



# EYFS CARE Curriculum

## Writing Progression (3-4 Years old) -Daisy Class



		Overall Writing Focus	Key Developments	What might children's writing look like?	Expectations for the Children	Support for Children
<b>Nursery</b>	Autumn 1	<b>Early Mark Making</b>	Begins to use gross motor movements to make marks. Develops shoulder and core stability. Explores a range of materials to create lines and shapes. Talks about what they have drawn and created	<ul style="list-style-type: none"> <li>Large-scale circular or vertical marks made with whole arm movements (e.g. paint rollers, chinks, water).</li> <li>Scribbles and random lines made with intent.</li> </ul>	<ul style="list-style-type: none"> <li>Begins to enjoy making marks and showing them to others.</li> <li>Talks about what they've drawn, even if adults can't yet see it.</li> </ul>	<ul style="list-style-type: none"> <li>Provide large surfaces (easel paper, playground floor, walls) for mark making. Use thick tools (paintbrushes, rollers, chinks).</li> <li>Model joy and purpose in making marks — writing shopping lists, drawing maps, etc.</li> <li>Encourage shoulder and elbow strength through climbing, sweeping, and ribbon play.</li> </ul>
	Autumn 2	<b>Controlled Mark Making</b>	Begins to vary pressure and control in drawing lines and shapes. Discussing what they have drawn- giving meaning to marks	<ul style="list-style-type: none"> <li>More controlled lines; begins to draw enclosed shapes (circles, crosses).</li> <li>Marks begin to appear in rows or clusters.</li> </ul>	<ul style="list-style-type: none"> <li>Can hold a pencil, crayon, or marker more effectively and shows greater control.</li> <li>Begins to draw people or objects with recognisable features (e.g., a head with legs).</li> </ul>	<ul style="list-style-type: none"> <li>Provide smaller mark-making tools (chunky pencils, short crayons).</li> <li>Offer vertical and horizontal surfaces.</li> <li>Play dough, threading, and tweezers to strengthen fingers.</li> <li>Model drawing and writing with clear, deliberate marks.</li> </ul>
	Spring 1	<b>Ascribing Meaning to Marks</b>	Begins to understand that print carries meaning. Starts to link talk and mark making — "That says mummy." Refines grip from palmar to tripod grasp.	<ul style="list-style-type: none"> <li>Marks may accompany verbal explanations.</li> <li>Attempts at writing "messages" in play (e.g., writing a note in role play).</li> </ul>	<ul style="list-style-type: none"> <li>Begins to describe what their marks mean.</li> <li>Shows awareness that writing can communicate.</li> </ul>	<ul style="list-style-type: none"> <li>Model meaningful writing in everyday contexts (lists, signs, names).</li> <li>Provide opportunities in all areas — clipboards in outdoor play, recipe cards in role play.</li> <li>Respond to children's marks by valuing their explanations rather than correcting form.</li> </ul>



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	Spring 2	<b>Symbols and Letters</b>	Notices letter shapes in their environment. Begins to experiment with letter-like forms Understands directionality (left-to-right). Building on tripod grasp	<ul style="list-style-type: none"> <li>Random letters, shapes, or lines that represent writing. May use letters from their name within mark making.</li> </ul>	<ul style="list-style-type: none"> <li>Begins to include some known letters or symbols within their writing attempts.</li> <li>Shows interest in recognising and copying letters.</li> </ul>	<ul style="list-style-type: none"> <li>Provide name cards, alphabet friezes, and environmental print.</li> <li>Encourage tracing, stamping, and copying letters in meaningful ways (labels, name cards)</li> <li>Model letter formation using sound-letter links in play (e.g., "You've written 'm' for mummy!").</li> </ul>
	Summer 1	<b>Emergent Name Writing</b>	Begins to identify own name in print and attempts to reproduce it. Understands that writing follows a sequence of letters and sounds.	<ul style="list-style-type: none"> <li>Strings of marks and random letters that may resemble their name. May use capital letters or write from right to left.</li> </ul>	<ul style="list-style-type: none"> <li>Can attempt to write own name with increasing accuracy. Recognises that names have meaning and can identify their own.</li> </ul>	<ul style="list-style-type: none"> <li>Support with daily name recognition (self-registration, labelling work).</li> <li>Provide tracing and free-writing opportunities using name cards.</li> <li>Celebrate attempts at name writing and link to phonics ("Your name starts with 's' — listen for that sound").</li> </ul>
	Summer 2	<b>Early Composition &amp; Purposeful Writing</b>	Begins to use marks to express ideas or retell experiences. Shows awareness that writing has different purposes.	<ul style="list-style-type: none"> <li>Combines drawings and symbols to represent stories. Writes letters or strings of symbols to label or caption.</li> </ul>	Can talk about what they have written and link it to an idea or story. Begins to use writing in purposeful play (lists, menus, signs).	<ul style="list-style-type: none"> <li>Provide role-play writing materials linked to themes (menus, tickets, cards).</li> <li>Celebrate writing as part of storytelling.</li> <li>Continue to model adult writing with clear links between talk, sound, and mark making.</li> <li>Offer opportunities for children to share and display their writing.</li> </ul>



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### Opportunities for Mark Making in Continuous Provision

#### **Autumn – Early Mark Making**

*(Focus: large-scale, physical mark making; developing control, joy, and purpose)*

##### **Outdoors / Large-Scale Play**

Chalk trails and puddle paint: children use chunky chalks or wet brushes to draw on playgrounds and fences.

Muddy messages: use sticks to draw or 'write' in mud, sand, or wet soil.

Water graffiti: large paintbrushes and buckets of water for painting lines, circles, or "messages" on walls and fences.

Ribbon wands and sweeping: sweeping leaves or painting with long-handled brushes builds shoulder strength and early writing flow.

##### **Creative Area**

Finger painting and foam marks: opportunities to swirl, drag, and flick.

Leaf printing and pattern trails: draw lines through paint or sand to "connect" prints together.

Autumn cards: blank cards and envelopes for children to "send" pictures or messages to friends or family.

##### **Role Play / Small World**

Shop play: blank paper and stubby crayons to "draw" or "mark prices" on items.

Home corner: notepads and envelopes for pretend lists or letters ("I'm writing to Grandma!").

Building site: clipboards and large pencils for "plans" or "maps."

##### **Sand / Water / Malleable**

Sand patterns: rakes, combs, and sticks for large sweeping marks.

Dough marks: use tools or fingers to "draw" on dough with lines, swirls, and shapes.

##### **Book & Mark-Making Areas**

Message station: envelopes, stamps, chunky crayons, name cards.

Loose parts mark making: use natural materials (conkers, sticks, acorns) to "trace" letter-like shapes in trays of flour, sand, or lentils.

#### **Spring – Controlled Mark Making**

*(Focus: developing fine motor strength, control, and early pencil grip)*

##### **Fine Motor**

Mini whiteboards and clipboards: always available for children to draw or "record."

Collections: children draw flowers, leaves, or other materials from the nature table.

Post office play: small notepads and envelopes for "delivering" marks or names.

##### **Creative Area**

Stencils and shape drawing: simple outlines (circles, crosses) for tracing or decorating.

Mini card-making station: blank folded cards, stamps, stickers, short crayons.

Autumn display contribution: children "sign" or mark their own work with pride.

##### **Construction & Small World**

Plan and build: clipboards for "designing" towers or "marking" how tall their buildings are.

Farm or transport play: children draw tracks, maps, or signs for vehicles.

##### **Outdoor / Large Scale**

Spring sketching: chunky pencils and paper outdoors to draw the trees changing.

Leaf rubbings: rubbing crayons over leaves taped under paper.

Fence mark-making panels: mounted clear Perspex or cardboard panels for drawing big controlled lines and shapes.

##### **Everyday Writing Invitations**

Mini "to-do lists," "delivery notes," and "menus" dotted around provision.

Message box for peers to post drawings or early marks to one another.

Name-marking opportunities (self-registration stones, coat pegs, snack lists).



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### Summer – Early Composition and Emergent Name Writing

*(Focus: developing name awareness and beginning to form recognisable letters)*

#### **Role Play/ Small World**

Café or shop play: clipboards, order pads, and mini menus — children “take orders” or “write prices.”

Post office: stamps, envelopes, baskets for posting messages.

Vet or doctor play: simple forms, appointment cards, and note pads.

#### **Creative Area**

Story drawing: invite children to “tell you what’s happening” in their picture — scribe their words to show that marks = meaning.

Label my creation: baskets of tags and sticky notes so children can “sign” or label what they make.

#### **Malleable / Fine Motor**

Salt-tray letters: free exploration — children trace familiar letters with fingers or sticks.

Name pebbles: children match, stamp, or copy first letters of their name.

Pegboards & threading: continuing fine-motor control for later writing fluency.

#### **Outdoor / Large Scale**

Environmental print hunt: clipboards and mark-making tools for children to “record” letters they spot.

Fence chalkboards: encourage tracing over large letter outlines or adding their own “writing.”

Delivery station: trikes and baskets with parcels tagged with marks or letter strings.

Pavement chalk area: draw large letters of their names in colourful chalks.

Mini spray bottles: for squeezing and strengthening fingers outdoors.

#### **Everyday Writing Invitations**

Self-registration with movable name cards.

“Sign in” for snack or garden time.  
“Write” in response to story props (e.g., make a ticket to ride the bear train, label a potion bottle).

Self-registration area: children write or trace their name on pebbles, cards, or magnets to “check in.”

Art signing station: small name cards available so children can “sign” their creations independently.

Display signatures: invite children to write their name tags for their work on walls or gallery boards.