

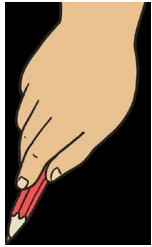


# Progression in Mark making/ Drawing and writing:

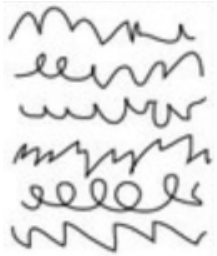
Stage	Pencil grip	Progression in learning and development - knowledge, understanding and skills demonstrated by the child		Progression in provision – the role of the adult in extending experiences and resources	Vocabulary
<p>1 to 2 Years- Range 2</p>	 <p>Palmar grasp</p>		<ul style="list-style-type: none"> <li>• The pencil is held in the palm with a whole fist and all of the fingers and thumb are used.</li> <li>• The movement comes from the child's shoulder.</li> <li>• The elbow, wrists and fingers stay in a fixed position.</li> <li>• Light scribbles are produced with this grip</li> </ul>	<ul style="list-style-type: none"> <li>• Provide children with chunky mark making tools that are easier to hold in a fist grip, such as chunky crayons, chalks or felt tip pens.</li> <li>• Give children large pieces of paper or large pieces of chalk to draw on the floor, which encourages movement using the whole arm</li> <li>• Provide mark making opportunities outside with chalks, water, paintbrushes.</li> </ul>	<p>Finger, thumb. Palmar grasp. Scribble. Marks: dot, patterns.</p>

2 to 3  
Years-

Range 3/ 4



Digital Pronate  
Grasp

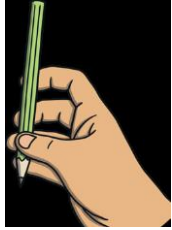
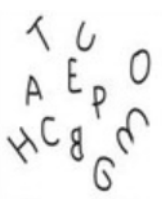




All fingers are holding the pencil but the wrist is turned so that the palm is facing down towards the page.

- Movement comes mostly from the elbow and the shoulder is now stabilized.
- Horizontal lines, vertical lines and circular lines are able to be copied.

- Provide children with smaller mark making tools that require a finer pencil control and smaller scale movements. Such as pencils and narrower felt tip pens/ crayons.
- Continue to provide painting experiences to enhance hand-eye coordination.
- Show children how to make large movements in the air with their arms, hands and shoulders.
- Consolidate the vocabulary of movement by talking about the movements children make, such as; going round and round, making curves etc.
- Use finger rhymes, counting fingers and finger puppets.

Finger, thumb.  
Palmar grasp.  
Scribble.  
Marks: dot,  
patterns,  
Round and  
round.  
Making curves.

<p>3 to 4 Years-</p> <p>Range 5/ 6</p>	 <p>Four-Finger Grasp</p>		<p>Fingers are held on the pencil shaft opposite the thumb, beginning to form the arc between the thumb and index finger.</p> <ul style="list-style-type: none"> <li>• Movement occurs from the wrist; the hand and fingers move as a whole unit.</li> <li>• Zigzag lines, crossed lines and simple humans can be drawn with this grip.</li> </ul>	<ul style="list-style-type: none"> <li>• Develop the pincer movement; show the children how to use tweezers to pick up small items, such as beads.</li> <li>• Encourage the children to strengthen their fingers by providing play-dough, clay and plasticine.</li> </ul>	<p>Anti-clockwise and clockwise. Talk about pencil position. Commentary about the marks they are making.</p>
<p>4 to 6 Years-</p> <p>Range 6</p>	 <p>Static Tripod Grasp</p>		<p>A three-finger grasp, where the thumb, index finger and middle finger work as one unit.</p> <ul style="list-style-type: none"> <li>• Movement is usually from the wrist with this static grasp.</li> <li>• A static tripod grip has a fourth finger involved.</li> <li>• Triangles, circles and squares can be copied with this grip.</li> </ul>	<ul style="list-style-type: none"> <li>• Provide a range of writing resources in all areas, ensuring the resources are purposeful. E.g., graph paper in the maths area and shopping lists in the role play.</li> <li>• Ensure sound charts are available to encourage the child to become independent writes.</li> <li>• Provide half-lined writing paper.</li> </ul>	<p>Pencil control, left/ right handed. Letter names and formation.</p>

6 to 7  
Years-

KS1



Dynamic Tripod  
Grasp

To daye i wot  
to play witht the  
white board and  
the shapes and  
I won to piny  
with MY fen

One day I saw  
my Frid it was  
Israel and Antonio  
and They got lost  
I sad Thim.  
The end

Pencil is held in a stable position between the thumb, index and middle finger.

- The ring and little fingers are bent and rest comfortably on the table.
- The index finger and thumb form an open space.
- Movement comes from the fingertips.
- This is the ideal grip to move the pencil efficiently, accurately and for letter formation practice.

- Ensure sound charts are available to encourage the child to become independent writes.
- Provide full-lined writing paper.
- Encourage the child to sit correctly in their chair; feet flat, in a position ready to write.

Reminder of pencil control. Letter size and the importance of ascenders and descenders.