grip, hold, write, words, sounds, alphabet, phonics, segment, blend, digraph, trigraph, phoneme, full stop, finger spaces, adjacent consonant, sentence, phrase, capital letter, list, story, author, tricky words, messages, maps, instructions, recipe,	Do they use a dominant hand? Do they plan what they are going to write/draw/mark make? Do they write with a purpose? Do they work independently or with a purpose? Do they refer to stories that they have heard? Can they talk about what they have written/drawn? Do they form letters

Reception • Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words. • Express their feelings and consider the feelings of others. • Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons. • Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor • Develop the foundations of a handwriting style which is fast, accurate and efficient. • Form lower-case and capital letters correctly. • Spell words by identifying the sounds and then writing the sound with letter/s. • Write short sentences with words with known letter-sound correspondences using a capital letter and full stop. • Re-read what they have written to check that it makes sense. • Explore, use and refine a variety of artistic effects to express their ideas and feelings. • Return to and build on their previous learning, refining ideas and developing their ability to represent them. • Create collaboratively, sharing ideas, resources and skills. Early Learning Goals • Work and play cooperatively and take turns with others. • Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases. • Use a range of small tools, including scissors, paintbrushes and cutlery.	signs, labels, post, letter, card, postcard, envelope, trace, imagine, retell	properly? Can they write independently? Do they draw/write from their own personal experience? Do they use different resources/materials? Do they choose appropriate colours?
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• Begin to show accuracy and care when drawing. • Write recognisable letters, most of which are correctly formed.		
Intended experiences	Permanent resources	Enhanced resources
Opportunities for talking through shared activities. Following instructions. Writing instructions. Making plans. Presenting ideas to others. Using story and reference books. Writing for different purposes e.g. lists. Writing own name and other captions. Writing secret messages. Different forms of mark making. Writing for a purpose. Making signs for areas of the provision. Colouring/painting/ drawing pictures. CVC writing. Sentence writing. Being able to talk about what they have written. Squiggle while we Wiggle	Selection of pens, pencils, paints, brushes, sponges available. Different types of paper, card and materials. Books – fiction and non-fiction. Clipboards. Whiteboards. Mark making templates. Twinkl Phonics sound mat. Envelopes Mini story book templates. Shower curtain. Water and brushes.	
Characteristics of effective learning		
Playing and Exploring • I can hold a pencil or pen with a comfortable grip. • I can draw, write and copy lines and marks. • I can write some or all of my name. • I can write some letter shapes. Active Learning		

- I can write for a purpose.
- I am proud of my work.
- I can recognise and correct my mistakes.

Creating and Thinking Critically

- I can use different tools to make marks and lines.
- I can talk about the different marks I have made and what they mean.
- I can use writing for different purposes, such as a shopping list or story.

Continuous Provision – Common Play Behaviours Area: Creative Area/Physical Development/Writing Area							
Behaviour	Painting / Exploring Colour	Cutting	Drawing	Writing	Collage	Joining	Printing
High-level	Making desired colours using colour mixing Making shades and tints Use techniques and colour for purpose Fine brushes Select appropriate	Use scissors accurately, make objects smaller than cut round lines, move paper around as cut. Cut a range of materials e.g. cardboard boxes.	Selects appropriate media and techniques to achieve a specific goal. Accurate drawing people with details.	Correct pencil grip. Choosing to write for a purpose. Writing CVC words, tricky words correctly. Starting to write phonetically	Select and combine a variety of art techniques e.g. concertina folding, scrunching, layering.	Hole punch and treasury tags String Staplers Split pins Stitch Nails Knots	Select objects with a purpose in mind. Uses taught techniques to create own stamp. Use different

	size brush for task.	Cut irregular shapes e.g. around tighter curves,	Diagonal lines, crosses	plausible words. Writing sentences independently.		Design, select and evaluate Test out best join.	stamps to create desired effect.
Mid-level	Use a range of resources to create a paint effect e.g. cocktail sticks, lollipop sticks, finger brushes, pipe cleaners, feathers etc. . . Medium sized brushes.	Correct grip to cut continuous lines and curved lines. Cutting string, wool, masking tape.	Represents objects seen, remembered or imagined. Head, legs, arms, basic facial features on a person. Circle, square,	Developing pencil grip. Beginning to form some letters correctly. Can write own name. Can talk about what they are writing.	Overlaps and overlays to create different effects.	PVA glue sticks on object, cotton buds, spreaders, squeeze bottles Cellotape, paper clips, elastic bands, stapler, Join with control.	Uses stencils to make own rubbings. Print using found materials – large and small. Repeating patterns.
Emergent	Explore paint and colour mixing using hands, fingers, large paint brushes.	Snips in paper Unconventional grip Tearing	Simple mark making on different paper using pencils, pastels, chalk and paint. Chunky mark making tools. Lines and	Simple mark making on different materials. Pre writing - scribble writing, symbols that represent letters.	Uses cutting, sticking to explore different materials from the collage basket.	Glue on fingers Glue stick Wrapping masking tape. Cut and glue things together.	Use pre-made stamper to print. Print using hands and fingers.