



Love, Learn, Live

GKS: Developing Early Writing (Progression)

Mark Making Concepts and Skills

<p>Random Scribbling</p>	<ul style="list-style-type: none"> • Marks do not communicate meaning. • Marks are the result of gross motor movements. • Random marks going in any direction. • Mark maker held in palmar grip.
<p>Controlled Scribbling</p>	<ul style="list-style-type: none"> • Marks do not communicate meaning. • Can control scribbles and repeat at will. • Variety of lines and circular patterns. • Repeated marks on page. • Begins transition towards tripod grip.
<p>Pre-conventional Writing</p>	<ul style="list-style-type: none"> • Assigns meaning to own marks. • Is aware print carries meaning. • No evidence of letter/sound connections. • Writes spontaneously for self rather than an audience. • Starting point at any point on page and places letters randomly. • Objects in drawings are recognisable and contain details. • Can 'read' a story from own picture/mark making. • Will talk about own mark making. • Will dictate to adults, telling them what to write. • During role play will write messages for a purpose. • Mixes letters, numerals and mock letters. • Will 'read' a text from memory or invent meaning. • Spacing rarely present.
<p>Exploratory Writing</p>	<ul style="list-style-type: none"> • Understands that writing and drawing are different. • Is aware that print carries meaning. • Begins to show an understanding of directionality. • Becoming aware of letter/sound connections. • Letters are recognisable. • Letter strings move from left to right and progress down the page. • Begins to group letters with spaces in between to resemble words. • Often uses upper case letters. • Labels pictures by matching beginning sound with a letter. • Copies letters and words from environmental & classroom print. • Can tell others the purpose of own writing. • Thinks that own writing can be read by others. • Recognises own name (or part of it) in print.
<p>Experimental Writing</p>	<ul style="list-style-type: none"> • Voices thoughts whilst writing. • Writes using simplified oral language structures. • Uses writing to convey meaning. • Assumes that the reader shares the context. • Understands that written messages remain constant. • Voices thoughts whilst writing. • Children name and write recognisable letters. • Letters frequently reversed. • Writes own name and other words that have personal meaning. • Uses upper and lower case letters indiscriminately. • Generally, uses correct directionality. • Produces text that is sometimes difficult to read. • Spelling semi-phonetic (initial sound for word) or phonetic (CVC) or may include some simple words.
<p>Early Writing</p>	<ul style="list-style-type: none"> • Writes using simplified oral language structures. • Experiments with familiar forms of writing. • Is able to state the purpose and audience of own writing. • Mature writing grip has developed. • Dominant writing hand is well-developed. • Begins to write letters more smoothly and automatically. • Uses invented spelling. • Begins to attempt punctuation. • Writes a limited number of sentences without development. • Uses a limited range of strategies to spell.