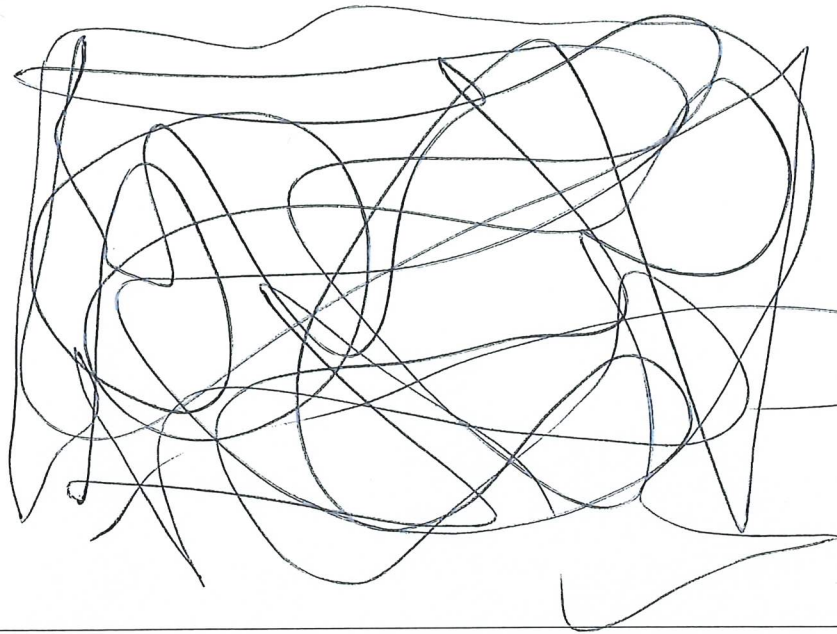


Progression of Early Writing

Pre-literate Stage



Mark making

Marks all over the page, going in any direction – writing may start at any point on the page.

Usually do not communicate meaning.

Marks are as a result of gross motor/ shoulder movements.
Usually held in a palmer grip.

Large motor activities needed to strengthen whole arm: floor drawing, motor move it/ write dance
Provide chunky crayons/ chalks/ felt tips



"That's Mummy and that's me!"

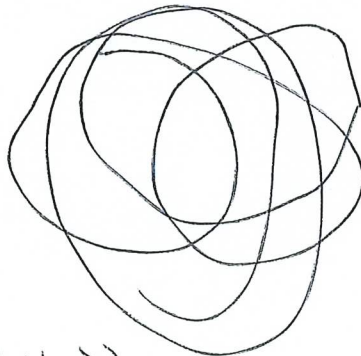


Controlled mark making

Marks are made with intent and begin to progress from left to right. Children can give meaning to their marks by telling you what they have drawn/written.



"a cat"



WITV

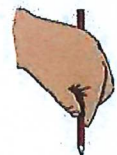
Circular and linear marks

Circles, ovals and horizontal/vertical lines flow on the page.

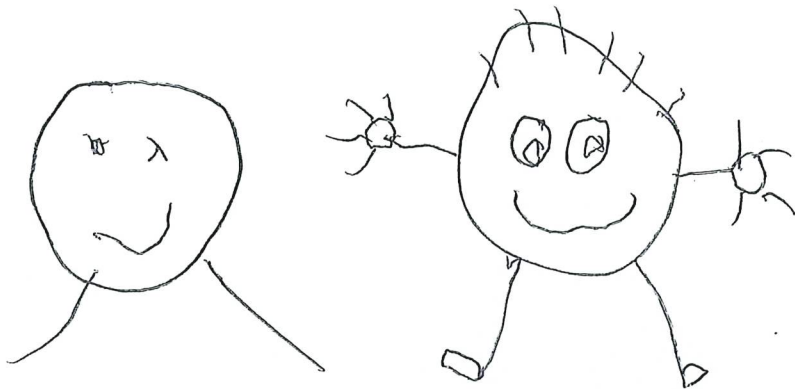
Repeated marks on page.

Digit grip: Movement comes from elbow

Gross motor activities: throwing large balls or bean bags, climb on climbing frame. Paint vertically – on easel/ wall with water, draw underneath tables.



"that me"



that my name

Draws a picture to represent objects and people

May differentiate marks between writing and drawing. Pictures develop and increasing amounts of detail is added.

Movement may be coming from the wrist in a splayed four-finger grasp



Provide fine motor activities which develops hand strength and encourages arched palm – hole punches, spray bottles, rolling pin and playdough

Letter-like marks

These can be personal or conventional symbols such as hearts, stars, numbers or letters with extra lines etc. They may include letters from their name.

Will often use capital letters.

Static tripod/quadrupod grip may be used. Movement may be coming from the wrist but fingers move as one unit.



Provide fine motor activities to develop finger strength and dexterity

Picking up small objects with three fingers, sing nursery rhymes which include finger movement (Tommy thumb/ this little piggy).

Provide children with triangular pencils.

May need to provide pencil grips.

Letter strings

Letters move across the page from left to right and progress down the page. They have no separations or connection with words or sounds.

May be using a dynamic tripod grip - Pencil can be used accurately and



letters can be formed correctly Provide fine motor activities which promote use of pincer grip and continue to strengthen fingers and arch of palm – picking up small objects, using tweezers etc.

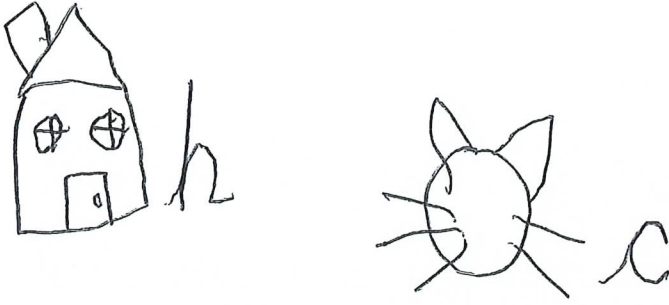
A L P a o n o x m
d m i b l e x k r c

AMX SORCA
Mxib M ix2

Separated lettering

Groups of letters with spaces in between to resemble words and sentences.

Emergent writing



Picture labelling using initial sounds.

I the exit Jack
values 12345

Copies print in the environment

Recognise their own name in print and know that print carries meaning.

I w m h
"I went my house"


Hears and writes initial phonetical sounds to represent the word.



Hears and writes initial and final to represent the word.

SUN ☀

Writes CVC words. Hears and writes initial, medial and final sounds in words.

MI NIS dress 

Phrase writing

my nise dress has
flours on it.

Whole sentence writing