



Stocksbridge Nursery  
Infants School  
**Long Term Planning –**  
**F1**

**ENABLING ENVIRONMENT**  
Provision – Permanent  
resources

**Mark Making Area.**  
**AIM – To provide an environment which promotes the development of the effective characteristics of learning and allow for opportunities to plan in the moment at each child's level.**

**POSITIVE RELATIONSHIPS**  
Possible Adult interactions; ITMP

- Draw attention to marks, signs and symbols in the environment and talk about what they represent. Ensure this involves recognition of English and other relevant scripts.
- Provide materials which reflect a cultural spread, so that children see symbols and marks with which they are familiar
- Notice and encourage the marks children make and the meanings that they give to them, such as when a child covers a whole piece of paper and says, "I'm writing".
- Support children in recognising and writing their own names.
- Make books with children of activities they have been doing, using photographs of them as illustrations.
- Talk to children about the letters that represent the sounds they hear at the beginning of their own names and other familiar words.
- Demonstrate writing so that children can see spelling in action.
- Demonstrate how to segment the sounds(phonemes) in simple words and how the sounds are represented by letters (graphemes).
- Expect them to apply their own grapheme/phoneme knowledge to what they write in meaningful contexts.
- Support and scaffold individual children's writing as opportunities arise.
- Model writing for a purpose, e.g. a shopping list, message for parents, or reminder for ourselves.
- Model writing poems and short stories, writing down ideas suggested by the children.
- Provide activities during which children will experiment with writing, for example, leaving a message.
- Include opportunities for writing during role-play and other activities.

**THE UNIQUE CHILD**

**Assessment** Look, listen & note 2Simple

(22 – 36 mnts)

- Beginning to use three fingers (tripod grip) to hold writing tools
- Imitates drawing simple shapes such as circles and lines.
- May be beginning to show preference for dominant hand.
- Distinguishes between the different marks they make.

(30 – 50 mnths)

- Draws lines and circles using gross motor movements. • Uses one-handed tools and equipment
- Holds pencil between thumb and two fingers, no longer using whole-hand grasp.
- Holds pencil near point between first two fingers and thumb and uses it with good control.
- Can copy some letters, e.g. letters from their name.
- Sometimes gives meaning to marks as they draw and paint.
- Ascribes meanings to marks that they see in different places.

(40 – 60 mnths)

- Shows a preference for a dominant hand. • Begins to use anticlockwise movement and retrace vertical lines.
- Begins to form recognisable letters.
- Uses a pencil and holds it effectively to form recognisable letters, most of which are correctly formed.
- Gives meaning to marks they make as they draw, write and paint.
- Hears and says the initial sound in words.
- Links sounds to letters, naming and sounding the letters of the alphabet.
- Uses some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence.
- Writes own name and other things such as labels,captions.
- Attempts to write short sentences in meaningful contexts.