**Pyramid of Learning**

**Mark Maker to Writer**

**Emergent writing and mark making**

At Ditton Church Pre-School we provide young children with the opportunity to respond to

the world with marks and symbols, exploring experimenting and playing. Discovering that one thing

can stand for another, creating and experimenting with their own symbols and marks and

recognising that others may use marks differently.

The children are given a variety of different mediums with which to write or mark-make. The

children have access to a variety of equipment including whiteboards, chalk boards and mark making

tools. Mark- making is also encouraged in other areas, such as role-play and the garden, so the

children can write lists for shopping etc. Early writing is a good context for learning about letter

names and sounds, often starting with the letters most important to the child in her or his name.

 We focus on supporting young children through developmental expectations and ensure that embedding and consolidation of gross motor skills are recognised as incredibly invaluable for the future development of fine manipulative skills and later mark making and writing skills.

 We ensure that we provide the time, freedom and flexibility for the child to move at their own pace and provide plentiful opportunities to embed the core skills without adding additional pressure to “write”.

Adults plan opportunities for children to develop the coordination and muscle strength to create big

marks and then develop the smaller movements required for writing, as per our pyramid of learning.

**Gross motor skills:**

1. **Music and movement, yoga to develop balance and core strength, ride on toys, climbing equipment and ball games – all help to develop muscles. Opportunities for developing bilateral co-ordination – climbing using hands and feet, learning to climb steps using alternate feet (slide), balance and co-ordination, obstacle courses using wheeled toys and balance bikes, digging and raking in the garden.**
2. **mark making in playdough, glupe, foam etc, using fingers or tools, rollers or paint brushes in water or paint, using two handed tools such as sweeping with brooms, watering cans**
3. **Large rolls of paper to draw around body or make footprints**

**Fine motor skills and using one handed tools and equipment**

1. **Small world toys, toy computers, puzzles, calculators and toy tills, construction – starting with large blocks and progressing to smaller, home corner – utensils, water play toys**
2. **Spray bottles to water plants, wash playhouses, containing paint, water on blackboards to encourage mark making on vertical surfaces as well as horizontal**
3. **Tweezers**
4. **Threading and lacing, peg boards, tap a shape**
5. **Craft – glueing, sticking, stickers**
6. **Small chalk boards,**
7. **Large chalks, chunky pencils, progressing to smaller with support from pencil grips**
8. **Stencils**
9. **Write dance**

**Recognising meaning in print**

1. **Posters, books, signs and symbols, name leaves, print in the environment – such as logos, shop names, writing on lorrys etc**

**Opportunities to ‘write’ in play**

1. **Notes books and pencils, clip boards, calendars in all areas, role play – shopping lists etc, clip boards, making props for role play**

**Writing for a purpose**

1. **Library – writing their name or leaving a mark**
2. **As above on their artwork**
3. **Opportunities to experiment with a wide range of mark making tools and equipment**
4. **Mark making for bingo etc**
5. **Teaching Risers to show pride in their mark making resources – putting tops back on pens, wow board – acknowledging attempts to label, mark make**
6. **Progressing from fist grip to tripod grip.**