

Mark Making Area Continuous Provision – Long-Term Plan
Class R Hartwell primary school



Overview: The mark making area is a vital element of continuous provision in Reception. It supports children in developing the foundations for writing through play, exploration and purposeful mark making. The area promotes creativity, communication, fine motor development and early literacy across a range of meaningful contexts.

Intent	Implementation	Impact	Resources
<p>The mark making area is designed to:</p> <ul style="list-style-type: none"> • Encourage children to express ideas, thoughts and meanings through marks. • Develop fine motor control and hand-eye coordination. • Support early writing skills, including symbol making, drawing and emergent writing. • Build confidence, independence and enjoyment in writing-related activities. • Provide purposeful contexts for literacy across all areas of learning. 	<p>The mark making area is available daily as part of continuous provision and is enhanced throughout the year in response to children’s interests, topics and developmental needs.</p> <p>Organisation</p> <ul style="list-style-type: none"> • Clearly defined, inviting mark making space. • A wide range of writing tools and surfaces accessible at child height. • Resources clearly labelled with pictures and words to support independence. • Opportunities for both child-initiated and adult-supported mark making. <p>Adult Role</p> <ul style="list-style-type: none"> • Observe children’s mark making to understand their stage of development. • Model writing for purpose (lists, labels, messages). • Use open-ended questioning to extend thinking and meaning. • Introduce and reinforce correct vocabulary naturally. • Value all marks and celebrate children’s efforts. 	<p>Children who regularly access the mark making area will:</p> <ul style="list-style-type: none"> • Show confidence and enjoyment in making marks and writing. • Use marks to represent ideas, stories and information. • Demonstrate increasing control and precision in fine motor skills. • Begin to apply early writing skills independently in play. • Be well-prepared for formal writing expectations in Year 1. 	<p>Core Resources (Available All Year)</p> <ul style="list-style-type: none"> • Pencils, crayons, felt tips, chalks • Paper of different sizes and colours • Whiteboards and pens • Clipboards • Mark making surfaces (paper rolls, card, post-it notes) • Letter formation prompts and name cards • Scissors, glue sticks <p>Enhancements (Rotated/Seasonal)</p> <ul style="list-style-type: none"> • Writing linked to role play (• Outdoor mark making tools (chalks, paintbrushes and water) • Different textures • Alphabets, word mats, sound cards • Story maps and picture prompts
Vocabulary	Adult interactions		Common play behaviours

Core Vocabulary
mark, draw, write, line, shape, letter, name

Literacy Vocabulary
sound, word, sentence, full stop, finger space, capital letter, label, list, story, phoneme, grapheme, digraph, trigraph

Fine motor Vocabulary
hold, grip, press, control, move, trace

Language for PSED
try, practise, proud, improve, idea

Adult Interactions (Examples)

“Tell me about your picture.”
 “What does this mark mean?”
 “I can see you’re making lots of careful lines.”
 “Shall we write a label together?”
 “How could you change this to show your idea more clearly?”

Exploratory play: scribbling, experimenting with tools and surfaces.
Representational play: drawing people, objects and events.
Imaginative play: creating stories, maps and role-play writing.
Functional play: writing lists, signs and messages.
Schemas:
Trajectory (repeated lines and movements)
Positioning (placing marks and symbols)
Enclosing (shapes and boundaries)
Sustained shared thinking: discussing meaning, improving representations.

Characteristics of Effective Learning

Playing and Exploring

- Children investigate tools and materials freely.
- They show curiosity and willingness to experiment.

Active Learning

- Children persist and practise skills.
- They show pride in their work and motivation to improve.

Creating and Thinking Critically

- Children plan what they want to represent.
- They adapt marks to better communicate meaning.

Links to EYFS Areas of Learning



Autumn Term – Exploration and Sensory Play



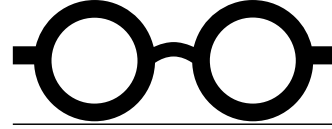
Spring Term – Investigation and Collaboration



Summer Term – Independence and Innovation

<p><u>Communication and Language</u> Children talk about their marks and meanings, explaining what they have drawn or written. Children listen and respond to others' ideas. Children use and develop vocabulary linked to marks, writing, and meaning</p> <p><u>Physical Development</u> Children develop fine motor control through using pencils, pens, chalks, and brushes. Children build hand strength and coordination needed for writing. Children demonstrate increasing control and accuracy in their mark making. Children begin to use a secure tripod grip when appropriate.</p> <p><u>Personal, Social and Emotional Development</u> Children show confidence to express their ideas through marks and drawings. Children develop independence, selecting tools and resources. Children take pride in their creations and share them with others. Children work alongside or collaboratively, sharing resources and ideas.</p> <p><u>Literacy</u> Children engage in early writing for a purpose (labels, lists, captions, messages). Children begin to write recognisable letters, some of which are correctly formed. Children link sounds to letters in their writing. Children develop understanding that marks carry meaning.</p> <p><u>Mathematics</u> Children record numbers through mark making. Children explore patterns, shapes, and symbols. Children represent mathematical ideas</p> <p><u>Understanding the World</u> Children use mark making to represent their experiences and ideas. Children begin to understand that print and writing have purposes in everyday life. Children explore a range of materials and tools and how they can be used.</p> <p><u>Expressive Arts and Design</u> Children express ideas creatively through drawing and mark making. Children experiment with different media, textures, and tools. Children use mark making as part of imaginative play and storytelling.</p>	<p><u>Focus:</u> Confidence, exploration and enjoyment. Children explore a wide range of tools and surfaces. Marks may be random, circular or linear. Adults model mark making and value all attempts.</p>	<p><u>Focus:</u> Purpose and representation. Children begin to assign meaning to marks. Increased interest in letters, names and sounds. Adults model writing for real purposes.</p>	<p><u>Focus:</u> Control, clarity and independence. Children write recognisable letters and simple words. Marks are used confidently in play across provision. Children reflect on and improve their work.</p>
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Review and Development:


























Provision is reviewed regularly using observations and outcomes.

Resources are adapted to challenge and support all learners.

Adult interactions are refined to ensure appropriate progression.

This long-term plan ensures the mark making area is a purposeful, engaging and progressive part of continuous provision throughout the Reception year.

<p>mark</p> 	<p>draw</p> 	<p>write</p> 	<p>line</p> 	<p>shape</p> 	<p>letter</p> 
<p>list</p> 	<p>story</p> 	<p>Mark Making Area</p> 		<p>name</p> 	<p>sounds</p> 
<p>phoneme</p> 	<p>grapheme</p> 			<p>word</p> 	<p>sentence</p> 
<p>digraph ee</p> 	<p>trigraph air</p> 			<p>full stop</p> <p style="text-align: center;">•</p>	<p>finger space</p> 
<p>pencil hold</p> 	<p>control</p> 	<p>press</p> 	<p>practice</p> 	<p>capital letter</p> 	<p>label</p> 