



## Stages of writing and mark making

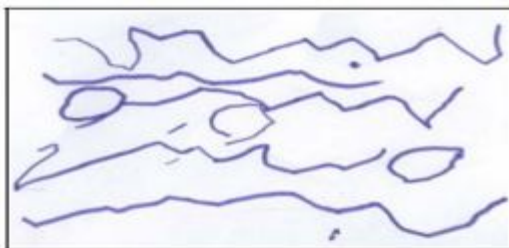
### Boorley Park School

Learning to write requires children to use multiple physical and mental processes at the same time. Writing combines many skills and relies on development in areas not just specific to writing. It requires well developed fine motor skills - the ability to use muscles in the fingers and hands; the attention to concentrate for periods of time; memory to generate ideas and remember what sounds look like to write words; and the language to be able to express themselves.

Below are the stages your child may go through as they begin to write. It is important to remember though that children develop at their own rates and in their own ways.



At this stage a child is mark making across the page. These are often zigzags and wavy lines. The child has a clear idea of the marks he or she wants to make and gives meaning to them. The mark making may communicate a message or an idea.



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A child may move on to make individual marks and begin to use some recognisable letters from his or her own name to communicate a message. He or she is beginning to understand that drawing and writing are different and that print carries a message.



on saturday I  
 Went to the  
 met ro doam.  
 I gwa ma pla id wivsa  
 I Wenoh the side

At this stage a child is using clearly identifiable letters to communicate meaning. He or she may be able to represent some sounds correctly and in sequence. He or she is able to hear and write the initial sounds in words.

The child is now demonstrating that he or she can hear and write words with initial, medial and final sounds. He or she is able to construct phrases to convey a message.

At this stage the child is using his or her phonic knowledge to write words in ways which match their spoken sounds. He or she can also write some irregular common words. He or she can write sentences which can be read by him or herself and others. Some words are spelt correctly and others are phonetically plausible. This writing meets the criteria for the Early Learning Goal in Writing which is the expected level for children at the end of Reception.

**Ways to help your child at home:**

- Have mark making resources at home for your child to use. Pens, pencils, crayons, chalks, paper, note books
- Encourage your child to have a go at writing for a purpose for example, a birthday card or shopping list.
- When writing always get your child to sound out the words even if they can only write the initial sound or a couple of sounds in the words.
- Praise all attempts at mark making and ask your children to read back their work for you.
- If your child wants to practise letter formation at home, please support them using the school handwriting font so that they are not learning to write using two different handwriting styles.

**End of year expectation for writing:**

'Children use their phonic knowledge to write words in ways which match their spoken sounds. They also write some irregular common words. They write simple sentences which can be read by themselves and others. Some words are spelt correctly and others are phonetically plausible.'