

WHAT IS MARK-MAKING?

A WORKSHOP ABOUT MARK-MAKING IN AN
EARLY YEARS CLASSROOM AND AT HOME.

THE K1 TEAM

TODAY IS AN 'INQUIRY'!

WE WILL INQUIRE
ABOUT MARK-MAKING...

Communication

Share findings, Discuss ideas,
Work individually and with others,
Listen and Share

Teachers listen and help make
connections



Initial Engagement

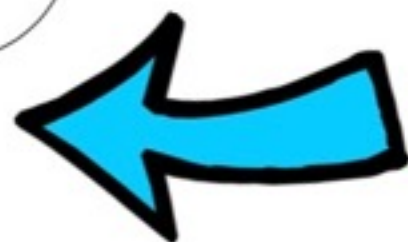
Notice, Wonder, Play
Raise questions about objects
and events

Teachers observe and listen



Explore, Observe, Question
Teachers facilitate, Ask open-
ended questions, Encourage ob-
servation and talk

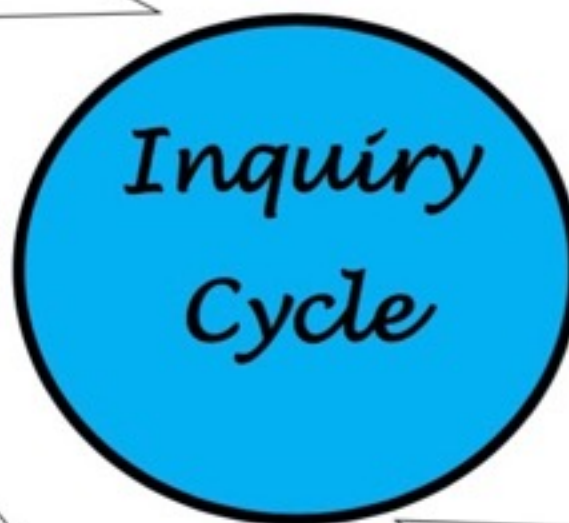
Exploration



Investigation

Plan, Use observations, Reflect,
Gather, Compare, Sort, Classify,
Order, Interpret, Observe and
Describe, Draw conclusions

Teachers provide resources,
question strategically, model



Inquiry
Cycle

Today *we* will...

LO: I can have a deeper understanding about what Mark-Making is and know ways to help my child at home and at school.

TO BEGIN...

KWL

Topic: _____		Name: _____	
K What I Know	W What I Wonder	L What I Learned	

1. PLEASE FILL OUT THE 'K' PART OF YOUR CHART – WHAT DO YOU ALREADY KNOW.

2. PLEASE FILL OUT THE 'W' PART OF YOUR CHART. – WHAT DO YOU HOPE TO LEARN TODAY

3. LEAVE 'L' EMPTY... YOU WILL FILL THAT IN AT THE END!




LO: I can understand and use a KWL chart.



WHAT IS MARK-MAKING...

 It is the start of a journey towards being able to write and is a real developmental milestone.

 Children begin their journey towards writing by making marks, not by producing letters and words.

 When a child makes lines, circles and marks on paper, they are trying out new things and beginning to convey their thoughts and feelings.

For young children, learning to control a pencil, pen or even paintbrush is hard. To do it, they first need to develop their hand-eye coordination, and build up the muscles and control in the hands. And children need more than just the control of their hands – they also need to be able to coordinate their arms and shoulders. Controlling these larger movements is what comes first when children are very young.



'Scribbles are products of a systematic investigation, rather than haphazard actions'.

John Matthews, 1999

ACTIVITY

1 .In your group please discuss the different samples of mark-making.

✎ What can you notice?

✎ What can you interpret?

2. Then please stick them in order to show the different stages of emergent writing.

LO: I can understand that writing is a developmental process and that it begins with mark-making.

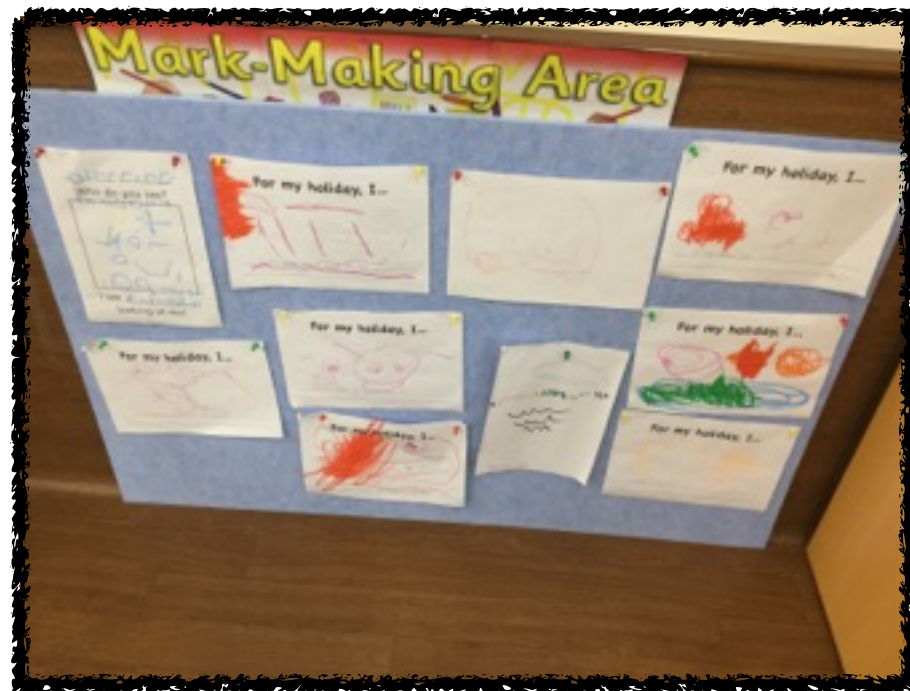




**WHAT DO WE
DO IN K1 TO
HELP
PROMOTE
MARK-
MAKING?**

MARK-MAKING AREA

Each class has their own Mark-making Area to allow children opportunities to engage in mark-making independently or in an guided activity.



INDEPENDENT PLAY...



GUIDED ACTIVITIES...

HOW CAN YOU HELP AT HOME...

- * Independence – let them have fun and don't interrupt.
- * A variety of opportunities/experiences... be creative!
- * Model writing in-front of them e.g. shopping list
- * Have your own 'Mark-Making Area'
- * We will give you a handout with some ideas to try at home.



COMMON WORRIES...

- **Pencil grip**
- **Back-to-front letters**
- **Left-handed children**
- **Spelling**
- **Children who are not interested**



Writing is a very complicated
skill and we should not
forget this!