



Making a Mark

February 2021

After reflecting on how the children used the areas of provision, we noted that the mark making area was less popular than other areas within the nursery. This was especially true for the boys. In order to foster the children's willingness and desire to write we introduced large sheets of paper at floor level which we hoped would inspire them to engage in purposeful opportunities to make marks, write or draw.

By providing the children with the large sheets of paper we saw an instant interest in using the area and more boys were engaged in making marks, writing and drawing. The children had the opportunity to develop their fine motor skills and finger dexterity through this activity.

The children had very positive attitudes to the marks they made, some of the children gave meaning to the lines, squiggles and wavy lines they made such as **"writing my name"** or **"I made Spiderman"**, other children used familiar symbols such as circles and gave meaning to these marks. Some of the children wrote letters from their names or all of their name.

Lots of the children drew pictures of themselves or a family member and one child drew a picture of a penguin, this was related to our project on animals. She was extremely proud of her drawing and was keen to show her friends what she had drawn.

We also decided to provide the children with opportunities outdoors to make marks on a large scale in order to develop their gross motor skills by providing different ways to make marks with paint. One child even made marks with the cones by making a long line with them.

Links to the EYFS

Moving and Handling

22-36 months- May be beginning to show preference for a dominant hand.

30-50 months - Draws lines and circles using gross motor movements.

30-50 months -Holds pencil between thumb and two fingers, no longer whole hand grasp.

30-50 months - holds pencil near point between first two fingers and thumb and uses it with good control.

30-50 months - Can copy some letters e.g. from their name.

40-60 months - Show preference for a dominant hand.

40-60 months - Begins to use anticlockwise movements and retrace vertical lines.

40-60 months - Begins to form recognisable letters

Speaking

22-36 months - Uses language as a powerful means of widening contacts, sharing feelings, experiences and thoughts

30-50 months - Beginning to use more complex sentences to link thoughts (e.g. *using and because*)

30-50 months- Uses vocabulary focussed on objects and people that are of particular interest to them.

Writing

22-36 months - Distinguishes between the marks they make.

30-50 months- Sometimes gives meaning to the marks as they draw and paint.

40-60 months - Gives meaning to the marks they make as they draw, write and paint.

40-60 months - Writes own name and other things such as labels and captions.

Being Imaginative

22-36 months - Beginning to use representation to communicate, e.g. drawing a line and saying 'That's me.'

40-60 months - Create simple representations of events, people and objects.



A K picked up the pen firstly in his right hand and then he swapped to his left hand and began to draw. **"I'm gonna draw my Mama"** he said. Once he had finished drawing his Mama he said **"now I'm doing my Dad"**.

After he had finished he drew another head **"This is Spiderman"** and he began to sing a song about Spiderman.



E watched another child draw a picture of a person she then picked up the pen in her left hand and began to draw a circle, she added arms and eyes, hair and a mouth. When she has finished she looked up at the adult and **smiled saying "Emly"** (Emily).

E then picked up the pen again and began to draw another person, **"Me"** she said



H made lots of marks across the large sheet of paper. He used his right hand and a pincer grip to make jagged marks on the large paper. The adult asked H to tell her about what he was doing and he commented **"Writing my name"**.

When children are making these early marks, they are practising how to hold a pencil and are attempting to control their marks with their muscles. This enhance their physical development by improving their fine motor skills and helps to develop their hand-eye coordination.



Y picked up the pen in his right hand no longer with a whole hand grasp, he drew a circle and drew lots of lines inside his circle. He then added lines coming from the sides of the circle. He looks at the adult when he has finished and gave a big smile.

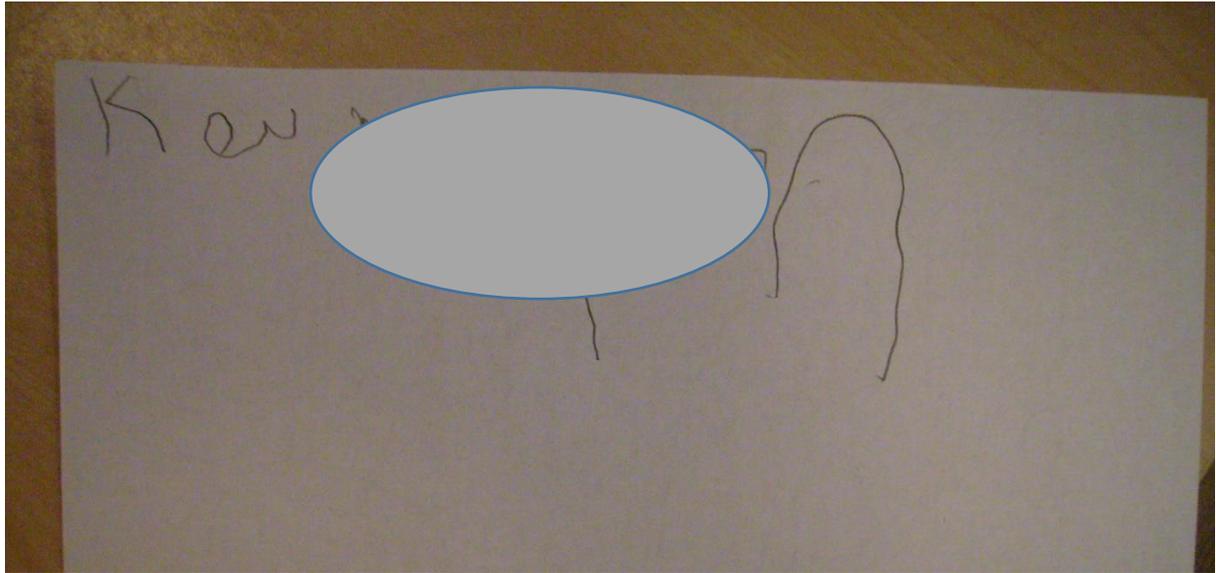
The adult asked him what he had drawn, he just smiled at the adult again.



The adult encouraged A to draw pictures of herself and other members of her family. A then held the felt tip pen near the top, using her thumb and two fingers and made representational marks on the large paper. She then commented to the adult **"That's me, Mummy and A"**. A then began to write some letters of her name and when she had finished she commented to the adult **"That's my name"**. The adult then commented **"Well done A"**.



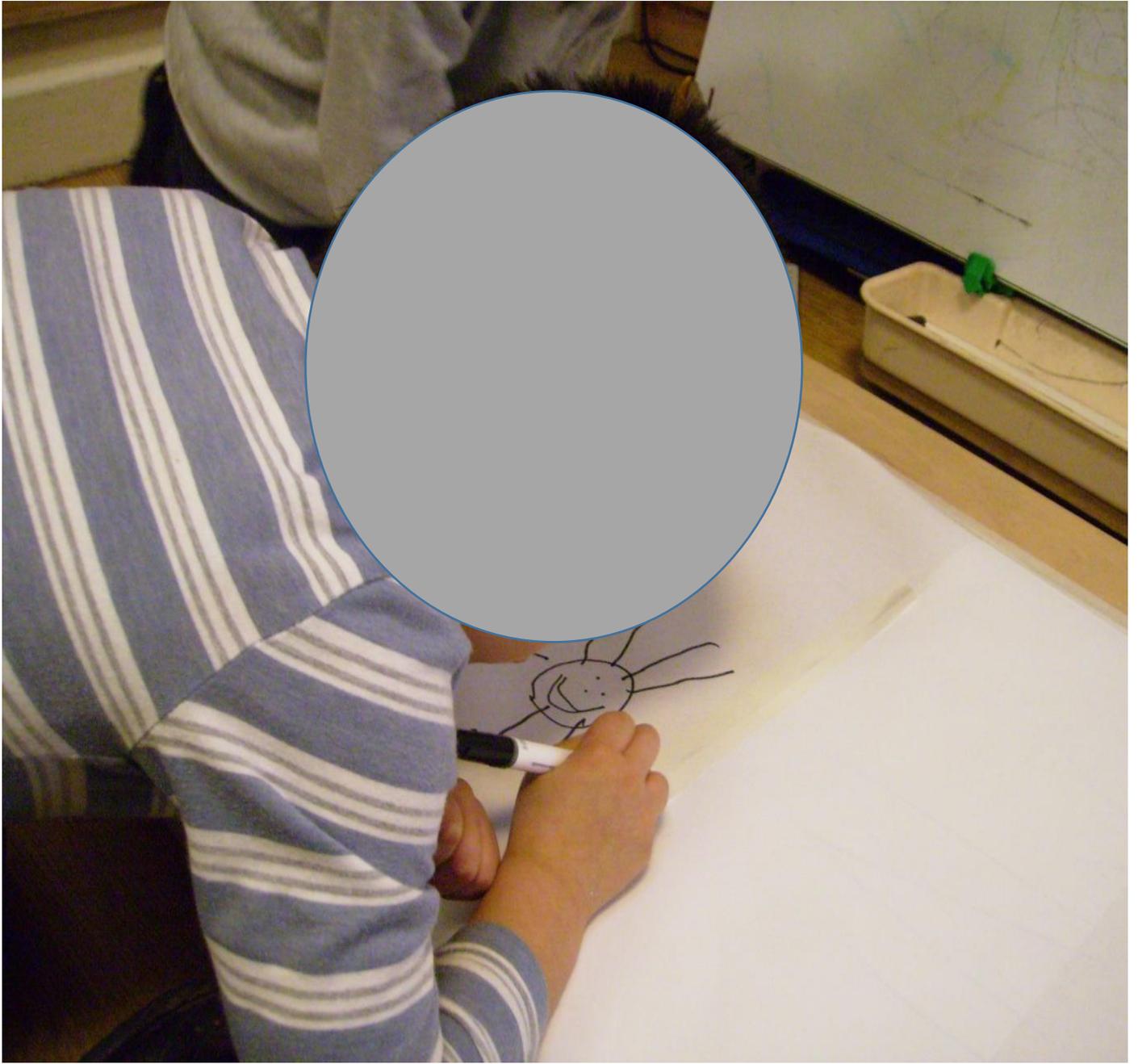
The adult encouraged G to make different kinds of marks on the large sheet of paper. G then held the black felt tip pen in his right hand using a tripod grip and drew some zig-zag lines and some circles. He then commented "**I made Spiderman**", pointing to his marks on the paper.

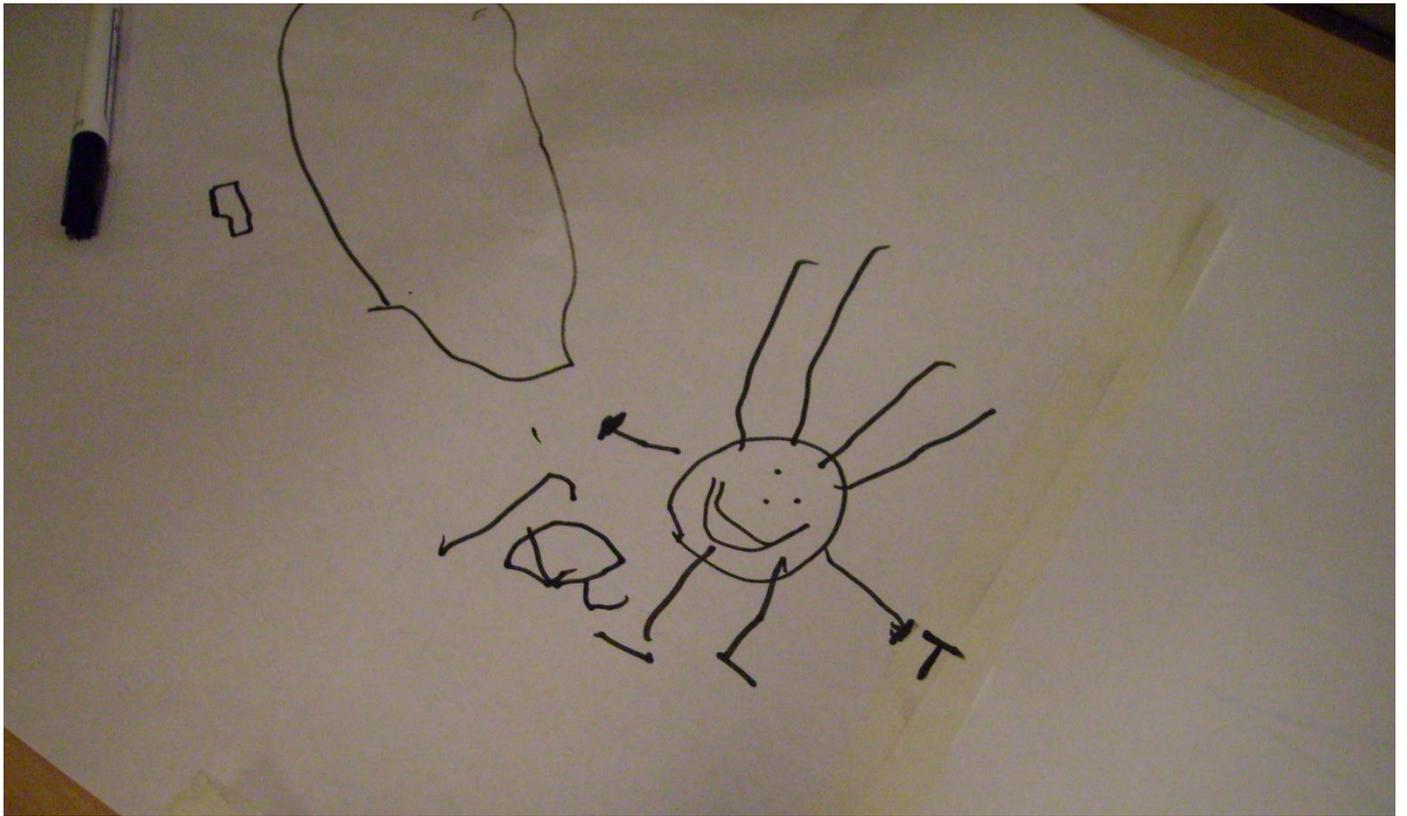


K wrote letters from his name. He held his pen in his right hand with a loose three finger grip.

I'm writing my name he said, "Look it says K".

K is very proud he can write the letters of his name and wanted to put it on display for everyone to see.





K held the pen in his right hand with a three finger tripod grip. He drew a picture of a person with a smiley face. **"Look I'm drawing R, he's got really long hair and a smile. He's smiling because he's happy."**

He then drew another person **"I'm drawing you now N you're smiling because you're happy"**.

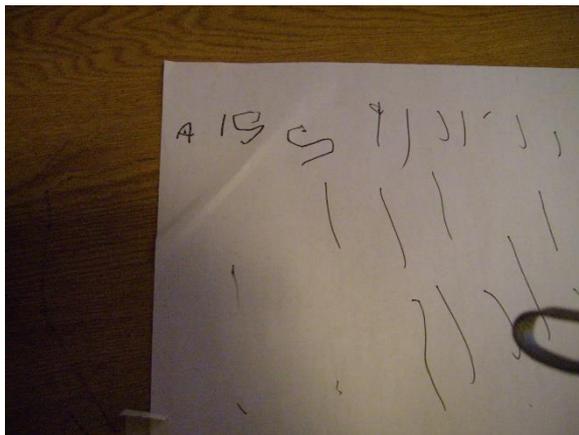
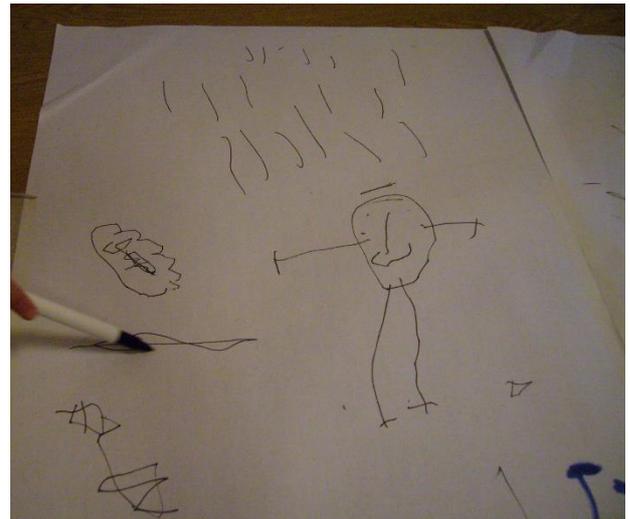
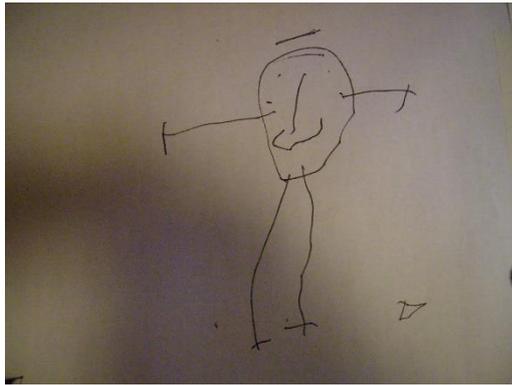


Z drew lots of dots on her paper. She then drew a circle with two small circles in the middle with lines across one of the circles. She then gave a big smile.

"This is happy for me" she said.

She disappeared for a while and returned with a teddy and placed it next to her, she picked up the pen and continued to make random marks and lines on the paper.





A joins the adult who is at the activity, she picked up the pen and began to draw a picture of her Mum.

"I'm drawing my Mum, she's got a head and legs and she's happy".

A then added a cloudlike shape, **"that's a cloud and now it's raining.** She then added a circle at the top of her picture, **"that's the sun"** she said.

She then drew another person (which hasn't been captured on the photos) **"That's me I'm lying down because I've fallen down and hurt my hand"**she said.

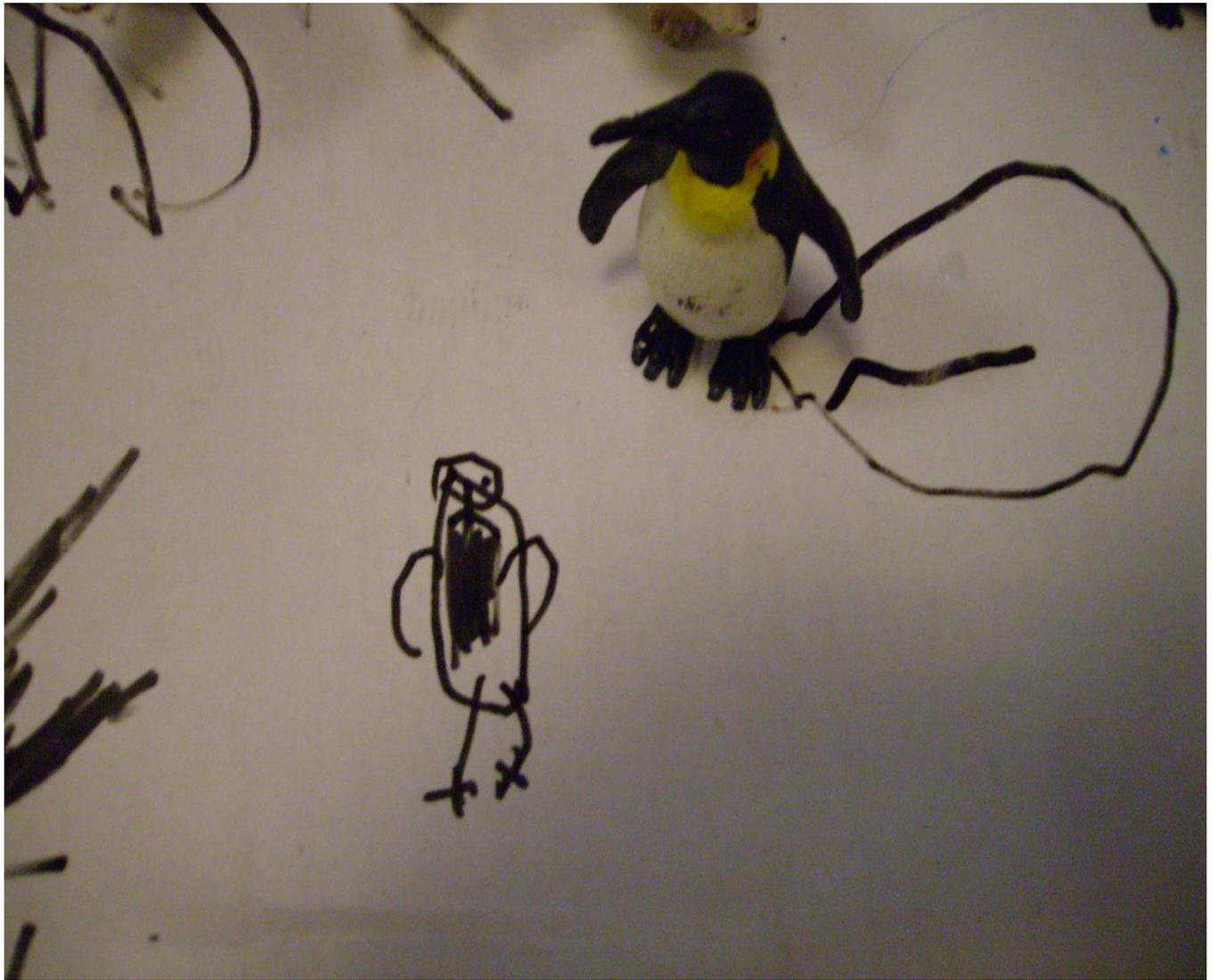
She finished her picture by writing some of the letters of her name at the top.



K was drawing circles on the large sheet of paper. He held the felt tip pen in his right hand in a full grip. He then began to draw a circle starting in the middle and drew bigger and bigger circles. K then started to dab, making lots of spots in the circle that he had drawn. He then commented "Look Z I made R".

Mark making is crucial for a child's development and learning. It not only teaches young children how to hold a pen correctly, but it also prepares them for writing and develops their handwriting skills.





A approached the adult and asks what the adult was doing.

I reply that I am drawing pictures of the polar bears and penguins and I ask her if she would like to draw one herself.

A decided she would like to draw a picture of one of the penguins. She held the pen in her right hand with a three finger grip .She began by drawing a head and then by adding the eyes.

She then pointed to the side of the body and said "**it's got some wings**".

The adult asked her what do you think its wings are for?

"**I think its wings are to help it swing**" she says to the adult. I repeat the sentence and add the word swim.

I then ask where do you think they live?

"**Tenerife**" she says

She then drew the penguin some feet and points to them and said "**to walk**".

I suggested that we use the fact file book to find out more information about penguins.

We opened the book together and look at what it said, then she spots an Emperor penguin and said "**I made that one**". We continued to look at the book and talk about what it told us in the book.

She suddenly spotted one of her friends and says "**Do you want to see my picture?**" and she took him over to her drawing.





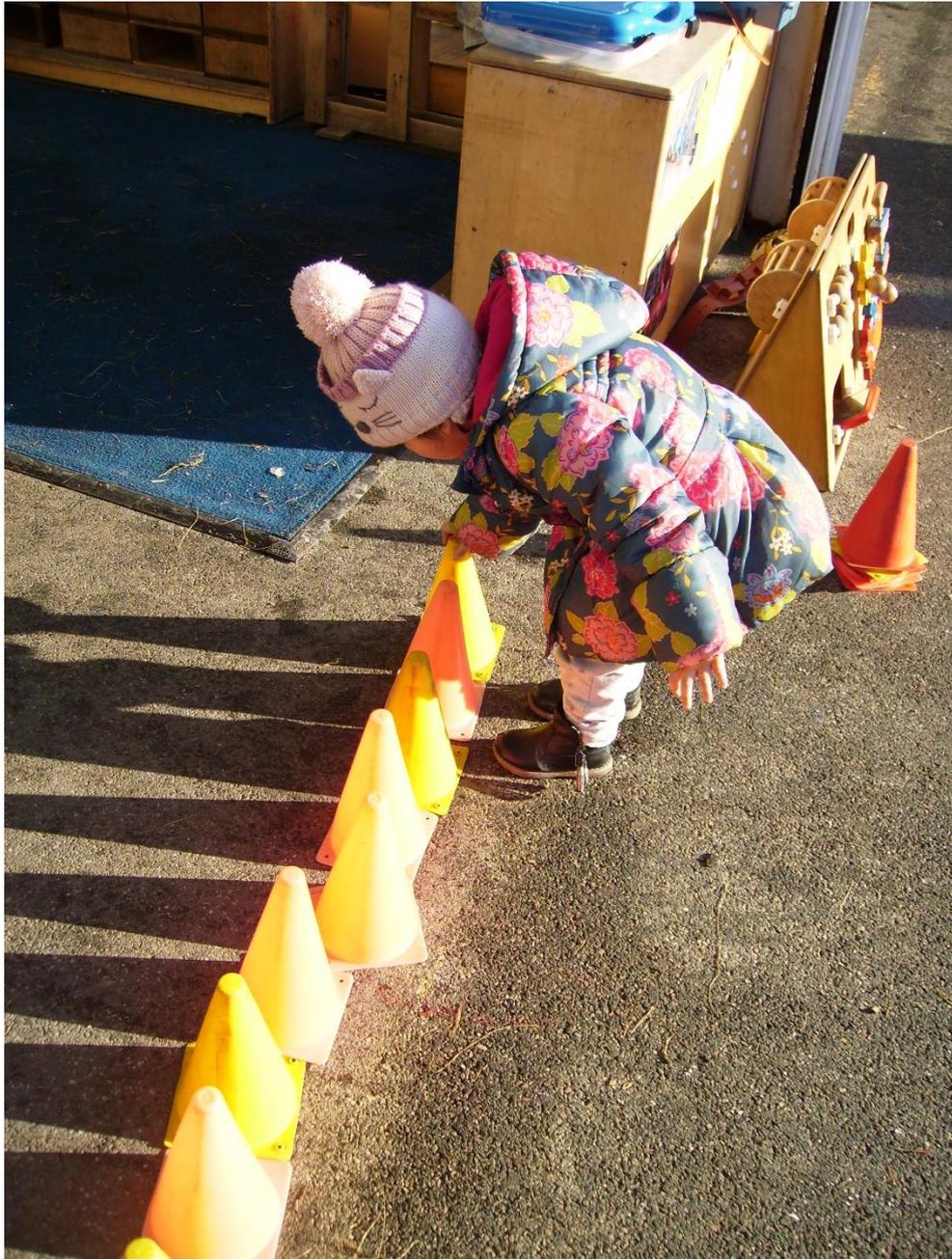


E was busy drawing a picture of her Mummy she drew a circle and then added eyes "It's me" she said, she then drew a nose and a body.

Later E revisited the activity where she joined a group of children discussing Spiderman. She started to draw and said "I'm doing Spiderman".



After spending time inside making marks with the felt pens, E then used the paint brushes to make marks on the large sheet of paper.



E also made a long line with the cones.