

I can write for a purpose and write my name.

Reflection points for familiar adults	What you may see me do	How familiar adults can support me	
<p><b>First point of reflection-</b> children develop upper arm and body strength by engaging in gross motor and fine motor activities.</p> <p>They use their arm and hand muscles to make big movements and show increased hand eye co-ordination</p>	<p>I can grasp objects and focus on what I am doing e.g. hold my arms out to try and catch a ball I engage in malleable play such as playdough for increasing periods of time I can grasp objects, thread large beads, and build a tower of 10 blocks  I hold mark making tools with a palmer grip moving between both hands and make scribbles</p>	<ul style="list-style-type: none"> <li>- Outdoor play</li> <li>- Painting with water</li> <li>- Large chalk drawing</li> <li>- Throwing (ribbons, tennis ball etc.)</li> </ul>	<p>Birth to 3 DM links- PD, L</p> <p>OP&amp;L PD 30 months</p>
<p><b>Second point of reflection-</b> Children make random marks with their fingers and with tools and start to give them meaning.</p> <p>They engage with various mark making materials.</p> <p>They can use tools with greater control making large lines and circles</p>	<p>I explore mark making materials and tools, noticing the marks they leave behind and begin to talk about them e.g. – ‘It’s my mummy’</p> <p>My marks tend to be on a larger scale but are more defined e.g. (a circle or a line is mummy)</p> <p>I start to show a preference for a dominant hand</p>	<ul style="list-style-type: none"> <li>- Malleable activities such as Playdough, shaving foam, salt/sand drawing</li> <li>- Larger movements activities</li> <li>- Using musical instruments</li> <li>- Hoola hopping</li> <li>- Drawing pictures and child showing us who they are drawing</li> </ul>	<p>Birth to 3 DM links PD, L</p> <p>3-4 DM links PD, L, CL</p> <p>OP&amp;L L 36-42 months</p>
<p><b>Third point of reflection –</b> Children’s marks are small and defined using different types of lines and can draw circles.</p> <p>They give meaning to their marks when writing and drawing and can distinguish between their ‘writing’ and their ‘drawing’.</p> <p>Children can recognise their name card and make marks to represent their name.</p> <p>They can use their gross motor skills to retrace vertical lines and draw using anti-clockwise movements</p>	<p>I give meaning to my marks and to my drawings.</p> <p>I can recognise familiar print and logos.</p> <p>I can make marks to represent my name in purposeful play and use my name cards to help me (e.g make squiggles in the corner of their artwork to represent their name)</p> <p>I can sound out some letters in my name</p> <p>Some children will begin to form recognisable letters as Aspect 6 and 7 are taught</p>	<ul style="list-style-type: none"> <li>- Large Scrunches (pulling/pushing)</li> <li>- Comment on children’s marks, modelling giving them meaning.</li> <li>-Model purposeful writing (e.g., making a list).</li> <li>-Scribe what children say</li> <li>-Purposeful environmental print</li> </ul>	<p>3-4 DM links PD, L, CL</p> <p>OP&amp;L L 48-54 months</p>
<p><b>Final point of reflection-</b> Children’s marks become more controlled and frequently write for a purpose (e.g. shopping list) and tell adults what they mean. Children write their name using their name card forming recognisable letters. They can identify a few graphemes and phonemes and may use these to write letter strings. Children write with a grip that is effective and comfortable using their dominant hand</p>			

