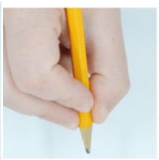
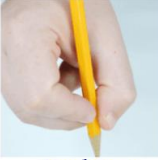
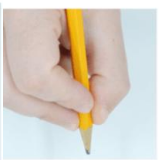
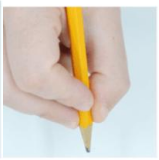
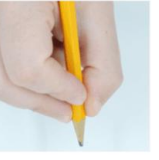
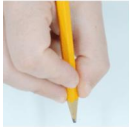
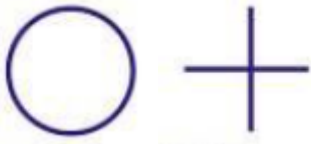


EYFS Continuous Provision Skill Development – Mark Making - It's gripping!

Skill Level	Potential Resources	What a child may do in this Element	Possible Handgrip	Potential Pre-writing Symbols	Example drawing progression
	Thin Pencil Thin colouring pencils Pens Thin felt tips Thin chalks Variety of paint brushes	Children will record letters in joined cursive.	Tripod Grasp Quadruped Grasp  	N/A	N/A
Element 7 -	Thin Pencil Thin colouring pencils Pens Thin felt tips Thin chalks Variety of paint brushes	Children will begin to form letters in a cursive style but won't necessarily join.	Tripod Grasp Quadruped Grasp  	N/A	N/A
Element 6 -	Thin Pencil Thin colouring pencils Pens Thin felt tips Thin chalks Variety of paint brushes.	Children will confidently form all letters in print form.	Tripod Grasp Quadruped Grasp  	N/A	N/A
Element 5 - Schematic.	Thin Pencil Thin colouring pencils Pens Thin felt tips Thin chalks Variety of paint brushes.	Children will confidently form letters (most of which are formed correctly.) Children will draw detailed pictures containing multiple characters/items. Children will select a brush size for a purpose.	Tripod Grasp Quadruped Grasp  	 	
Element 4	Thin Pencil Thin colouring pencils Pens Thin felt tips Thin chalks Variety of paint brushes.	Children will be able to record letters that are consistently recognisable. Children will choose a colour for a reason when mark making.	Tripod Grasp Quadruped Grasp  	  	

Element 3 - The preschematic.	Thick pencils Pencil grips on thin pencils. Spray bottles. Chunky stubby crayons. Paint rollers (various sizes.) Short and long handled brushes and brooms. Short handled paint brushes.	Children will begin to make marks with an intentional outcome. For example, to draw a picture of a loved one. Children will draw stick figures. Starting with a circle head and two legs. Children will begin to record letters of meaning to them (First letter of their name.) Children will begin to pick a dominant hand for mark making. Children will actively seek out mark making experiences.	Palmar Supinate Grasp  Digital Pronate Grasp  Quadruped Grasp 		
Element 2 - The scribble.	Thick Pencils Paint rollers Egg chalks. Chunky chalks. Paint dabbers. Large paint brushes. Brooms. Mops.	Children will begin to make marks by choice but without a desired outcome. Children will pass the mark making instrument between both hands. No dominant hand. Children will mark make on any surface possible (even walls!)	Palmar Supinate Grasp  Digital Pronate Grasp 		
Element 1	Paint dabbers Shaving foam Sauce based food Chunky chalks Chunky crayons Spades Brooms. Brush (dust pan)	Children will make marks at random on a variety of surfaces. Children will enjoy smearing foods to make marks. Children will use their whole body to make marks.	Palmar Supinate Grasp 		